

Weare Academy C of E First School Year One Curriculum Overview

Year 1 Autumn Term 1		
<p>Science Unit of work: Animals Including Humans (1/2)</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Anatomical Illustrations – Here we are (Literacy) Feely Bag Fruit and Vegetable Tasting <p>Working Scientifically:</p> <ul style="list-style-type: none"> Can you hear the whistle test Asking simple questions and recognising that they can be answered in different ways Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions <hr/> <p>Geography – Our school – All about me and my School Human and Physical Geography:</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Compare our school’s grounds/surrounding area to a town – explore differences. On a walk around the school – List the things seen that gives us an insight into the kind of place we go to school in (Trees, fields, farm) – We live in countryside. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Draw a ‘bird’s eye view’ of the school grounds – My map book/Aerial video of school grounds use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Identify Weare and Bristol on the map of the UK. EXT: Identify countries in the UK on the map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. On a walk around the school – List the things seen that gives us an insight into the kind of place we go to school in (Trees, fields, farm) – We live in countryside. <p>History – Our school</p> <ul style="list-style-type: none"> Understand significant historical events, people and places in their own locality. Rosie’s Questions (Hamilton – find answers to questions about the History of our school) 	<p>Art: Autumn Leaves Artist Focus: Georgia O’Keefe</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. to use a range of materials creatively to design and make products <p>Leaf Collage</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Still Life Leaf Sketch</p> <ul style="list-style-type: none"> Create replica of Autumn leaves art work by drawing a leaf collage to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Activities: Create an Autumn colour Palette; Leaf Rubbings</p>	<p>Music Nursery Rhymes and Lullabies</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically Use Bells and chimes to accompany twinkle twinkle little star – famous nursery rhymes around the world Listen with concentration and understanding to a range of high-quality live and recorded music <p>Learn 3x different nursery rhymes</p>

<p>R.E: Resource Understanding Christianity - Unit 1:1</p> <p>God -</p> <ul style="list-style-type: none"> • What do Christians believe god is like? • Forgiving – draw a picture of you forgiving someone • Forgiving - Christians use prayer to speak to god and ask for forgiveness – Discuss times where you have been sorry • Forgiving – Jonah and the whale. • Create an image of what god is e.g. kind, forgiving, fair etc. <p>Christian Value: Thankfulness Year 1 Class service – The lost coin</p>	<p>PSHE/RSE: Resource Jigsaw</p> <p>Healthy Me</p> <ul style="list-style-type: none"> • Being healthy • Healthy choices • Clean and Healthy • Medicine safety • Road safety 	<p>Computing: Resource eLIM</p> <p>Active Bytes (eLim): Autumn Term</p> <p>A – I am kind and responsible</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Programming – Move my Beebot</p> <p>Handling data 3:</p> <ul style="list-style-type: none"> • talk about the different ways in which information can be shown. • use technology to collect information, including photos, video and sound • sort different kinds of information and present it to others • add information to a pictograph and talk about what has been found out. • Showing my feelings 	<p>French</p> <p>Fruit</p> <ul style="list-style-type: none"> • I can name some fruits in French • I can ask for some fruits in French • I can ask for my snack fruit in French • I can say thank you in French <p>I can listen for fruit words I know in a song</p> <hr/> <p>P.E: Multiskills – Sending and Receiving Focus</p> <ul style="list-style-type: none"> ▪ I can move fluently, change direction & speed easily ▪ I can avoid collisions & develop spatial awareness ▪ I can use different ways of moving, speeds & pathways ▪ I can recognise space in their games and use it to my advantage ▪ I can watch others, describe what they see & copy others ▪ I can describe changes to my bodies with exercise
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Maths: White Rose Maths Hub		Literacy
<p>Place Value – Week 1 to 4</p> <ul style="list-style-type: none"> Sort objects. Count objects Represent objects Count, read and write forwards from any number 0 to 10 Count, read and writing backwards from any number 0 to 10 Count one more Count one less One to one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce = > and < symbols Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd). The number line <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Number of the day 1-10 Numbots Caterpillar Ordering (Topmarks) Hit the button (Number bonds to 10) 	<p>Addition and Subtraction – Week 5-8</p> <ul style="list-style-type: none"> Addition symbol Fact families – Addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition: Adding together Addition: Adding more Finding a part Subtraction: Taking away, how many left? Crossing out Subtraction: Taking away, how many left? Introducing the subtraction symbol Subtraction: Finding a part, breaking apart Fact families – The 8 fact Subtraction: Counting back Subtraction: Finding the difference Comparing addition and subtraction statements $a + b > c$ Comparing addition and subtraction statements $a + b > c + d$ 	<p>Writing:</p> <ul style="list-style-type: none"> Recount, Building sentences, Narrative <p>Resources:</p> <ul style="list-style-type: none"> Here we are – Oliver Jeffers Oliver’s vegetables – Vivian French <p>Grammar:</p> <ul style="list-style-type: none"> Time words, adjectives, alliteration <p>Author focus:</p> <ul style="list-style-type: none"> Julia Donaldson <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension activities including Speaking and Listening <p>Phonics and Spelling: (phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> Pupils are placed in groups and starting points are determined according to end of July assessments. LA – revision of Phase 3/4; MA and HA – revision of Phase 5 sound families <p>Resources:</p> <ul style="list-style-type: none"> Jolly Phonics Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives.
<p>Additional Curriculum Days: Harvest Festival – St Gregory’s Church</p>		

