



Year 1 Autumn Term – Time Machine

Key Values:

Term 1: Organisation and Independence

Term 2: Communication and Respect



English

Maths

Lists and Labels, Recounts and Instructions:

Planning, drafting, evaluating and editing, recounts of our day, special memories, trip to the church, etc; instructions linked to cooking, handwashing

Composition / PAG:

- Finger spaces between words
- Hold a pencil comfortably and correctly
- Capital letters for the beginning of sentences and for names of people and places
- Spell words using GPCs
- Full stops to end sentences

Reading:

- Listen to and discuss a wide range of non-fiction texts; participate in class discussions about what is read to them.
- Phonetic decoding / encoding taught throughout English and as separate phonics group sessions from Letters and Sounds
- Every child to be heard individually read reading book by class teacher (Weekly)
- RED TED to be introduced for home reading
- Daily class readers linked to The Book Trust Book List

Patterns in Stories & Information Texts:

Planning, drafting, evaluating and editing, writing dinosaur stories with predictable and repeating language; information texts linked to dinosaur topic

Composition / PAG:

- Finger spaces between words
- Hold a pencil comfortably and correctly
- Capital letters for the beginning of sentences and for names of people and places
- Questions and responses; use of question marks
- Identification of adjectives
- Verbs in difference tenses
- Using 'and' to join sentences

Reading:

- Recognising features of non-fiction texts.
- Phonetic decoding / encoding taught throughout English and as separate phonics group sessions from Letters and Sounds
- Every child to be heard individually read reading book by class teacher (Weekly)
- RED TED to be embedded including library system
- Daily class readers linked to The Book Trust Book List

Power Maths

Unit 1: Numbers to 10

Unit 2: Part-whole within 10

Unit 3: Addition and subtraction within 10 (1)

Unit 4: Addition and subtraction within 10 (2)

Unit 5: 2D and 3D shapes

Unit 6: Numbers to 20

History and Geography

Science

History

Changes within living memory & Events Beyond Living Memory

Chronology:

- Use words and phrases like old, new, now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents/carers were young.
- Describe things that happened to themselves and other people in the past
- Explain how they have changed since they were born.
- Match objects to people of different ages.
- Using a timeline, order a set of events or objects (from a story, their life, school).

Knowledge and Understanding of Events, People and Changes in the Past:

- Recognise the difference between past and present in their own and other people's lives.
- Recall some facts about people/events before living memory.

Historical Enquiry:

Animals including humans:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Working scientifically

Gathering & Recording

Data:

- Record their observations e.g. using photographs,

Plants:

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen

Seasonal changes:

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Working scientifically

Asking Questions:

<ul style="list-style-type: none"> - Ask and answer questions about different sources, including old and new objects (What were they used for?). - Explore events, look at pictures and ask questions <p>Organisation & Communication:</p> <ul style="list-style-type: none"> - Timelines (3D with objects / sequential pictures / sorting events) - Discussions, drawing, stories, drama / role play, models. - Use a computer / iPad to present information <p>Geography</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> - Name and locate the four countries of the UK - Identify the capital cities of the UK - Learn the names of some places within/around the UK e.g. hometown and some cities <p>Human and physical geography:</p> <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the UK - Name simple human/physical features of own locality - Use vocab such as town, house etc. <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> - Follow directions (up/down, left/right, forwards/backwards). - Use own symbols on an imaginary / actual map to represent features. - Use information books/pics as sources of information 	<p>videos, drawings, labelled diagrams or in writing.</p> <p>Concluding & Communicating:</p> <ul style="list-style-type: none"> - Use their experiences of the world around them to suggest appropriate answers to questions. - worst' etc. from their data. - With help, record and communicate their findings in a range of ways and begin to use simple scientific language 	<ul style="list-style-type: none"> - While exploring the world, develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. <p>Observing & Measuring:</p> <ul style="list-style-type: none"> - Explore the world around them. - Make careful observations to support identification, comparison and noticing change. <p>Testing:</p> <ul style="list-style-type: none"> - Carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. <p>Identifying & Classifying:</p> <ul style="list-style-type: none"> - Use simple secondary sources (such as identification sheets) to name living things. <p>Gathering & Recording Data:</p> <ul style="list-style-type: none"> - Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.
---	--	--

