

Weare Academy C of E First School Year One Curriculum Overview

| Year 1 Autumn Term 1 | | | |
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| <p>Science</p> <ul style="list-style-type: none"> 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 <p>Working Scientifically:</p> <ul style="list-style-type: none"> Building strong bridges DT (TAPS) Performing simple tests Gathering and recording data to help in answering questions Magnet/Paperclip rescue | <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 Learn 3x different nursery rhymes per half term</p> <p>Sparkyard resource: Exploring pulse through songs and movement: What is pulse? To respond to music in creative ways To maintain a steady pulse</p> <p>Copy me To respond to music in creative ways To maintain a steady pulse To follow simple musical instructions</p> <p>Music and movement To maintain a steady pulse through movement To identify the pulse in two contrasting pieces of music To discuss how music makes us move in different ways</p> | <p>Geography – Why do we Recycle?</p> <ul style="list-style-type: none"> Human and Physical Geography: Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Pupils are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Understand what we mean by recycling Recognise why plastic causes us concern Become familiar with words and phrases like: sustainability, recycle, environmentally friendly |
| <p>R.E: Resource Understanding Christianity - Unit 1:1 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 | <p>PSHE/RSE: Resource Jigsaw Healthy Me</p> <ul style="list-style-type: none"> Being healthy Healthy choices Clean and Healthy Medicine safety Road safety | <p>Computing: Resource eLIM Active Bytes (eLim): Autumn Term 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>French 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> |

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| <p>– Discuss times where you have been sorry</p> <ul style="list-style-type: none"> • 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>Programming – Move my Beebot 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>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 |
| <p>ENGLISH: Writing: Talk for Writing strategy Story Pattern: Defeating the monster tale Focus: Characterisation Recount, Building sentences, Narrative Resources: The three little pigs Grammar:</p> <ul style="list-style-type: none"> • Time words, adjectives, alliteration <p>Non-Fiction: Resource: Estate agents details for the Three Little Pigs' houses Focus: Persuasive advert - Recount</p> | | <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading • Whole class reading, 1 to 1 reading. • Reading Comprehension activities including Speaking and Listening <p>Author focus: Julia Donaldson Phonics and Spelling – Jolly Phonics whole class phonics teaching including: Revision and extension of The Phonics Handbook, Vowel digraphs, Alternative spellings of vowel sounds, Short vowels and consonant doubling, CEW words, Consonant blends Grammar: Plural endings, Nouns – proper/common/plurals, Personal pronouns, Verbs, Conjugating verbs– present/past/future. Adjectives, Adverbs, when to use a/an/the, Sentences – capital letters, full stops and speech marks, Parsing – identifying the parts of speech in sentences, Alphabetical order Resources: Grammar 1 handbook</p> | |
| <p>NCETM Maths: Unit 1 (Mastery Maths – Boolean Maths Hub resources)</p> <p>Teaching point 1: There is a set counting sequence for counting to 100 and beyond.</p> <p>Teaching point 2: Objects can be counted efficiently by making groups of ten. The digits in the numbers 20–99 tell us about their value.</p> <p>Teaching point 3: Each number on the 0–100 number line has a unique position.</p> <p>Teaching point 4: The relative size of two two-digit numbers can be determined by first examining the tens digits and then, if necessary, examining the ones digits, with reference to the cardinal or ordinal value of the numbers.</p> <p>Teaching point 5: Each two-digit number can be partitioned into a tens part and a ones part.</p> <p>Teaching point 6: The tens and ones structure of two-digit numbers can be used to support additive</p> | | <p>Additional Curriculum Days: Carymoor - Fairytale Day - Three Little Pigs Harvest Festival – St Gregory's Church</p> | |