Science

• **Unit of work: Everyday Materials**

- Distinguish between an object and the material from which it is made.
- What Materials can we find? – Name object and its material and record
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- What Materials can we find?** – Name object and its material and record ,Magnets and Metal
- Describe the simple physical properties of a variety of everyday materials Sorting Objects
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Sorting Objects

Working Scientifically:

- Building strong bridges DT (TAPS)
- Performing simple tests
- Gathering and recording data to help in answering questions
- Magnet/Paperclip rescue
- Using their observations and ideas to suggest answers to questions

History: Brunel -Around our City

- The lives of significant individuals in the past who have contributed to national and international achievements - Brunel and the SS Great Britain and the Great Western Railway
- Significant historical events, people and places in their own locality - Brunel and his inventions in Bristol; Brunel and the Clifton Suspension Bridge – How it changed Bristol; Brunel and the SS Great Britain

Geography: Our City

Human and Physical Geography:

- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Compare Bristol and Weare

Geographical skills and fieldwork:

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Make the Beebots travel north east south and west on the map of Bristol and Weare

Art: Paper Sculpture

Artist Focus: Jen Stark

- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work - Jen Stark
- To use a range of materials creatively to design and make products. Experiment with 3d paper sculpture techniques
- Make a 3d paper sculpture
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Experiment with 3d paper sculpture techniques
- Make a 3d paper sculpture
- Brunel and the Clifton Suspension Bridge
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Experiment with 3d paper sculpture techniques
- Make a 3d paper sculpture

DT:

Designing and building strong bridges DT/Science (TAPS)

Design:

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Design a strong bridge using up to 5 pieces of card or paper and explain how you will attach the materials together in a way that will make a stronger bridge

Make:

- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Make your bridges by following your designs

Evaluate:

- Evaluate their ideas and products against design criteria

Music: Celebrations –

Christmas Songs

- Listen with concentration and understanding to a range of high-quality live and recorded music
- Listen to and learn the Christmas songs for nativity performance.

- How many coins did your bridge hold?
 - What materials could we use to make really strong bridges?
- Technical language:**
- Build structures, exploring how they can be made stronger, stiffer and more stable

R.E.: Resource - Understanding Christianity Unit 1:3
Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming

- Incarnation
- What are the signs Christmas is coming – Advent
- Learn and write the Nativity Story

Statutory Objectives:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem
- The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke)

Christian Value: Kindness

- We can light up our classroom with kindness and Christmas time

PSHE/RSE: Resource - Jigsaw – Being me

- Special and Safe
- My class
- Rights and Responsibilities
- Rewards and feeling proud
- Consequences