Art	DT
<p>Drawing:</p> <ul style="list-style-type: none"> - Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour. <p>Painting:</p> <ul style="list-style-type: none"> - Use a variety of tools and techniques including the use of different brush sizes. - Mix secondary colours and shades using different types of paint. - Create different textures e.g. use of sawdust. <p>3D Form:</p> <ul style="list-style-type: none"> - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with clay. - Experiment with, construct and join recycled, natural and man-made materials. <p>Printing:</p> <ul style="list-style-type: none"> - Make marks in print with a variety of objects, for example natural and made objects. - Carry out different printing techniques e.g. monoprint, block, relief printing. - Make rubbings. 	<p>Design:</p> <ul style="list-style-type: none"> - Select materials and simple hand tools from a limited range that will meet the design criteria. e.g. scissors, a hole punch, fabric, card, masking tape. - Begin to name which materials and tools they are using, explain what they are making and describe what they need to do next through talk, drawings, templates and mock-ups. - Begin to suggest their ideas and explain what they are going to do. <p>Make:</p> <ul style="list-style-type: none"> - Explore using a range of simple hand tools safely, e.g. scissors, a hole punch. - Using a template, measure, mark out, cut and shape a range of materials, e.g. fabric, paper, card. - Begin to assemble, join and combine materials and components together using a variety of temporary methods, e.g. construction kits, textiles, masking tape, paper fasteners. - Begin to use simple art and design finishing techniques to improve the appearance of their product, e.g. adding buttons, beads, sequins. <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> - Begin to understand how to name and sort foods into five groups in 'The Eat Well Plate'.

- Build a repeating pattern and recognise pattern in the environment.
Exploring and Developing Ideas:
 - Record and explore ideas from first-hand observation, experience and imagination.

- Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.
 - Begin to know how to cut and chop food safely.

PE

Health and Fitness

Warm-up/set-up:

- Carry and place equipment safely.

Acquire and develop skills:

- Describe how the body feels before, during and after exercise.
 - Demonstrate control over body movement.

Select and apply skills, tactics and compositional ideas:

- Be able to follow and copy movements to increase heart rate.

Evaluate and improve performance:

- Show understanding of effect of movements on the body.

Dance

Warm-up/set-up:

- Understand how we can warm our bodies up before dancing.

- Can demonstrate movements to warm up.

Acquire and develop skills:

- Vary the speed of their actions.
 - Respond to different stimuli
 - Understand how to create movements on different levels

Select and apply skills, tactics and compositional ideas:

- Can perform with control and coordination
 - Can copy and repeat actions.
 - Begin to improvise independently to create a simple sequence.

Evaluate and improve performance:

- Discuss how a dance sequence can be made.
 - Reflect on others' performances.

Multi-skills

Warm-up/set-up:

- Prepare for game play by offering ideas for an effective warm up.
 - Carry and place equipment safely and with control.

Acquire and develop skills:

- Roll a ball along a line or to a target, track it and pick it up as it slows down.
 - Use a simple overarm throw and an underarm sling.
 - Catch a ball thrown by a partner, with two hands.
 - Throw a ball into a hoop.

Select and apply skills, tactics and compositional ideas:

- Be able to use skills learnt within rounders-based games.
 - Show good understanding of retrieving a ball out in the field.
 - Show good understanding of striking a ball to score points within a game.

Evaluate and improve performance:

- Be able to participate in discussion about the different job roles of strikers and fielders.