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| <p>Science Unit of work: Animals Including Humans</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 <p>Gathering and recording data to help in answering questions</p> | <p>Art: Paper Sculpture Artist Focus: Jen Stark</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 - 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 | <p>Music: Celebrations – Christmas Songs</p> <p>Listen to and learn the Christmas songs for nativity performance.</p> <p>Resource: Sparkyard</p> <p>Controlling pulse using voice and instruments:</p> <p>Move together</p> <p>To perform movements to a steady pulse</p> <p>To recognize and respond to changes in tempo</p> <p>Pass it on</p> <p>To maintain a steady pulse through movement To work together and develop ensemble skills</p> <p>Play to the pulse</p> <p>To play a steady pulse using percussion instruments</p> <p>To create a musical accompaniment</p> <p>To interpret a simple graphic score</p> <p>Our Big Band</p> <p>To play a steady pulse using untuned percussion instruments</p> <p>To explore and discuss the properties of instruments and their sounds (timbre)</p> |
| <p>History: Ice Explorers</p> <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 <p>Ernest Shackleton and Antarctica – Sea Shanties (music), personal profile</p> <p>Ernest Shackleton/Captain Scott</p> <p>Human and Physical Geography - Locational knowledge:</p> <p>Why are some places in the world always hot and others always cold?</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 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 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"> Name and locate the world’s seven continents and five oceans Map work – locate the seven continents and the Arctic countries 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 | <p>DT:</p> <p>Designing and building strong bridges DT/Science (TAPS)</p> <p>Design:</p> <ul style="list-style-type: none"> 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 <p>Make:</p> <ul style="list-style-type: none"> 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 <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria How many coins did your bridge hold? What materials could we use to make really strong bridges? <p>Technical language:</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable | |

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| <p>Locate and identify the seven continents and the arctic countries on a map of the world.</p> | | | |
| <p>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</p> <ul style="list-style-type: none"> • Incarnation • What are the signs Christmas is coming – Advent • Learn and write the Nativity Story <p>Statutory Objectives:</p> <ul style="list-style-type: none"> • 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) <p>Christian Value: Kindness</p> <ul style="list-style-type: none"> • We can light up our classroom with kindness and Christmas time | <p>PSHE/RSE: Resource - Jigsaw – Being me</p> <ul style="list-style-type: none"> • Special and Safe • My class • Rights and Responsibilities • Rewards and feeling proud • Consequences | <p>Computing: Resource – eLIM Active Bytes: 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:</p> <ul style="list-style-type: none"> • Move my Beebot <p>TIOL 1:</p> <ul style="list-style-type: none"> • Discovering my technology | <p>French: Colours</p> <ul style="list-style-type: none"> • 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>P.E.: Gymnastics and Dance</p> <ul style="list-style-type: none"> • 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. |
| <p>English: Writing: Talk for Writing Resources: Lost and Found – Oliver Jeffers Story Pattern: Journey Tale Focus: Description Non-Fiction Text Type: Information (Non - Chronological report) Resource: Unicorns Innovate: Polar Animals</p> | | <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading • Whole class reading, 1 to 1 reading. • Reading Comprehension activities including Speaking and Listening <p>Phonics and Spelling – Jolly Phonics whole class phonics teaching including: Revision and extension of The Phonics Handbook, Vowel digraphs, Alternative spellings of vowel sounds, Short vowels and consonant doubling, CEW words, Consonant blends</p> <p>Grammar: Plural endings, Nouns – proper/common/plurals, Personal pronouns, Verbs, Conjugating verbs– present/past/future. Adjectives, Adverbs, when to use a/an/the, Sentences – capital letters, full stops and speech marks, Parsing – identifying the parts of speech in sentences, Alphabetical order</p> <p>Resources: Grammar 1 handbook</p> | |
| <p>(Mastery Maths – Boolean Maths Hub resources) NCETM Maths: Unit 2</p> <p>Teaching point 1: Items can be compared according to attributes such as length (or height or breadth), area, volume/capacity or weight/mass.</p> <p>Teaching point 2: When comparing two sets of objects, one set can contain more objects than the other and one set can contain fewer objects than the other, or both sets can contain the same number of objects.</p> <p>Teaching point 3: The symbols <, > and = can be used to express the relative number of objects in two sets, or the relative size of two numbers.</p> | <p>Unit 3:</p> <p>Teaching point 1: Numbers can represent how many objects there are in a set; for small sets we can recognise the number of objects (subitise) instead of counting them.</p> <p>Teaching point 2: Ordinal numbers indicate a single item or event, rather than a quantity.</p> <p>Teaching point 3: Each of the numbers one to five can be partitioned in different ways.</p> <p>Teaching point 4: Each of the numbers one to five can be partitioned in a systematic way.</p> <p>Teaching point 5: Each of the numbers one to five can be partitioned into two parts; if we know one part, we can find the other part.</p> <p>Teaching point 6: The number before a given number is one less; the number after a given number is one more.</p> <p>Teaching point 7: Partitioning can be represented using the bar model.</p> | | <p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> • Christmas Play <p>Whole School Carol Service</p> |

