

### Literacy

Daily RWI sessions  
 I can learn actions to retell the Enormous Turnip.  
 I can write a sentence using the correct tense e.g. I pulled the vegetables up yesterday.  
 I can retell parts of the story using the story map.  
 I can use adjectives to describe the old man.  
 I can describe the old man using sentences and use capital letters and finger spaces in my writing.  
 I can create success criteria for a cumulative story.  
 I can notice the repetitive language.  
 I can plan our class innovation using the boxing up method.  
 I can write a cumulative story as a class.  
 I can plan my own cumulative story using a story map.  
 I can write my own cumulative story from the ideas on my story map.  
 I can edit and finalise my story map using purple pen.  
 I can use sequential connectives.  
 I can write instructions for how to grow vegetables in short clear sentences.  
 I can use imperative language in my writing.

### Maths

I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  
 I can count, read and write numbers to 10 in numerals.  
 I can identify one more and one less from a given number.  
 I can 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.  
 I can read and write numbers from 1 to 10 in numerals and words.  
 I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

### Design and Technology

I can identify fruits and vegetables.  
 I can describe where fruits and vegetables grow.  
 I can practise food preparation skills.  
 I can select ingredients for a recipe.  
 I can apply food preparation skills to a recipe.  
 I can evaluate against the design brief.

### Art and Design

I can draw fruits and vegetables from observation.  
 I can make different marks with different drawing tools including a soft pencil, graphite stick and a handwriting pen.  
 I have seen and discussed the work of artists.  
 I can use the ideas of an artist to create my own artwork.  
 Artist focus - Paul Cezanne (still life) and Giuseppe Arcimboldo (portraits)

### Music

I can march in time with a pulse.  
 I can copy and clap back rhythms and clap the rhythm of my name.  
 I can make up my own rhythm.  
 I can compose a simple melody.  
 I can perform a rap and a song.

### Computing

I can identify different technology.  
 I can identify a computer and its main parts.  
 I can use a mouse and trackpad in different ways.  
 I can use a keyboard to type on a computer  
 I can use the keyboard to edit text  
 I can create rules for using technology responsibly.

### PSHE

I can talk about feeling special and safe in my class.  
 I understand the rights and responsibilities as a member of my class.  
 I understand the rights and responsibilities for being a member of my class.  
 I know my views are valued and can contribute to the Learning Charter.  
 I can recognise the choices I make and understand the consequences.  
 I understand my rights and responsibilities within our Learning Charter.

### The Enormous Turnip



Autumn 1 2024

Year 1

### Science

I can find out what a plant is.  
 I can use my senses on an autumn walk and describe what I can see, hear, feel and smell.  
 I can identify, describe and name a variety of garden plants.  
 I can identify and name a variety of common wild plants.  
 I can identify and describe a range of trees including deciduous and evergreen trees.  
 I can identify and describe the basic structure of a variety of common flowering plants, including trees.  
 I can make observations of growing plants.  
 I can observe changes in the weather (LS study).  
 I can compare the rainfall, temperature and wind speed (LS study).  
 I can make observations of growing plants.

### RE

I can ask 'I wonder....' questions about the world around me.  
 I can use my senses to find out about Christian, Hindu and Jewish Worship.  
 I can use my senses to justify a belief I hold.  
 I can investigate artifacts used in worship.  
 I can use my senses to explore music and stories from Christian, Hindu and Jewish faiths.

### Visits and Enhancements

Local Area Walk

The Allotments

### P.E. - Fundamentals

I can explore balance, stability and land safely.  
 I can explore how my body moves differently at different speeds.  
 I can change direction and dodge.  
 I can explore jumping, hopping and skipping actions.  
 I can explore co-ordination and combination jumps.  
 I can explore combination jumping and skipping in an individual rope.

### Key Vocabulary

Seed, bulb, roots, stem, leaf, flower, petal,  
 fruit, vegetable, wild, garden, left right, next  
 to, far, near, locate, aerial, features, atlas,  
 globe

### Geography

I can talk about where I live using photos.  
 I can locate the school on an aerial photograph.  
 I can create a map of the classroom.  
 I can locate key features of the playground.  
 I can draw a simple map.  
 I can investigate how I feel about our playground.  
 I can use directional language to follow directions and direct a partner around school.  
 I can create a design to improve our playground.