RE		Computing		Music	
<p><u>LAS Unit - Life journey</u> (Christianity)</p> <p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> - Recognise features of religious life and practice - Recognise some religious symbols and words - Recognise and name features of religions <p>Interpreting:</p> <ul style="list-style-type: none"> - Recognise symbols and other forms of religious expression <p>Evaluate:</p> <ul style="list-style-type: none"> - Draw conclusions from real life experiences, i.e. handling artefacts and discussing purpose - Ask questions about difference religions based on hands on experiences 	<p><u>LAS Unit - God</u> (Christianity)</p> <p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> - Recount outlines of some religious, spiritual and moral stories and expressions <p>Critical thinking and reflection:</p> <ul style="list-style-type: none"> - Identify things they find interesting or puzzling, in religious material studied <p>Empathy:</p> <ul style="list-style-type: none"> - Identify what is of value and concern to themselves, in religious material studied 	<p>Rising Stars - We are Treasure Hunters</p> <p>NC: Begin to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and ambiguous instructions.</p> <ul style="list-style-type: none"> - Begin to create and debug simple programs - Begin to use logical reasoning to predict the behaviour of simple programs 	<p>Online Safety</p> <p>NC: Begin to use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material online</p> <p>Word Processing:</p> <ul style="list-style-type: none"> - Use the number keys - Use the caps lock key - Change the font size - Change the font style - Change the font colour - Use the enter key to move to a new line - Use the full stop - Log on to the computer - Use the space bar to create a finger space - Use the backspace key to delete <p>Rising Stars - We are Celebrating</p> <p>NC: Begin to use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Music Express - Ourselves</p> <p>Singing:</p> <ul style="list-style-type: none"> - Explore and use sounds made by the voice and body - Combine voices and movement to perform songs and chants with actions <p>Music Express - Animals</p> <p>Singing:</p> <ul style="list-style-type: none"> - Combine voices and movement to perform songs and chants with actions 	<p>Music Express - Number</p> <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Identify and keep a steady beat using instruments <p>Listening:</p> <ul style="list-style-type: none"> - Recognise and respond to changes in tempo in music <p>Music Express - Weather</p> <p>Singing:</p> <ul style="list-style-type: none"> - Control vocal dynamics, duration and timbre <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Explore and control dynamics, duration, and timbre with instruments <p>Improvising/exploring:</p> <ul style="list-style-type: none"> - Improvise descriptive music - Respond to music through movement <p>Appraising:</p> <ul style="list-style-type: none"> - Identify a sequence of sounds (structure) in a piece of music

PSHE

Relationships - Families and Friendships:

- About people who care for them, e.g. parents, siblings, grandparents, relatives, friends and teachers
- The role of those different people play in their lives and how they care for them
- What it means to be a family and how families are different, e.g. single parents, same-sex parents etc.
- About the importance of telling someone – and how to tell them – if they are worried about something in their family.

Relationships - Respecting Ourselves & Others:

- What kind and unkind behaviour mean in and out school
- How kind and unkind behaviour can make people feel
- About what respect means
- About class rules, being polite to others, sharing and taking turns

Relationships - Safe Relationships:

- About situations when somebody's body or feelings might be hurt and whom to go to for help
- About what it means to be something private, including parts of the body that are private
- To identify different types of touch and how that makes them feel uncomfortable or unsafe
- When it is important to ask for permission to touch each other
- How to ask for and give/ not give permission

Health and Wellbeing - Keeping Safe:

- How rules can help to keep us safe
- Why some things have age restrictions, e.g. TV and film, games, toys or play areas
- Basic rules for keeping safe online
- Whom to tell if they see someone online that makes them feel unhappy, worried or scared



Year 1 Spring Term – Going Places

Key Values:

Term 3: Resilient Rosie and Aspiration

Term 4: Izzy Initiative and Creativity



English

Maths

Poetry and Reports:

Planning, drafting, evaluating and editing, poetry linked to The Great Fire of London. Report/ factual writing linked to the UK and in comparison, to a different country

Composition /PAG:

- Capital letters for the beginning of sentences, and for names of people, places and days of the week
- Full stops to end sentences; use of exclamation marks
- Identifying nouns within sentences / texts
- Use letter names to distinguish alternative spellings of the same sound (Phonics)
- Identifying plural forms of nouns (s/es)
- Identifying sentence types (C, E, Q, S)

Reading:

- Recognising recurring language in poetry, expressing likes and dislikes and reciting some poems by heart.
- Phonetic decoding / encoding taught throughout English and as separate phonics group sessions from Letters and Sounds
- Every child to be heard individually read reading book by class teacher (Weekly)
- RED TED ongoing
- Daily class readers linked to The Book Trust Book List

Familiar Stories:

Planning, drafting, evaluating and editing, Paddington Bear linked to London and Peru, Stories linked to spring (familiar settings)

Composition/ PAG:

- Identifying adjectives within sentences / texts
- Identifying nouns within sentences / texts
- Choosing verb forms in the correct tense (writing in the past tense)
- Use of 'ed' (Simple irregular examples of past tense verbs)
- Commas in lists
- Simple common contractions (Relevant to context of their writing)
- Using the suffix 'un- '
- Identifying plural forms of nouns (s/es)
- Identifying sentence types
- Capital letters, including for months

Reading:

- Making inferences; reading words with contractions and understanding the apostrophe represents the omitted letter(s).
- Phonetic decoding / encoding taught throughout English and as separate phonics group sessions from Letters and Sounds
- Every child to be heard individually read reading book by class teacher (Weekly)
- RED TED ongoing
- Daily class readers linked to The Book Trust Book List

Power Maths

- Unit 7:** Addition within 20
- Unit 8:** Subtraction within 20
- Unit 9:** Numbers to 50
- Unit 10:** Introducing length and height
- Unit 11:** Introducing weight and volume

History & Geography

Science

History

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

Interpretations of History:

- Recognise that some objects belonged to the past.
- Begin to identify different ways to represent the past (videos, photos, stories, adults talking about the past, artefacts).

Everyday materials:

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

Working scientifically

Asking Questions:

- While exploring the world, develop their ability to ask questions (such as

Seasonal Changes:

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Working scientifically

Asking Questions:

- While exploring the world, develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen).

<p>- Use stories to encourage children to distinguish between fact and fiction</p> <p>Knowledge and Understanding of Events, People and Changes in the Past:</p> <p>- Begin to describe similarities and differences in artefacts. - Say why people may have acted the way they did.</p> <p>Organisation and Communication:</p> <p>- Discussions, drawing, stories, drama / role play, models. - Simple recounts (ordering), labelling.</p> <p>Geography</p> <p>Place knowledge:</p> <p>- Understand geographical similarities and differences (through human and physical geography) of a small area of UK</p> <p>Human and Physical Geography:</p> <p>- Name simple human/physical features of own locality - Use vocab such as town, house</p> <p>Geographical Skills and Fieldwork:</p> <p>- Use own symbols on an imaginary / actual map to represent features. - Teacher led enquiries to ask and respond to simple closed questions - Investigate their surroundings and make observations about where things are, e.g. within school or local area</p>	<p>what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.</p> <p>- Answer questions developed with the teacher often through a scenario. - Be involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.</p> <p>Testing:</p> <p>- Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. - Carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</p> <p>Identifying & Classifying:</p> <p>- Use their observations and testing to compare objects, materials and living things. - Sort and group these things, identifying their own criteria for sorting.</p> <p>Gathering & Recording Data:</p> <p>- Classify using simple prepared tables and sorting rings.</p> <p>Concluding & Communicating:</p> <p>- Use their experiences of the world around them to suggest appropriate answers to questions. - With help, record and communicate their findings in a range of ways and begin to use simple scientific language</p>	<p>Where appropriate, they answer these questions.</p> <p>- Be involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.</p> <p>Observing & Measuring:</p> <p>- Explore the world around them. - Make careful observations to support identification, comparison and noticing change. - Begin to take measurements, initially by comparisons, then using non-standard units.</p> <p>Gathering & Recording Data:</p> <p>- Record their measurements e.g. using prepared tables, pictograms, tally charts and bar charts.</p> <p>Concluding & Communicating:</p> <p>- Supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. - With help, record and communicate their findings in a range of ways and begin to use simple scientific language</p>
--	--	--