| Year 1 Spring Term 1 | | | |
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| <p>Science: Unit of work: Seasonal changes Observe changes across the four seasons</p> <ul style="list-style-type: none"> • 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. <p>Working Scientifically:</p> <ul style="list-style-type: none"> • 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) | <p>DT: Design and make windsocks to observe weather</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <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] <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria • Did your windsock work and help to observe the weather? | <p>Music: Continue with Nursery Rhymes 3x half term. Sparkyard resource Exploring the difference between pulse and rhythm Playing like clockwork To play a steady pulse using percussion instruments To begin to recognize the difference between pulse and rhythm March to the Beat To explore pulse and rhythm through movement Body Rhythm To identify the rhythm of words and explore the rhythm through movement</p> | |
| <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>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 • Know their address and postcode • Know the name of their nearest town and city and locate it on the map of the United Kingdom | <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>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>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 |
| <p>English: Writing: (Talk 4 Writing) Text type: Explanation Why animals might be scary Innovate: Why is it good to live in Bristol?</p> | <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 | | |

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| <p>The magic porridge pot Story Pattern: Finding a magical object Grammar</p> <ul style="list-style-type: none"> • Time words, Imperative (bossy) verbs <p>Author focus:</p> <ul style="list-style-type: none"> • David McKee | <p>Phonics and Spelling – Jolly Phonics whole class phonics teaching including: Revision and extension of The Phonics Handbook, Vowel digraphs, Alternative spellings of vowel sounds, Short vowels and consonant doubling, CEW words, Consonant blends</p> <p>Grammar: Plural endings, Nouns – proper/common/plurals, Personal pronouns, Verbs, Conjugating verbs– present/past/future. Adjectives, Adverbs, when to use a/an/the, Sentences – capital letters, full stops and speech marks, Parsing – identifying the parts of speech in sentences, Alphabetical order</p> <p>Resources: Grammar 1 handbook</p> | |
| <p>NCETM Maths: Unit 4 Shape (Mastery Maths – Boolean Maths Hub resources) Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p> <p>Find the area or volume of a compound shape by decomposing into constituent shapes.</p> <p>Rotate, translate and reflect 2D shapes. Identify congruent shapes</p> | <p>Unit 5</p> <p>Teaching point 1: The numbers six to nine are composed of 'five and a bit'. Ten is composed of five and five.</p> <p>Teaching point 2: Six, seven, eight and nine lie between five and ten on a number line.</p> <p>Teaching point 3: Numbers that can be made out of groups of two are even numbers; numbers that can't be made out of groups of two are odd numbers. Even numbers can be partitioned into two odd parts or two even parts; odd numbers can be partitioned into one odd part and one even part.</p> <p>Teaching point 4: Each of the numbers six to ten can be partitioned in different ways. The numbers six to ten can be partitioned in a systematic way.</p> <p>Teaching point 5: Each of the numbers six to ten can be partitioned into two parts; if we know one part, we can find the other part.</p> | <p>Unit 6</p> <p>Teaching point 1: Combining two or more parts to make a whole is called aggregation; the addition symbol, +, can be used to represent aggregation.</p> <p>Teaching point 2: The equals symbol, =, can be used to show equivalence between the whole and the sum of the parts.</p> <p>Teaching point 3: Each addend represents a part, and these are combined to form the whole/sum; we can find the value of the whole by adding the parts. We can represent problems with missing parts using an addition equation with a missing addend.</p> <p>Teaching point 4: Breaking a whole down into two or more parts is called partitioning; the subtraction symbol, −, can be used to represent partitioning.</p> |

