

## Maths

### Place Value

Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Once these skills are embedded we will move onto numbers with 20. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Given a number, identify one more or one less.

### Calculation:

Solve number problems with number and place value from the Year 1 curriculum (+). Represent and use number bonds and related subtraction facts (within 10). Add and subtract one-digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

### Shape:

Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.

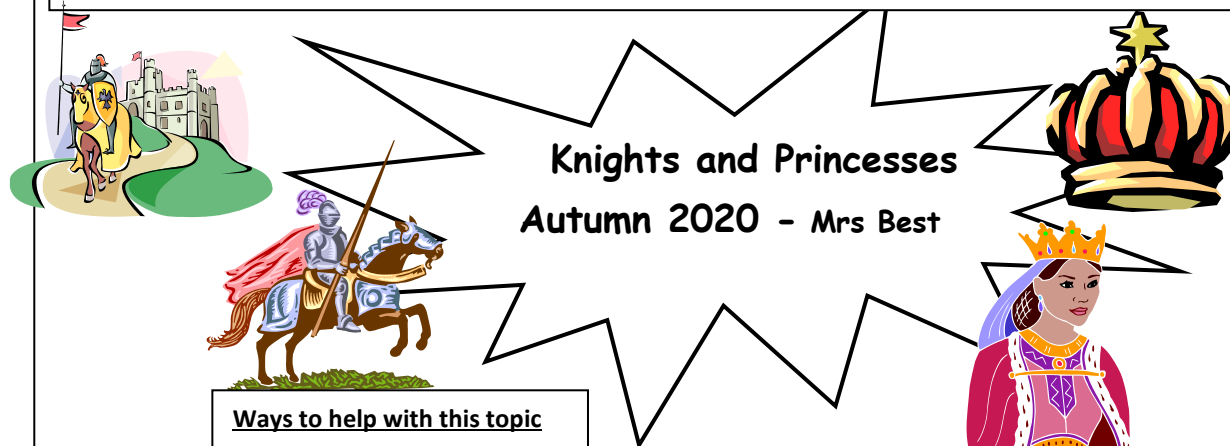
**Literacy:** Literacy involves a great deal of ongoing work which more detailed information sent out separately e.g. letters and sounds and handwriting.

**Narrative:** The Kissed that Missed.

We will read the stories; act them out and retell the stories. The children will be creating story maps of the stories, again furthering their understanding of sequencing stories and how this sequence can be represented. We will sequence sentences and match them to the story map and then begin to write our own sentences to match the story maps.

They will look at the different characters in the story and move onto looking at the settings in the stories and how the settings are created, again through the use of adjectives. We will write our own versions of some of the stories by changing or adding a different setting.

**Non-Fiction:** The children will be developing their understanding of labels and captions - we will be looking where we find this type of non-fiction writing and the children will be encouraged to write their own labels and captions related to their History work.



### Ways to help with this topic

Visit a castle.

Create your own family tree.

Look for patterns and shapes in the environment.

Use google maps to locate where you live.

**PSCHE/SEAL:** In these subjects the children will be developing their understanding of 'The Worthington Way' and investigating what each statement means. We will be sharing our ideas on 'New Beginnings.'

**History:** The children will become History detectives and develop their understanding of:

**Castles:** The children will learn about castles; where castles were built and why; parts of the castle and their uses. We will look at the people who lived in a castle and the jobs they did.

**The Royal Family:** We will find out about the current Royal Family and discuss their titles and the relationships between each other and place them onto a family tree. We will relate this to our family tree. Through our topic on 'The Royal Family' the children will develop their sense of chronology by placing Royal Weddings onto a timeline. We will then look into more details related to Royal Weddings; discussing British traditions related to Royal Weddings.

*Due to Covid, this History topic will be taught with more emphasis on Literacy skills.*

**Science: Everyday Materials and Uses of Materials:**

Pupils will be taught through practical investigation to:

□ distinguish between an object and the material from which it is made

□ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

□ describe the simple physical properties of a variety of everyday materials

□ compare and group together a variety of everyday materials on the basis of their simple physical properties.

□ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

□ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Through our **Design and Technology** topic we will investigate the strength of different materials and how to make materials stronger. We will investigate what makes the strongest drawbridge.

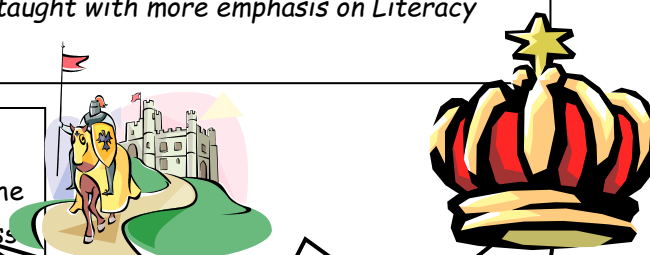
**Art:** Using the painting 'Castle and the Sun' by Paul Klee as an opening stimulus the children will be developing their awareness of printing as a medium. Some of the skills the children will be developing are: Print with a range of hard and soft materials  
Make simple marks on rollers and printing pallets.

Roll printing ink over found objects to create patterns e.g. mesh.

Build repeating patterns and recognise pattern in the environment.

Create simple printing blocks with press print.

Design more repetitive patterns.



## Knights and Princesses Autumn 1 - Mrs Best

**RE:** We follow the Trafford Agreed Syllabus

*Christians and the Bible*

1.1 Who is a Christian and what do they believe?

1.4 What can we learn from sacred books?



**PE:** Multi-Skills to develop core-strength and skills.

**Music:** Hands, Feet and Heart  
- through this topic we will teach the different elements of music.