Art	DT
<p>3d Form:</p> <ul style="list-style-type: none"> - Experiment with, construct and join recycled, natural and man-made materials. <p>Drawing:</p> <ul style="list-style-type: none"> - Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. <p>Exploring and Developing Ideas:</p> <ul style="list-style-type: none"> - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. - Ask and answer questions about the starting points for their work and develop their ideas. 	<p>Design:</p> <ul style="list-style-type: none"> - Begin to draw on their own experiences to help generate ideas. - Begin to explore and understand the development of existing products, e.g. what they are for, how they work and are used. - Explore and investigate ideas using construction kits, templates, mock-ups and reclaimed materials, e.g. junk modelling materials, K-Nex, pictures. - Begin to use simple design criteria to help develop their ideas <p>Make:</p> <ul style="list-style-type: none"> - Begin to assemble, join and combine materials and components together using a variety of temporary methods, e.g. construction kits, textiles, masking tape, paper fasteners <p>Evaluate:</p> <ul style="list-style-type: none"> - Begin to make simple judgements about their own work in relation to the design criteria. - Begin to suggest how their own work could be improved. - When looking at existing products, explain what they like and dislike about products and why. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Begin to know about the movements of simple mechanisms, e.g. sliders, levers, wheels and axle – tubes. - Begin to know how freestanding structures can be made stronger, stiffer and more stable, e.g. a chair for a teddy. <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> - Begin to develop a food vocabulary using taste, smell, texture and touch. - Begin to know how to cut and chop food safely. - Begin to know how to prepare simple dishes safely and hygienically without using a heat source

PE	
<p>Gymnastics (Val Sabin Flight, Points and Patches)</p> <p>Warm-up/set-up:</p> <ul style="list-style-type: none"> - Understand how we can warm our bodies up before physical activity. - Can demonstrate movements to warm up. - Carry out simple stretches. <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> -Travel in different ways, changing direction and speed - Hold still shapes and simple balances - Be able to explore special pathways moving; under, over, through, around etc. - Show confidence in rolls: log, curled side, teddy bear. - Show confidence in jumps: straight, tuck and teddy bear. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Link two actions to make a sequence - Recognise and copy contrasting actions: small, tall, narrow, wide. - Carry out a range of simple jumps, traveling sequences and rolls. - Use practiced skills to create/ perform sequence with control. <p>Evaluate and improve performance:</p> <ul style="list-style-type: none"> - To be able to understand and reflect on the difference in jumps, rolls and traveling patterns. - Understand what makes a controlled movement. 	<p>Health and Fitness</p> <p>Warm-up/set-up:</p> <ul style="list-style-type: none"> - Carry and place equipment safely. <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Describe how the body feels before, during and after exercise. - Demonstrate control over body movement. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Be able to follow and copy movements to increase heart rate. <p>Evaluate and improve performance:</p> <ul style="list-style-type: none"> - Show understanding of effect of movements on the body.

Net & Wall (Val Sabin Year 1 Unit 2: Throwing and catching. Aiming Games)

Warm-up/set-up:

- Prepare for game play by offering ideas for an effective warm up.
- Carry and place equipment safely and with control.

Acquire and develop skills:

- Focus on throwing and catching.
- Progress in passing and receiving and ball in different ways with increased accuracy.
- Begin to develop hand eye coordination when striking a ball with another object.

Select and apply skills, tactics and compositional ideas:

- Play games based on net games (like tennis and badminton).
- Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3.
- Play running and avoiding games.
- Participate in team games, passing and receiving a ball in different ways, with increased accuracy.

