

### Literacy

Daily RWI sessions  
I can use actions and a story map to retell Whatever Next.  
I can identify and sequence key events in the story.  
I can explore the characters in the story and write character portraits.  
I can create success criteria for a journey story.  
I can plan our class innovation using the boxing up method.  
I can innovate the story and enhance using descriptive language.  
I can create a word bank for a new setting.  
I can describe settings in the story and destinations of my choice.  
I can plan and write my own journey story using a story map.  
I can edit and finalise my story map using purple pen.  
I can write a recount of Bear's adventure.  
I can plan and write a recount of an adventure of my own choice.  
I can write poems about the moon.

### Computing

I can use a computer to write.  
I can add and remove text on a computer.  
I can identify that the look of text can be changed on a computer.  
I can make careful choices when changing text.  
I can explain why I used the tools that I chose.  
I can compare typing on a computer to writing on paper.

### Science

I can sort, identify and name a variety of everyday materials including objects from the story.  
I can distinguish between an object and the material it is made from.  
I can describe the properties of everyday materials.  
I can identify objects that are natural and manmade.  
I can predict, test and identify if an object will float or sink.  
I can investigate and explore which materials are best for different objects.  
I can observe changes in the weather (LS study).  
I can compare the rainfall, temperature and wind speed (LS study).

### Music

I can find a pulse and understand it is the heartbeat of the music.  
I can recognise and name two or more instruments I hear in a piece of music.  
I can keep a pulse.  
I can copy and clap back rhythms I hear.  
I can clap the rhythm of my name and my favourite colour.  
I can rap and sing in time to the music.  
I can start to understand that pitch is high and low sounds.

### Art and Design

I can make a continuous line drawing.  
I can draw from observation.  
I can make and compare marks made with different tools.  
I can explore how water effects graphite and pen.  
I can make choices about which colours I'd like to use in my drawing.  
I can share how I feel about the work of an artist.  
Artist focus - Kandinsky (Several circles, Concentric circles)  
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### PSHE

I can identify similarities between people in my class.  
I can identify differences between people in my class.  
I can tell you what bullying is.  
I know some people who I could talk to if I was feeling unhappy or being bullied.  
I know how to make new friends.  
I can tell you some ways I am different from my friends.

### P.E. - Gymnastics

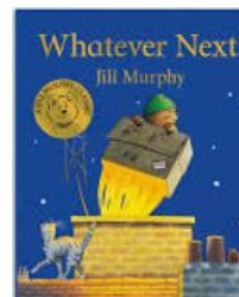
I can explore, combine and develop travelling movements.  
I can develop quality when performing and linking shapes.  
I can develop stability and control when performing balances.  
I can develop technique and control when performing shape jumps.  
I can develop technique in the barrel, straight and forward roll.  
I can develop rolls and use them in a sequence.  
I can link gymnastic actions to create a sequence.  
I can develop quality in gymnastic sequences.

### R.E.

How does a celebration bring a community together?

I understand the meanings of the term Christian and Muslim.  
I can explain how Christians celebrate Christmas.  
I can explain how Muslims celebrate Eid-u-Fitr and Eid-ul-Adha.  
I understand how these festivals help to bring the religious communities together.

### Whatever Next



Autumn 2 2024

Year 1

### Key Vocabulary

Old, new, now, then, before, after, past, material,  
fabric, opaque, transparent, manmade, natural,  
submerge, float, predict, buoyant, sink,  
waterproof, absorbent, soak.

### Visits and Enhancements

Strangers Hall

Christmas Church Visit

### Maths

I can recognise and name 2D and 3D shapes.  
I can sort 2D and 3D shapes.  
I can create patterns with 2D and 3D shapes.  
I can count across 20, forwards and backwards beginning with zero or 1, from any given number.  
I can identify and represent numbers to 20 using objects and pictorial representations including a number line.  
I can count, read and write numbers to 20.  
I can find numbers that are 1 more and 1 less.  
I can estimate on a number line to 20.  
I can compare numbers to 20.  
I can order numbers to 20.

### History

I can discuss a favourite toy.  
I can learn more about my own history.  
I can talk about memories.  
I can find out about the toys my parents, carers and grandparents played with.  
I can investigate what toys were like in the past.  
I can sort and sequence artefacts from different time periods.  
I can ask and answer questions about artefacts  
I can compare toys from the past with modern toys.  
I can investigate how teddy bears have changed over time.