Computing: Resource - eLIM

Active Bytes:
 I am kind and responsible

- use technology safely and respectfully
- Keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Programming:

- Move my Beebot

TIOL 1:

- Discovering my technology
-

French: Colours

- I can name some French colours – rouge, blanc, bleu, jaune, vert
- I can listen to and respond to French songs - J'aime Charter
- I can use French seasonal greetings -
- Nous chantons un Joyeux Noël
- Nous chantons un Joyeux Noël et Bonne Année'

P.E.:

Gymnastics and Dance

- I can explore gymnastic actions and still shapes.
- I can watch copy and describe what others have done.
- I can begin to explore creating simple sequences of movement.

Maths: White Rose Maths Hub		Literacy:
<p>Shape – Week 9</p> <ul style="list-style-type: none"> Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shape Patterns with 3D and 2D shapes 	<p>Place Value to 20 – week 10-11</p> <ul style="list-style-type: none"> Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Number of the day 10-20 Numbots Hit the button (Number bonds to 10) 	<p>Writing:</p> <ul style="list-style-type: none"> Recount Shape Poetry Narrative <p>Resources: (Talk 4 Writing)</p> <ul style="list-style-type: none"> Mr Gumpy’s Outing The Christmas Story <p>Grammar:</p> <ul style="list-style-type: none"> Time words, adjectives, alliteration <p>Author focus:</p> <ul style="list-style-type: none"> Jill Murphy <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension activities including Speaking and Listening <p>Phonics and Spelling: (phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> Pupils are placed in groups and starting points are determined according to end of Term assessments. LA – revision of Phase 3/4; MA and HA – revision of Phase 5 sound families <p>Resources:</p> <ul style="list-style-type: none"> Jolly Phonics <p>Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives.</p>
<p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> Christmas Play Whole School Carol Service 		

Year 1 Spring Term 1				
<p>Science: No Science this term</p>	<p>DT: Vehicles – Wheels and Axles</p> <p>Design:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Design your own moving toy car using junk modelling • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Learn about wheels and axles – what they are and how they work. • Draw your design and discuss it with your partner, what will you use and how will you attach the wheels using an axle? <p>Make:</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Wheels and wooden dowels to attach to car models • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • What shape will we use for wheels? If we didn't have wheels provided what else could we use? <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria • Did your cars move? Are your wheels secured? 	<p>Music: Origins of music</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Explore how pre-historic music was made • Listen to natural and man made sounds in the environment • Play tuned and untuned instruments musically • Create their own percussion instruments using natural materials (link to forest school activities) 		
<p>History: Travel and Transport</p> <ul style="list-style-type: none"> • Travel then and now (Changes within living memory) • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • History of cars – compare the early cars to modern cars • History of space travel – research 4 astronauts and create a timeline • Events beyond living memory that are significant nationally or globally - he first aeroplane flight – creating posters about the first aeroplane and learn song 'magnificent men and their flying machines' • The lives of significant individuals in the past who have contributed to national and international achievements • The first aeroplane flight – Wilbur and Orville Wright • History of space travel – Yuri Gagarin • The first moon landing – Neil Armstrong (Moon art) 	<p>R.E: Resource - AMV Unit 5 – What do Jewish people believe about God and the covenant? Know that Jews believe in one G-d who created the universe.</p> <ul style="list-style-type: none"> • Know basic elements of the story found in Genesis: • G-d made the world from nothing • G-d Makes everything in the world, including plants and animals • Man is the last to be made • Man is made last and is given responsibility to care for the world G-d has created <p>Christian Value: Respect Jesus and the Children Matthew 12:14</p>	<p>PSHE/RSE:Resource - Jigsaw Celebrating Difference</p> <ul style="list-style-type: none"> • I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends 	<p>Computing: Resource - eLIM Active Bytes - I am safe and secure.</p> <ul style="list-style-type: none"> • Use technology safely and respectfully • Keeping personal information private Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Programming: More than my beebot</p> <p>Multimedia 4: Describing my toys</p> <p>Safer Internet Day</p>	<p>French: Resource - https://www.youtube.com/watch?v=fUtkSjxxkxA</p> <ul style="list-style-type: none"> • Vehicles (Not on provided planning) • I can name some modes of transport in French. Une Voiture – A car; Un velo – A bike; Une Moto – motorbike , Un Bus – A bus,; Un Train – A train; Un tracteur – A tractor, Un avion – A plane; Un bateau – A ship <p>P.E.: Multiskills – Throwing and Catching Focus</p> <ul style="list-style-type: none"> • I can move fluently, change direction & speed easily • I can avoid collisions & develop spatial awareness • I can use basic actions for rolling • I can understand the concept of tracking & getting in line with a ball to receive it • I can understand the concepts of aiming • I can watch others, describe what they see & copy others • I can describe changes to my bodies with exercise