Evaluate and improve performance:

- Explain why they enjoy playing games and physical activities.

RE		Computing		Music	
<p>LAS Unit - Islam</p> <p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> - Recount outlines of some religious, spiritual and moral stories and expressions - Recognise and name features of religions <p>Critical thinking and reflection:</p> <ul style="list-style-type: none"> - Identify things they find interesting or puzzling, in religious material studied <p>Empathy:</p> <ul style="list-style-type: none"> - Identify what is of value and concern to themselves, in religious material studied <p>Evaluate:</p> <ul style="list-style-type: none"> - Draw conclusions from real life experiences, i.e. handling artefacts and discussing purpose - Ask questions about difference religions based on hands on experiences 	<p>LAS Unit - Community (Islam)</p> <p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> -Recognise features of religious life and practice -Recognise some religious symbols and words <p>Interpreting:</p> <ul style="list-style-type: none"> -Recognise symbols and other forms of religious expression 	<p>Rising Stars - We are TV Chefs</p> <p>NC: Begin to recognise common uses of technology outside of school.</p> <ul style="list-style-type: none"> - Begin to use technology purposefully to create, store, manipulate and retrieve digital content. 	<p>Rising Stars - We are Painters</p> <p>NC: Begin to use technology purposefully to create, store, manipulate and retrieve digital content</p>	<p>Music Express - Machines</p> <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Play percussion instruments at different speeds (tempi) - Play and control changes in tempo <p>Music Express - Seasons</p> <p>Listening:</p> <ul style="list-style-type: none"> - Identify changes in pitch and respond to them with movement <p>Appraising:</p> <ul style="list-style-type: none"> - Listen in detail to a piece of orchestral music (e.g. identify instruments) 	<p>Music Express - Our Schools</p> <p>Singing:</p> <ul style="list-style-type: none"> - Sing a song together as a group <p>Improvising/exploring:</p> <ul style="list-style-type: none"> - Create a soundscape using instruments - Explore different sound sources and instruments <p>Music Express - Pattern</p> <p>Playing Instruments & Improvising/exploring:</p> <ul style="list-style-type: none"> - Explore sounds on instruments and find different ways to vary their sound <p>Appraising:</p> <ul style="list-style-type: none"> - Identify metre by recognising its pattern

PSHE

Living in the Wider World - Belonging to a community:

- About examples of rules in different situations, e.g. class rules, rules at home, rules outside
- That different people have different needs
- How we care for people, animals, and other living things in different ways
- How they can look after the environment, e.g. recycling

Living in the Wider World - Money & Work:

- That everyone has different strengths, in and out of school
- About how different strengths and interests are needed to do different jobs
- About people whose job it is to help us in the community
- About different jobs and the work people do

Living in world - Media Literacy and Digital Resilience:

- How and why people use the internet
- The benefits of using the internet and digital devices
- How people find things out and communicate safely with others online



Year 1 Summer Term – Wonderful World

Key Values:
 Term 5: **Arnie Adventure**
 Term 6: **Teamwork Twins**



English

Maths

Animal Tales:

Planning, drafting, evaluating and editing, role play, retelling, adapting animal stories, including some fairy tales/ famous authors

Composition/PAG:

- Identifying nouns and verbs
- Making the correct choice of verb (tense)
- Full stops in longer passages of writing
- Wider variety of contractions
- Correct use of '-ing-, '-er' and '-est'
- Using but, or and so to extend sentences
- Identification of adjectives
- Subordination using because

Reading:

- Demonstrates familiarity with and retells a wide range of stories.
- Phonetic decoding / encoding taught throughout English and as separate phonics group sessions from Letters and Sounds
- Every child to be heard individually read reading book by class teacher (Weekly)
- Guided Reading to be introduced for more able
- RED TED ongoing
- Daily class readers linked to The Book Trust Book List

Information Texts:

Planning, drafting, evaluating and editing, factual information/ book about or wonderful world, animals

Composition/PAG:

- Relevant common contractions
- Identification of sentence types
- Correct form of verb
- Correct use of connectives
- Commas in lists
- Identification of adjectives
- Tense (past, present, future applying the taught suffixes – see appendix 1 NC
- Correct use of the spelling rules for adding 's' and 'es' for plural nouns.
- Subordination using when, if and that

Reading:

- Making deeper inferences, discussing word meanings and linking new meanings to those already known.
- Phonetic decoding / encoding taught throughout English and as separate phonics group sessions from Letters and Sounds
- Every child to be heard individually read reading book by class teacher (Weekly)
- Guided Reading to be introduced for HAPs and MAPs
- RED TED ongoing
- Daily class readers linked to The Book Trust Book List

Power Maths

- Unit 12:** Multiplication
- Unit 13:** Division
- Unit 14:** Halves and quarters
- Unit 15:** Position and direction
- Unit 16:** Numbers to 100
- Unit 17:** Time
- Unit 18:** Money

History and Geography

Science

History

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

Knowledge and Understanding of Events, People and Changes in the Past:

- Recognise the difference between past and present in their own and other people's lives.

Interpretations of History:

- Begin to identify different ways to represent the past (videos, photos, stories, adults talking about the past,

Animals, including humans:

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)

Plants:

- Identify and describe the basic structure of a variety of common flowering plants, including trees

Seasonal Changes:

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Working scientifically

Asking Questions:

- Be involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that

<p>artefacts)</p> <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Ask and answer questions about different sources, including old and new objects (What were they used for?). - Explore events, look at pictures and ask questions (Which things are old, and which are new? or What were people doing?) <p>Geography</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the UK <p>Geographical Skills & Fieldwork:</p> <ul style="list-style-type: none"> - Follow directions (up/down, left/right, forwards/backwards). - Use own symbols on an imaginary / actual map to represent features. - Investigate their surroundings and make observations about where things are e.g. within school or local area 	<p>Working scientifically</p> <p>Identifying & Classifying:</p> <ul style="list-style-type: none"> - Use their observations and testing to compare objects, materials and living things. - Sort and group these things, identifying their own criteria for sorting. - Use simple secondary sources (such as identification sheets) to name living things. - Describe the characteristics they used to identify a living thing. <p>Gathering & Recording Data:</p> <ul style="list-style-type: none"> - Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. - Classify using simple prepared tables and sorting rings. <p>Concluding & Communicating:</p> <ul style="list-style-type: none"> - Supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. 	<p>there are different ways in which questions can be answered.</p> <p>Observing & Measuring:</p> <ul style="list-style-type: none"> - Explore the world around them. - Make careful observations to support identification, comparison and noticing change. - Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. <p>Testing:</p> <ul style="list-style-type: none"> - Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. <p>Identifying & Classifying:</p> <ul style="list-style-type: none"> - Sort and group these things, identifying their own criteria for sorting. - Use simple secondary sources (such as identification sheets) to name living things. <p>Gathering & Recording Data:</p> <ul style="list-style-type: none"> - Record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. - Classify using simple prepared tables and sorting rings. <p>Concluding & Communicating:</p> <ul style="list-style-type: none"> - Recognise 'biggest and smallest', 'best and worst' etc. from their data.
---	--	--