| Year 1: Spring Term 2 | | | |
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| <p>Science: (link to Art) Unit of work: Plants</p> <ul style="list-style-type: none"> 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. <p>Working Scientifically:</p> <ul style="list-style-type: none"> 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. <p>Gathering and recording data to help in answering questions</p> | <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 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. <p>Re-create the famous sunflowers art work using the skills of sketching and painting using water colours.</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 History of Vincent Van Gough’s artwork <p>Artist Focus: Vincent Van Gough’s sunflowers</p> <p>Suspension Bridge sketches</p> | <p>Music: Sparkyard resource</p> <ul style="list-style-type: none"> Exploring how sounds can be changed Exploring timbre of instruments Sequencing sounds to tell stories and create effects | |
| <p>History: What do I know about the UK and where I live? The city of Bristol 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 - the 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 <p>The first moon landing – Neil Armstrong (Moon art)</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 | <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>French: By the end of the year Year 1 will be able to: say their name and ask someone else what their name is say how they are feeling say 10 colours (Léon le Caméléon) count to 12 say the days of the week and activities for different days say 8 parts of the body say 9 animals (Toc, Toc, Toc story) say 8 types of fruit (J’aime les fruits song)</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>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 | <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>French: By the end of the year Year 1 will be able to: say their name and ask someone else what their name is say how they are feeling say 10 colours (Léon le Caméléon) count to 12 say the days of the week and activities for different days say 8 parts of the body say 9 animals (Toc, Toc, Toc story) say 8 types of fruit (J’aime les fruits song)</p> |

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| <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>challenge and can work out how to overcome them</p> <ul style="list-style-type: none"> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it | <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>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 |
| <p>English: Writing: (Talk 4 Writing) Mr Gumpy Innovate: Mr Brunel Story Pattern: Journey Tale Focus: Setting Text Type: Recount in the form of a letter Non-Fiction - Model Text Recount of school trip Innovate: Thank you letter to Mr Brunel Text Type: Recount 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 Whole class reading, 1 to 1 reading. Reading Comprehension activities including Speaking and Listening <p>Phonics and Spelling – Jolly Phonics whole class phonics teaching including: Revision and extension of The Phonics Handbook, Vowel digraphs, Alternative spellings of vowel sounds, Short vowels and consonant doubling, CEW words, Consonant blends Grammar: Plural endings, Nouns – proper/common/plurals, Personal pronouns, Verbs, Conjugating verbs– present/past/future. Adjectives, Adverbs, when to use a/an/the, Sentences – capital letters, full stops and speech marks, Parsing – identifying the parts of speech in sentences, Alphabetical order Resources: Grammar 1 handbook</p> | |
| <p>NCETM Maths: Unit 6 (Mastery Maths – Boolean Maths Hub resources)</p> <p>Teaching point 1: Combining two or more parts to make a whole is called aggregation; the addition symbol, +, can be used to represent aggregation.</p> <p>Teaching point 2: The equals symbol, =, can be used to show equivalence between the whole and the sum of the parts.</p> <p>Teaching point 3: Each addend represents a part, and these are combined to form the whole/sum; we can find the value of the whole by adding the parts. We can represent problems with missing parts using an addition equation with a missing addend.</p> <p>Teaching point 4: Breaking a whole down into two or more parts is called partitioning; the subtraction symbol, –, can be used to represent partitioning.</p> | <p>Unit 7</p> <p>Teaching point 1: Addition is commutative: when the order of the addends is changed, the sum remains the same.</p> <p>Teaching point 2: Ten can be partitioned into pairs of numbers that sum to ten. Recall of these pairs of numbers supports calculation.</p> <p>Teaching point 3: Adding one gives one more; subtracting one gives one less.</p> <p>Teaching point 4: Consecutive numbers have a difference of one; we can use this to solve subtraction equations where the subtrahend is one less than the minuend.</p> <p>Teaching point 5: Adding two to an odd number gives the next odd number; adding two to an even number gives the next even number. Subtracting two from an odd number gives the previous odd number; subtracting two from an even number gives the previous even number.</p> <p>Teaching point 6: Consecutive odd / consecutive even numbers have a difference of two; we can use this to solve subtraction equations where the subtrahend is two less than the minuend.</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 | | | |

