

Aliens and Us – Autumn Term

English

- To use some spacing between words.*
- To use spacing between words.
- To form lower-case letters in the correct direction, starting and finishing in the right place*
- To form capital letters*
- To understand which letters belong to which handwriting 'families' and to practise these*
- To compose simple sentences accurately
- To write in a way that can usually be understood by an outside audience
- To use some simple noun phrases
- To make some use of capital letters and full stops
- To demarcate some sentences with capital letters and full stops*
- To use capital letters for the personal pronoun I*
- To spell most CVC words correctly
- To segment spoken words into phonemes and representing these by graphemes, spelling some correctly*
- To spell some common exception words*

Maths

- To be able to count numbers to 10 accurately – forward and backward.
- To be able to count similar objects up to 10 with accuracy and fluency.
- To be able to write all numbers to 10 with numerals and in words.
- To count only objects of the same name in a group.
- To be able to understand what zero represents and use it when counting.
- To be able to compare objects using matching and counting; to use the terms 'equal to', 'as many as', 'more than', 'greater than' and 'less than' as key terms.
- To be able to order numbers to 10 and know which number is greater or is lesser in value.
- To compare numbers using the terms '1 more' and '1 less'.
- To understand that a number is made up of other numbers.
- To find as many ways possible to construct a number.
- To be able to tell a story based on given number bonds or draw number bonds to tell a story.
- To be able to add two different numbers within 10. Pupils will become familiar with the different vocabulary associated with addition, such as plus, add, equals, parts and whole.
- To add by counting on.
- To complete number sentences and gain an understanding of inverse operations.
- To be able to make addition stories using correct vocabulary.
- To be able to solve addition problems presented in pictorial form.
- To be able to apply knowledge of number bonds to solve problems.
- To understand that subtraction can be done by crossing out or taking away.
- To be able to subtract using number bonds.
- To be able to solve a subtraction equation by counting back, using a number line as support.
- To be able to make subtraction stories and represent them in subtraction sentences.
- To be able to solve picture problems involving subtraction.
- To solve problems in the context of addition and subtraction.
- To find the corresponding number families (addition and subtraction).

Science

- To identify and name a variety of everyday materials. (e.g. wood, plastic, glass, metal, water, rock)
- To distinguish between the object and the material from which it is made
- To describe materials using words such as hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/rigid
- To describe the simple physical properties of everyday materials.
- To describe the simple physical properties of everyday materials
- To compare and group together a variety of everyday materials on the basis of their simple physical properties
- To sort based on simple criteria
- To perform simple tests with assistance
- To record results in simple diagrams and charts
- To investigate what would be the best material for a particular use
- To observe closely using simple equipment

DT

- To design with purpose in mind
- I think about how I want my product to look
- To select tools and techniques needed to shape, assemble and join materials
- To construct with purpose in mind, using a variety of resources
- To manipulate materials to achieve a planned effect
- To adapt work where necessary.
- To create simple representations of events, people and objects.

History

- To order my own personal life event time line.
- To know where I can find information about a person I am studying.
- To know what time period the people I am studying come from.
- To use words like older, newer, before and after when describing the people I have studied.
- To know where I can find information about a person I am studying.
- To use words like older, newer, before and after when describing the people I have studied.
- To know ways the people I have studied are alike.
- To know the ways the people I have studied are different.

Art

- To explore some simple techniques including colour and shape
- To use materials to design and make products with support
- To explore some simple techniques including colour and shape
- To think about what I want to create before I start
- To explore ideas from my own imagination
- To say what I think about my own work
- To show pride in my work
- To say what I think about others work.

SMSC

- I can help make my class a good place to learn.
- To tell you what being a good friend means to me.
- To name a range of feelings and emotions.
- To participate as part of a group.
- To know that I am sometimes wrong.