Maths: White Rose Maths Hub		Literacy:
<p>Addition and Subtraction within 20</p> <ul style="list-style-type: none"> • Add by counting on • Find & make number bonds • Add by making 10 • Subtraction – Not crossing 10 • Subtraction – Crossing 10 (1) • Subtraction – Crossing 10 (2) • Related Facts • Compare Number Sentences 	<p>Weight and Volume</p> <ul style="list-style-type: none"> • Introduce weight and mass • Measure mass • Compare mass • Introduce capacity • Measure capacity • Compare capacity • <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> • Number of the day 20-30 • Numbots • Hit the button (Number bonds) • Number Bonds weekly assessment 	<p>Writing: (Talk 4 Writing)</p> <ul style="list-style-type: none"> • Recount • Non-fiction, • Instructions <p>Resources:</p> <ul style="list-style-type: none"> • Model text – How to make a tiger mask. <p>Grammar</p> <ul style="list-style-type: none"> • Time words, Imperative (bossy) verbs <p>Author focus:</p> <ul style="list-style-type: none"> • Judith Kerr <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading – differentiated in 5 groups • Whole class reading, 1 to 1 reading. • Reading Comprehension activities including Speaking and Listening <p>Phonics and Spelling: (phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> • Pupils are placed in groups and starting points are determined according to end of Term assessments <p>Resources:</p> <ul style="list-style-type: none"> • Jolly Phonics <p>Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives.</p>
<p>Additional Curriculum Days:</p>		

Year 1: Spring Term 2

Growing a bean plant – drawing observations to show changes through the term and record number of root shoots found each day

Unit of work: Seasonal changes Observe changes across the four seasons

- Winter to spring – observe the changes around us
- Signs of spring – spring walk/ in the spring I can see
- All of the seasons – seasonal pallet using water colours (Resource – Tree, seasons come seasons go by Britta Teckentrup)
- Observe and describe weather associated with the seasons and how day length varies.
- Day and night: draw a scientific diagram to show how day and night occurs. Show using torch and globe.

Working Scientifically:

- Observing closely, using simple equipment
- Gathering and recording data to help in answering questions.
- Collect weather data daily (Rainfall, temperature, wind speed/direction in science week)

Science week (Science week – Weather)

Science: (link to Art)

Unit of work: Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Tree hunt – what types of trees do we find in our school. Are they deciduous or evergreen?
- Wax rubbings of tree trunks – use these as a trunk and draw the rest of the tree in book and label the parts.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- What’s inside a flower – pick a daffodil, take it apart carefully, stick down each part (petal, stem, leaf) and label. Draw roots.

Working Scientifically:

- Observing closely, using simple equipment
- Growing a bean plant – draw observations as the bean plant grows
- Leaf looking – Being Botanists – draw a leaf as you see it closely, including veins, midrib and stem.
- Gathering and recording data to help in answering questions

Art:

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Create your own version of Van Gough’s sunflowers by including a different flower in a vase.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Sunflowers Replica Colouring – Can you use all of the correct colours?
- Sketch a sunflower including as much detail as possible.
- Use water colour paints to create a pallet of the tones/colours seen in Van Gough’s sunflowers.

Re-create the famous sunflowers art work using the skills of sketching and painting using water colours.