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| <p>Science: No science this term.</p> | <p>Art: Artist: Paul Klee Castle collages</p> <ul style="list-style-type: none"> I will be able to recognize and duplicate the style of Paul Klee's "Castle and Sun" painting by making a collage castle using basic shapes: squares, rectangles, triangles and 1 circle for the sun. To explore a range of different drawing mediums to create and invent a range of lines and alter thickness using different mediums. To explore how famous artists use dots, lines and shapes to create works of art. To link a range of lines together to create a piece of artwork. To explore how shapes can be used to create a piece of artwork. To experiment with overlapping shapes. | <p>Music: Sparkyard resource</p> <ul style="list-style-type: none"> Recognising changes in pitch and copying simple pitch patterns Performing simple melodic patterns using voices and pitched instruments | |
| <p>History: Why do we have castles?</p> <ul style="list-style-type: none"> I understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Know that castles were built to keep people safe and secure. Know that there are many stories associated with castles. Know that there is probably a castle far from where you live. Know the names of the different features of a castle. | | | |
| <p>R.E.: Resource - Understanding Christianity KS1 Unit 1.4 Gospel (Agape) 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 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 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: By the end of the year Year 1 will be able to: say their name and ask someone else what their name is say how they are feeling say 10 colours (Léon le Caméléon) count to 12 say the days of the week and activities for different days say 8 parts of the body say 9 animals (Toc, Toc, Toc story) say 8 types of fruit (J'aime les fruits song)</p> <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 |

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| <p>English: Writing: (Talk 4 Writing) Resource: Kassim and the greedy dragon Story Pattern: Warning tale Focus: Suspense Non-Fiction Text type: Instructions for a recipe How to make porridge Innovate (fairy cakes) Hot write (jam sandwiches)</p> | <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading • Whole class reading, 1 to 1 reading. • Reading Comprehension activities including Speaking and Listening <p>Phonics and Spelling – Jolly Phonics whole class phonics teaching including: Revision and extension of The Phonics Handbook, Vowel digraphs, Alternative spellings of vowel sounds, Short vowels and consonant doubling, CEW words, Consonant blends</p> <p>Grammar: Plural endings, Nouns – proper/common/plurals, Personal pronouns, Verbs, Conjugating verbs– present/past/future. Adjectives, Adverbs, when to use a/an/the, Sentences – capital letters, full stops and speech marks, Parsing – identifying the parts of speech in sentences, Alphabetical order</p> <p>Resources: Grammar 1 handbook</p> | |
| <p>NCETM Maths Unit 8 (Mastery Maths – Boolean Maths Hub resources)</p> <p>Teaching point 1: The digits in the numbers 11–19 tell us about their value.</p> <p>Teaching point 2: The numbers 11–19 can be formed by combining a ten and ones, and can be partitioned into a ten and ones.</p> <p>Teaching point 3: A number is even if the ones digit is even; it <i>can</i> be made from groups of two. A number is odd if the ones digit is odd; it <i>can't</i> be made from groups of two.</p> <p>Teaching point 4: Doubling the numbers 6–9 (inclusive) gives an even teen number; halving an even teen number gives a number from six to nine (inclusive).</p> <p>Teaching point 5: Addition and subtraction facts within 10 can be applied to addition and subtraction within 20.</p> | <p>Unit 9</p> <p>Teaching point 1: We can count efficiently by counting in groups of two.</p> <p>Teaching point 2: We can count efficiently by counting in groups of ten.</p> <p>Teaching point 3: We can count efficiently by counting in groups of five.</p> <p>Teaching point 4: A coin has a value which is independent of its size, shape, colour or mass.</p> <p>Teaching point 5: The <i>number</i> of coins in a set is different from the <i>value</i> of the coins in a set; knowledge of counting in groups of two, five or ten can be used to work out the value of a set of identical low-denomination coins.</p> <p>Teaching point 6: Knowledge of counting in groups of two, five or ten can be used to work out how many identical low-denomination coins are needed to make a given value.</p> | <p>Daily Mental Maths Resources:</p> <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) <p>Chanting in 2's, 5's and 10</p> <p>Enrichment: Medieval Day/Prince/Princess day/tea party (End of unit)</p> |

