

# Writtle Infant School Year 1 Half Term Plan: Autumn 1 2025

<p><b>English</b></p> <p>Telling and re-telling stories; Listening focus; Basic sentence writing: using a full stop and capital letter; Drama - feelings; Spell simple words; Review correct pencil grip and letter formation (Long ladders and capital equivalent)</p>	<p><b>Phonics</b></p> <p>Assessment and revision of Phase 2, 3 &amp; 4 phonemes and graphemes</p> <p>Introducing the Phase 5 phonemes - ay, ou, oy and ea</p>	<p><b>This is Me</b></p>  <p><i>A positive picture book that encourages children to celebrate their uniqueness and differences. We will be finding out more about ourselves discussing our families, where we live and the things we enjoy doing.</i></p>		<p><b>Maths</b></p> <p>Number: Place value within 10</p> <p>Number formation</p>	<p><b>Science</b></p> <p>Animals including humans</p> <p>Using our senses</p>
<p><b>Art &amp; Design</b></p> <p>Drawing focus: self portraits and drawing ourselves</p> <p>Clay work</p> <p>Artist: Paul Klee</p>	<p><b>Computing</b></p> <p>We are digital artists</p> <p>Information technology: creativity</p> <p>Creating work inspired by great artists</p>			<p><b>Design &amp; Technology</b></p> <p>Art focus</p>	<p><b>Geography</b></p> <p>Locational knowledge UK: Name the countries, the capital cities and surrounding seas.</p> <p>Skills and fieldwork: Find the UK and surrounding seas on a map.</p> <p>Study the local area: where we live, different homes, Writtle/Chelmsford</p>
<p><b>History</b></p> <p>Changes within living memory What is the past? Look at the children's own past. Favourite toys when they were a baby. How have toys changed?</p> <p>Significant historical events/people from own locality. What important events have happened in the children's lives?</p>	<p><b>Music</b></p> <p>Introducing beat</p> <p>BBC instruments together</p>	<p><b>PE</b></p> <p>Ball Skills: rolling, throwing, catching</p> <p>Skipping: using rope correctly</p>	<p><b>PSHE</b></p> <p>Families and friendships: Roles of different people; families; feeling cared for</p> <p>Safe relationships: Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others: How behaviour affects others; being polite and respectful</p>	<p><b>RE</b></p> <p>Enquiry question: What do my senses tell me about the world of religion and belief?</p>	