- About the work of a range of artists, craft makers and designers
- Describing the differences and similarities between different practices and disciplines, and making links to their own work
- History of Vincent Van Gough’s artwork

Artist Focus: Vincent Van Gough’s sunflowers

Music: Jamaican and Reggae music

- Listen with concentration and understanding to a range of high-quality live and recorded music
- Listen to and appraise a range of Reggae songs
- Talk about the history of Reggae music
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Learn and perform a well-known Reggae song

<p>Geography: Human and Physical Geography:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Science Week – Seasonal changes – Observe the weather in spring and record the weather for the week.</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p><i>Science Week – make windsocks and use compasses to measure wind direction</i></p>			
<p>R.E.: Resource - Understanding Christianity Salvation –Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> Easter is very important in the ‘big story’ of the Bible Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans Christians believe Jesus rose from the dead, giving people hope of a new life <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p>Christian Value: forgiveness Berenstein Bears – The Forgiveness Tree. Rosa learns forgiveness</p>	<p>PSHE/RSE: Resource – Jigsaw Dreams and Goals</p> <ul style="list-style-type: none"> I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it 	<p>Computing: Resource - eLIM Active Bytes: I am safe and secure.</p> <ul style="list-style-type: none"> Use technology safely and respectfully Keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Programming:</p> <ul style="list-style-type: none"> More than my beebot <p>Handling data 2:</p> <ul style="list-style-type: none"> My weather 	<p>French: No French this term</p> <hr/> <p>P.E.: Multiskills Striking/Fielding Focus</p> <ul style="list-style-type: none"> I can show control & accuracy with the basic actions for striking a ball and kicking I can understand the concepts of aiming and hitting into space I can explain why playing games is good for us I can watch others, describe what I see and copy

Maths: White Rose Maths Hub		Literacy
<p>Number and Place Value (within 50)</p> <ul style="list-style-type: none"> • Numbers to 50. • Tens and ones. • Represent numbers to 50. • One more one less. • Compare objects within 50. • Compare numbers within 50. • Order numbers within 50. • Count in 2s. • Count in 5s 	<p>Measurement: length and height</p> <ul style="list-style-type: none"> • Compare lengths and heights. • Measure length (1). • Measure length (2) <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> • Number of the day 20-30 • Numbots • Hit the button (Number bonds) • Number Bonds weekly assessment 	<p>Writing: (Talk 4 Writing) Narrative</p> <p>Resources:</p> <ul style="list-style-type: none"> • Model text – The magic porridge pot. <p>Grammar:</p> <ul style="list-style-type: none"> • Sentence, Text <p>Author focus:</p> <ul style="list-style-type: none"> • David McKee <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading – differentiated in 5 groups • Whole class reading, 1 to 1 reading. • Reading Comprehension activities including Speaking and Listening <p>Phonics and Spelling: (phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> • Pupils are placed in groups and starting points are determined according to end of Term assessments <p>Resources:</p> <ul style="list-style-type: none"> • Jolly Phonics <p>Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives.</p>
<p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> • E-Safety Day – Whole School • British Science Week • World Book Day • Easter service at St Gregory’s Church 		

Year 1 Summer Term 1

Science:

Unit of work: Animals including humans (Animals)

- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Organise different animals into the correct headings – Mammals, fish, amphibians, reptiles, birds
- I can identify and name a variety of common animals that are carnivores, herbivores and omnivores
- I can describe and compare the structure of a variety of common animals
- Grouping polar animals - Blubber Experiment (Finding out how extra fat keeps animals in the polar regions warm)
- Comparing polar animals

Working Scientifically

- Observing closely, using simple equipment
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.
- Poo Observations
- performing simple tests
- Identifying and classifying
- Blubber Experiment

Geography: Polar Regions – Polar Explorers

Locational knowledge:

Name and locate the world's seven continents and five oceans
Map work – locate the seven continents and the Arctic countries

Human and Physical Geography:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Weather and seasons in the Polar regions
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Valleys, glaciers, oceans, mountains, icebergs (No beaches, hills, forests, farms like we have in our country)
- Human and physical geography of our area
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

DT:

Clay Igloos

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Design igloos, stating what materials and equipment will be used. It needs to be snow proof.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Use clay to make round igloos
- Evaluate their ideas and products against design criteria
- Use fake snow and test each igloo – Does the snow fall off the roof or pile up on top?