| Year 1 Summer Term 2 | | | |
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| <p>Science: Unit of work: Animals including humans (Animals)</p> <ul style="list-style-type: none"> 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 – 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 | | <p>D.T: Homework Project: Motte and Bailey model - Present at medieval day.</p> <ul style="list-style-type: none"> I can describe how something works I can explain what works well and not so well in the model I have made I can begin to evaluate their products as they are developed, identifying strengths and possible changes they might make. I can make my own model stronger I can make a product that has at least one moving part | |
| <p>History: What was my grandparents' childhood like?</p> <ul style="list-style-type: none"> Chronology Changes within living memory - revealing aspects of change in national life I know how different our grandparents' toys were. I know what our grandparents' school days were like. I know how shopping habits have changed over the past 50 years. I know how birthday celebrations for children have changed over the past 50 years. I know how what we eat each day has changed over the past 50 years. <p>Similarities and differences in:</p> <ul style="list-style-type: none"> Toys, food, school, holidays and play | | | |
| <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. | <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 | <p>Computing: Resource - eLIM 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>French: By the end of the year Year 1 will be able to: say their name and ask someone else what their name is say how they are feeling say 10 colours (Léon le Caméléon) count to 12 say the days of the week and activities for different days say 8 parts of the body say 9 animals (Toc, Toc, Toc story) say 8 types of fruit (J'aime les fruits song)</p> |

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| <ul style="list-style-type: none"> 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 '<u>The Good Shepherd</u>' NT, page 116, from Matthew 18 or Luke 15...responsible for the lost one and cared about it</p> | <ul style="list-style-type: none"> 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>Multimedia – my soundscape</p> | <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>English: Writing: (Talk 4 Writing) Author Focus – Tom Fletcher The three bears Story Pattern: Cumulative finding tale Focus: Dialogue</p> <p>Text Type: Discussion/Trial Should goldilocks be arrested? Innovate: Should we recycle our waste?</p> | | <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 reviewed after end of Term assessments <p>Resources: Jolly Phonics - Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives.</p> | |

NCETM Maths: Unit 9 cont'd**Teaching point 1:**

We can count efficiently by counting in groups of two.

Teaching point 2:

We can count efficiently by counting in groups of ten.

Teaching point 3:

We can count efficiently by counting in groups of five.

Teaching point 4:

A coin has a value which is independent of its size, shape, colour or mass.

Teaching point 5:

The *number* of coins in a set is different from the *value* of the coins in a set; knowledge of counting in groups of two, five or ten can be used to work out the value of a set of identical low-denomination coins.

Teaching point 6:

Knowledge of counting in groups of two, five or ten can be used to work out how many identical low-denomination coins are needed to make a given value.

Unit 10 Position and direction

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Pupils use the language of position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
- Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.

Unit 11 Time

- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Daily Mental Maths Resources:

- Number of the day 40-50
- Numbots
- Number Bonds weekly assessment
- Hit the button (Multiples of 2,5 and 10) Chanting in 2's, 5's and 10