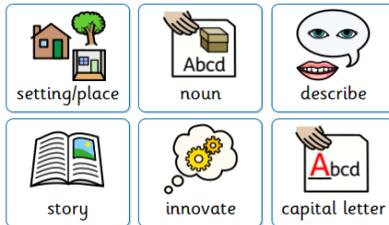


## English

- I can describe a setting.
- I can create a poem that describes a setting.
- I can use different times of days to start a sentence (fronted adverbials).
- I can understand the meanings of new vocabulary.
- I can use a capital letter for proper names (e.g. places).
- I can compose a sentence orally before writing it.
- I can innovate and retell a story.
- I can use a capital letter to start my sentence.
- I can use a full stop to end my sentence.
- I can write in simple sentences.



## Year 1, Term 3

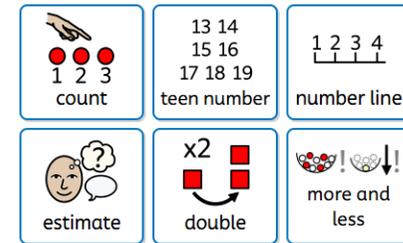
### What is in my local area?

Model text: Paddington



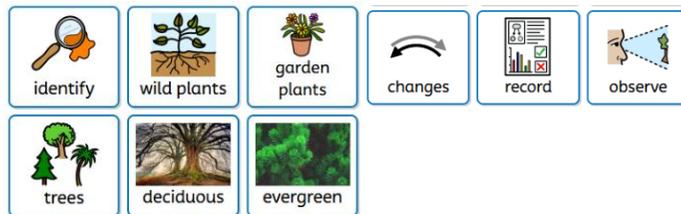
## Maths

- I can count within 20.
- I can understand the value of a teen number being ten and some more.
- I can find one more and one less within 20.
- I can use a number line to 20.
- I can order numbers to 20.
- I can estimate within 20.
- I can add by counting on within 20.
- I can find and make number bonds to 20.
- I can double up to 20.



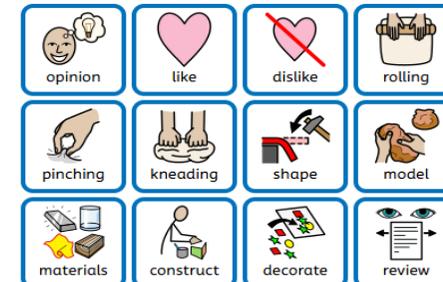
## Science

- I can identify and name a variety of common wild and garden plants.
- I can identify and describe the basic structure of a variety of common plants and trees.
- I can identify and name a variety of common wild and garden plants.
- I can identify and name a variety of deciduous and evergreen trees.
- I can understand how plants change over time.
- I can identify, classify and record data.
- I can observe closely using simple equipment.



## Art

- I can express my opinion about a piece of art, saying what I like and dislike.
- I can manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- I can shape and model materials for a purpose.
- I can experiment with constructing and joining recycled materials.
- I can apply simple decoration techniques.
- I can review what I have done and say what I think and feel about it.



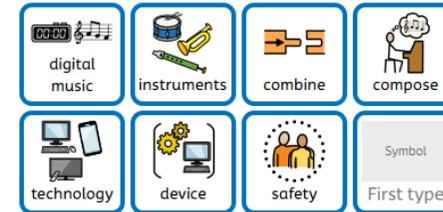
## RSE

- I can understand what I need to be responsible for.
- I know and understand the importance of preventing accidents.
- I know how to help people around me.
- I can recognise and name emotions and their physical effects, understanding that they can be communicated both with and without words.
- I can understand the difference between pleasant and unpleasant emotions and learn a range of skills for coping with uncomfortable emotions.