Music:

Sea Shanties

- Listen with concentration and understanding to a range of high-quality live and recorded music
- When stranded on the Arctic – Ernest Shackleton and his team sang sea shanties. Learn and sing a famous sea shanty.
- (Nathan Evans – The Wellerman)
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Learn and sing The Wellerman (Nathan Evans 2021)
- Play tuned and untuned instruments musically
- Use percussion instruments to play along to the beat in the sea shanty.

<ul style="list-style-type: none"> • People in the polar regions and their homes • Human and physical geography of our area <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Locate and identify the seven continents and the arctic countries on a map of the world. <p>History (Polar Explorers)</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • The traditional Inuit way of life – information posters • Arctic Explorer Roald Amundsen – Diary Entry • Ernest Shackleton and Antarctica – Sea Shanties (music), personal profile 			
<p>R.E.: Resource - Understanding Christianity KS1 Unit 1.4 Gospel (Agape)</p> <p>Statutory Objectives:</p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people • For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way</p> <p>Christian Value: Responsibility</p> <ul style="list-style-type: none"> • The two houses – The parable of the two builders: Matthew 7, Luke 6 	<p>PSHE/RSE: Resource - Jigsaw</p> <p>Relationships:</p> <ul style="list-style-type: none"> • I can identify the members of my family and understand that there are lots of different types of families. • I can identify what being a good friend means to me. • I know appropriate ways of physical contact to greet my friends and know which ways I prefer. • I know who can help me in my school community. • I can recognise my qualities as person and a friend. • I can tell you why I appreciate someone who is special to me. 	<p>Computing: Resource - eLIM</p> <p>Active Bytes - I am healthy (age appropriate)</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Programming:</p> <ul style="list-style-type: none"> • My moves on screen <p>TIOL:</p> <ul style="list-style-type: none"> • Sharing my learning 	<p>French: No French this term.</p> <hr/> <p>P.E.: Athletics</p> <ul style="list-style-type: none"> • I can remember, repeat and link combinations of actions • I can use my body and a variety of equipment with greater control and co-ordination. • I can choose skills and equipment to help them meet the challenges that are set. • I can recognise and describe what my bodies feels like in different types of activity. • I can watch, copy and describe what others have done

Maths: White Rose Maths Hub			Literacy:
Multiplication and Division <ul style="list-style-type: none"> Count in 10. Make equal groups Add equal groups Make arrays Make doubles 	<ul style="list-style-type: none"> Make equal groups grouping Make equal groups sharing Fractions <ul style="list-style-type: none"> Halving shapes or objects Halving a quantity Find a quarter of a shape or object Find a quarter of a quantity 	Geometry <ul style="list-style-type: none"> Describe turns Describe Position (1) Describe Position (2). 	Writing: (Talk 4 Writing) <ul style="list-style-type: none"> Recount Narrative Letter writing Resources: Model text – Lost and Found by Oliver Jeffers Grammar: <ul style="list-style-type: none"> Sentence, Text, Question marks Author focus: <ul style="list-style-type: none"> Beatrix Potter Reading: <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension activities including Speaking and Listening Phonics and Spelling: (phonics is streamed across Year 1, 2 and 3) <ul style="list-style-type: none"> Pupils are placed in groups and starting points are determined according to end of Term assessments Resources: <ul style="list-style-type: none"> Jolly Phonics Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives.
Daily Mental Maths Resources: <ul style="list-style-type: none"> Number of the day 30-40 Numbots Hit the button (Number bonds) Number Bonds weekly assessment Hit the button (Multiples of 2,5 and 10) Chanting in 2's, 5's and 10 			
Additional Curriculum Days:			

