

## Communication and Language (CL)<sup>SEP</sup>

**Listening, Attention and Understanding** : Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They make comments about what they have heard and ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

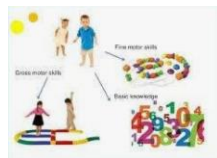
**Speaking**: Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; they offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.



## Physical Development (PD)

**Gross Motor Skills** Children will negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children participate in weekly welly walks in the village and surrounding woods towards Shearwater. They climb, balance and navigate the rural terrain that surrounds us. Children have weekly PE lessons that develop their early games and movement skills.

**Fine Motor Skills** Children will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. Children develop fine motor skills daily, building their muscle strength in their fingers to control pencils, brushes and other tools.



## Potters Curriculum Map Autumn 2023 Dinosaurs



**Be kind, be safe, be responsible.**

**Values : Friendship & Compassion**

**Sounds being taught this term:**

a,i,m,s,t

n,o,p

b,c,g,h

d,f,v,e

k, l, r, u

j,w,z

## Personal, Social and Emotional Development (PSED)

**Self-Regulation** - Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self** - Children become confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships** - Children work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

## Literacy (L)<sup>SEP</sup>

**Reading**: Children develop awareness of rhyme and alliteration; listen to and join in with songs, stories and poems; anticipate key events and phrases in rhymes and stories. They begin to be aware of the way stories are structured; suggests how a story might end; listen to stories, recalling key events; describe key characters and events in stories; recognise a few familiar words; look at books and handle them carefully, know that English is read left to right. They develop their sound knowledge in daily Sounds Write lessons, learning how to blend sounds to read and recognise some key words.

**Comprehension** – Children demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and

### Mathematics (M)

Numbers: Children use some number names and number language spontaneously. They recite numbers in order to 10 and beyond and recognise some numerals of personal significance. Pupils select the correct numeral to represent objects and find the total number of items in two groups. They use the language of 'more' and 'fewer,' and begin to form numbers correctly and place numbers in order. 'Edible Mathematics' sessions will be introduced.

Shape, space and measure: Play with shapes and make different models and arrangements; show awareness of similarities in shapes; show an interest in

### Understanding the World (UW)

People and communities: Children show interest in the lives of people who are familiar to them. They remember and talk about significant events in their own experiences. Pupils recognize and describe special times or events for family or friends. They know some of the things that make them unique. Children enjoy joining in with family customs and routines.

The World: Pupils comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

They can talk about some of the things they have observed such as plants, animals, natural and

x,y,ff,ll,ss

**Year 1 children will be working within the Extended Code in Sounds Write**



### Expressive Arts and Design (EAD)

**Exploring and using media and materials:** Children sing a few familiar songs and tap out simple repeated rhythms. They explore colour and how colours can be changed. Pupils understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. They construct with a purpose in mind.

**Being imaginative:** Children build stories around toys, developing their imaginative language. They use available resources to create props to support role-play. Children choose particular colours to use for a

poems and during role-play.

**Talk for Writing text:** The Little Green Dinosaur.

**Writing:** Children give meaning to marks they draw, write and paint; ascribe meanings to marks they see in the environment. They hear and say the sounds throughout words. Children write their name accurately. They use some clearly identifiable letters to write labels and begin to spell some key words.

### Ning and the Night Spirits

Letter writing, making posters and invitations, banners and decorations for a parade.

shapes the environment. Begin to use mathematical names for name 2D shapes (Inc. square, rectangle, triangle, circle). Use positional language. Order and sequence familiar events.

### Year 1 pupils will:

Develop their understanding of place value, geometry and calculation. Children will begin to use larger numbers (to 100) and will deepen their use of calculation strategies.

found objects, developing an understanding of growth, decay and changes over time. Children participate in weekly 'Welly walks.'

### Year 1 pupils will:

Broaden their geography skills through studying their local environment and map making. They will observe the changing season and wildlife, sorting and grouping animals. Children will explore melting and freezing as changing states of matter.  
Local study of Crockerton, developing an understanding of places people live (villages, towns and cities).

### Children in Year 1

This term, the children in Year 1 start to work towards National Curriculum objectives. These develop the learning outcomes that the pupils achieved in their Reception year. Pupils extend and build on their phonic knowledge as they learn more complex spellings of sounds. The Extended Code of Sounds Write continues to provide a systematic progression of spelling of vowel digraphs and trigraphs. These are applied and practiced daily in their reading and writing. Children are supported to write with growing independence and accuracy; writing key words and common spellings effectively. Handwriting practice develops an accurate and fluent handwriting style.

purpose and different media materials to suit their purpose. They introduce a storyline or narrative into their play.

### RE

Is it possible to be kind to everyone all the time?  
Thinking about Jesus's teachings in the Bible, pupils will explore the importance of kindness as a Christian value and reflecting on what this means to them.  
What is the Good News that Jesus brings?  
What can we learn through the teachings of Jesus about friendship, forgiveness and peace.

### Year 1 Pupils will:

Write sentences by  
\*saying out loud what they are going to write about  
\*composing sentences orally before writing  
\*sequence sentences to form short narratives  
Discuss what they have written with the teacher or other pupils.

### Vocabulary, grammar and punctuation

#### Year 1

Pupils should be :  
Using capital letters and full stops to punctuate sentences.  
Use finger spaces between words.  
Spell some common exception words for Year 1.  
Write lower case letters starting and finishing in the correct place.  
Use their phonic knowledge as the root for independent writing whilst ensuring that key words are spelt correctly.  
- **Text** – *sequence sentences to form short narratives*  
- **terminology** – *sentence*

### Spirituality

The pupils will be taking time to connect to their school and

				<p>new classroom. They will also be reflecting on the connections they have with their friends. As we explore our beautiful, local environment, moments of Spirituality are captured as the children express their awe and wonder at the landscape, changing seasons and their connection with nature.</p>
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**Values**

To develop their understanding of friendship and compassion, the children will: think about which people love and care about them; understand what it means to be a good friend; think about how to be proud for their friends' successes; think about feelings of sharing friends with others. Pupils will consider how they show they care for others by exploring ways in which we can help others through awareness and organizing a charity fundraiser, for example.