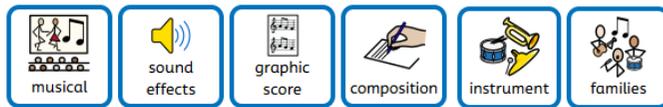
## Computing

- I can compare music made using the computer and music played by real instruments.
- I can explore combining the sounds of different instruments using the 2beat tool.
- I can compose a tune to match a picture of a scene.
- I can compose a beat to match a picture of a scene.
- I know what the word "technology" means and find them around school.
- I can consider the purpose of technology in the wider world and know how to use devices safely.



## Music

- I can make up short musical sentences.
- I can create musical sound effects and short sequences of sounds based on the idea of a phone call.
- I can create a graphic score, using symbols to portray my composition.
- I can explore musical instruments and the families in which they belong to.



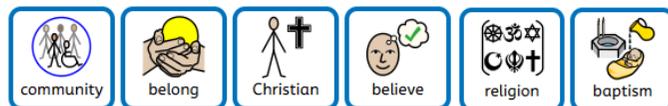
## Geography

- I can use simple observational skills to study the geography of the school and its grounds.
- I can learn some changes that are happening in our local area and suggest how to improve the school environment.
- I can follow a simple map.
- I can make a simple map thinking about human and physical features.



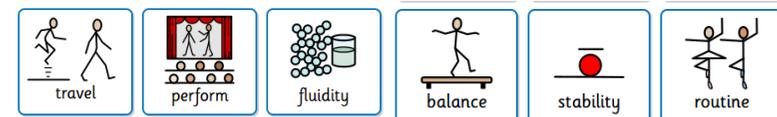
## RE

- I can talk about what it means to belong to a community.
- I can recognise and name some symbols of belonging from my own experiences.
- I can recognise and name some symbols of belonging for Christians and suggest what these might mean and why they are important to believers.
- I can recognise and name some symbols of belonging for another religion and talk about what they mean.
- I can give a recount of what happens at a traditional Christian baptism and suggest what these actions/symbols represent.



## PE: gymnastics

- I can explore different ways to travel.
- I can develop and combine travelling movements.
- I can perform and link shapes.
- I can link shapes together with fluidity.
- I can develop balance and stability when performing balances.
- I can develop stability and control when performing balances.



# Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our



## Year 1: Plants Knowledge Organiser



Careers connected to this unit: botanist, farmer, florist, gardener

### Lesson Sequence



1. Understand that seeds grow into plants



2. Identify the basic parts of a plant



3. Identify common wild plants



4. Know the difference between deciduous and evergreen trees



5. Know that fruit trees and vegetables are varieties of plants



6. Explain how plants change over time

### Types of trees



**deciduous**  
trees that drop their leaves every year



**evergreen**  
trees that keep their leaves all year round

### Wildflowers flowers that are not planted by a person



buttercup



bluebell



dandelion



poppy

### Common garden plants a plant people grow and care for in their gardens



rose

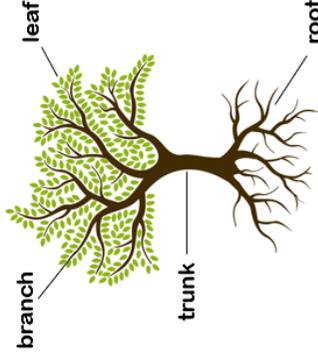


sunflower

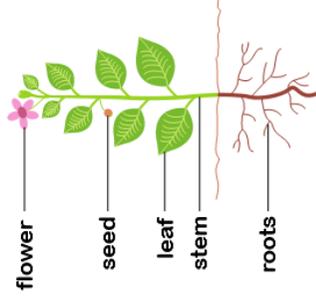


carrot

### Structure of a tree



### Structure of a plant



## Year 1: Plants Knowledge Organiser



Careers connected to this unit: botanist, farmer, florist, gardener

### Rocket Words

grow	to get bigger and change over time
seasons	changes in weather and temperature throughout the year.
wild	flowers that are not planted by a person but have spread their own seeds
flower	part of a plant that has petals
root	part of a plant that grows underground
leaf	part of the plant that makes food for the plant
stem	part of the plant that supports the flower
seed	a small part of a plant that can grow into a new plant
fruit	part of a plant that has seeds and can be eaten