<p>Science: Unit of work: Materials</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Ice Observation – particle role play (water to ice, ice to water) Describe the simple physical properties of a variety of everyday materials. Ice Observation - Draw and describe an ice blocks using adjectives <p>Working scientifically:</p> <ul style="list-style-type: none"> I can perform simple tests and use my observations to suggest answers to questions. Frozen – Which team can rescue the figure out of the ice first. Find a way to melt the ice faster. 	<p>Art:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Create your own version of Nerys Levy’s Antarctic Vista, Antarctic Peninsula To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Sketch an Antarctic landscape. Use poster paints to create a pallet of the tones/colours seen Levy’s Antarctic landscape. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <p>Artist Focus: Nerys Levy</p> <ul style="list-style-type: none"> Arctic and Antarctic landscape The life of Nery’s Levy. 	<p>Music: Inuit Throat singing</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Listen to examples of throat singing and learn the history behind it Use their voices expressively and creatively by singing songs and speaking chants and rhymes
<p>Geography: Polar Explorers Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Having previously studied our local area – Compare our local area to the polar regions. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Valleys, glaciers, oceans, mountains, icebergs (No beaches, hills, forests, farms like we have in our country) Human and physical geography of our area Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop People in the polar regions and their homes Human and physical geography of our area 		

<p>R.E.: Resource – AMV Humanism 1:</p> <ul style="list-style-type: none"> • Be familiar with the terms ‘Humanist’ and ‘atheist’. • Know that of utmost importance for a Humanist is what human beings have achieved and can • achieve as individuals and together to improve life for everyone and look after the world. • Know that many Humanists are ‘atheists’; they do not believe in a deity or deities. • Recognise the ‘happy human’ logo • Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby. <p>Christian Value: Responsibility ‘The Good Shepherd’ NT, page 116, from Matthew 18 or Luke 15...responsible for the lost one and cared about it</p>	<p>PSHE/RSE: Resource– Jigsaw Changing Me</p> <ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus • I understand that every time I learn something new I change a little bit • I can tell you about changes that have happened in my life 	<p>Computing: Resource - eLIM</p> <p>Active Bytes (eLim):</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Programming – my moves on screen</p> <p>Multimedia – my soundscape</p>	<p>French: No French this term.</p> <hr/> <p>P.E.: Cricket</p> <ul style="list-style-type: none"> • I can demonstrate running, stopping and changing direction and pathways with control and speed. Developing spatial awareness. • I can explore different throwing and catching techniques with a variety of objects. Track an object in flight. • I can describe how to run faster, dodge and swerve and stop under control and why this helps me when I play cricket. • I can demonstrate how to work safely – consider other people around me <p>Swimming:</p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water.
<p>Maths: White Rose Maths Hub</p>		<p>Literacy:</p>	

<p>Place Value to 100</p> <ul style="list-style-type: none"> Counting to 100 Partitioning numbers Comparing numbers (1) Comparing numbers (2) Ordering numbers One more, one less 	<p>Money</p> <ul style="list-style-type: none"> Recognising coins Recognising notes Counting in coins 	<p>Time:</p> <ul style="list-style-type: none"> Before and after Dates Time to the hour Time to the half hour Writing time Comparing time 	<p>Writing: (Talk 4 Writing)</p> <ul style="list-style-type: none"> Newspaper report (recount) Poetry <p>Resources:</p> <ul style="list-style-type: none"> Model text – How to ride a polar bear by Caryl Hart <p>Grammar:</p> <ul style="list-style-type: none"> Sentence, Text, Question marks <p>Author focus:</p> <ul style="list-style-type: none"> Tom Fletcher <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension activities including Speaking and Listening <p>Phonics and Spelling:</p> <p>(phonics is streamed across Year 1, 2 and 3)</p> <ul style="list-style-type: none"> Pupils are placed in groups and reviewed after end of Term assessments <p>Resources:</p> <ul style="list-style-type: none"> Jolly Phonics - Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives.
<p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Number of the day 40-50 Numbots Hit the button (Number bonds) Number Bonds weekly assessment Hit the button (Multiples of 2,5 and 10) Chanting in 2's, 5's and 10 			
<p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> Transfer Day Whole School Sports Day 			