Art	DT
<p>Printing:</p> <ul style="list-style-type: none"> - Make marks in print with a variety of objects, for example natural and made objects. - Carry out different printing techniques e.g. monoprint, block, relief printing. - Make rubbings. - Build a repeating pattern and recognise pattern in the environment. <p>Textiles/Collage:</p> <ul style="list-style-type: none"> - Create images from imagination, experience or observation. - Use a wide variety of media, examples: photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc <p>Exploring and Developing Ideas:</p> <ul style="list-style-type: none"> - Record and explore ideas from first-hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <p>Evaluating and Developing Work:</p>	<p>Make:</p> <ul style="list-style-type: none"> - Begin to assemble, join and combine materials and components together using a variety of temporary methods, e.g. construction kits, textiles, masking tape, paper fasteners. - Begin to use simple art and design finishing techniques to improve the appearance of their product, e.g. adding buttons, beads, sequins. <p>Evaluate:</p> <ul style="list-style-type: none"> - Begin to make simple judgements about their own work in relation to the design criteria. - Begin to suggest how their own work could be improved. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Begin to know that a 3D textiles product can be assembled by two identical fabric shapes, e.g. a puppet. - Begin to use information and communication technology, where appropriate, to develop and communicate ideas, e.g. to research existing products. - Begin to use the correct technical vocabulary for the projects they are undertaking. <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> - Begin to understand that most food comes from plants or animals.

<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook - Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> - Explore the understanding that food has to be farmed, grown elsewhere (e.g. at home) or caught. - Begin to know that food ingredients should be combined according to their sensory characteristics, e.g. fruit salad. - Begin to know how to cut and chop food safely
---	--

PE

<p><u>Dance</u> Warm-up/set-up: <ul style="list-style-type: none"> - Understand how we can warm our bodies up before dancing. - Can demonstrate movements to warm up. Acquire and develop skills: <ul style="list-style-type: none"> - Vary the speed of their actions. - Respond to different stimuli - Understand how to create movements on different levels Select and apply skills, tactics and compositional ideas: <ul style="list-style-type: none"> - Can perform with control and coordination - Can copy and repeat actions. - Begin to improvise independently to create a simple sequence. Evaluate and improve performance: <ul style="list-style-type: none"> - Discuss how a dance sequence can be made. - Reflect on others' performances. <u>Invasion Games</u> Warm-up/set-up: <ul style="list-style-type: none"> - Prepare for game play by offering ideas for an effective warm up. - Carry and place equipment safely and with control. Acquire and develop skills: <ul style="list-style-type: none"> - Explore different ways of using a ball. - Explore ways to send a ball or other equipment. - Retrieve and stop a ball using different parts of the body. </p>	<p><u>Gymnastics</u> (Val Sabin Rocking & Rolling) Warm-up/set-up: <ul style="list-style-type: none"> - Understand how we can warm our bodies up before physical activity. - Can demonstrate movements to warm up. - Carry out simple stretches. Acquire and develop skills: <ul style="list-style-type: none"> - Travel in different ways, changing direction and speed - Hold still shapes and simple balances - Be able to explore special pathways moving; under, over, through, around etc. - Show confidence in rolls: log, curled side, teddy bear. - Show confidence in jumps: straight, tuck and teddy bear. Select and apply skills, tactics and compositional ideas: <ul style="list-style-type: none"> - Link two actions to make a sequence - Recognise and copy contrasting actions: small, tall, narrow, wide. - Carry out a range of simple jumps, traveling sequences and rolls. - Use practiced skills to create/ perform sequence with control. Evaluate and improve performance: <ul style="list-style-type: none"> - To be able to understand and reflect on the difference in jumps, rolls and traveling patterns. - Understand what makes a controlled movement. <u>Athletics</u> Warm-up/set-up: <ul style="list-style-type: none"> - Understand how we can warm our bodies up before physical activity. - Can demonstrate movements to warm up. - Carry out simple stretches. Acquire and develop skills: <i>Running</i> <ul style="list-style-type: none"> - Vary their pace and speed when running; run with a basic technique over different distances showing good posture and balance. - Jog and sprint in a straight line, and with a change of direction, maintaining control as they change direction. <i>Throwing</i> <ul style="list-style-type: none"> - Throw underarm and overarm. - Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. <i>Jumping</i> </p>
--	--

<ul style="list-style-type: none"> - Develop simple attacking and defending techniques. Select and apply skills, tactics and compositional ideas: - Play a variety of running and avoiding games. - Practise skills to make them warmer. - Participate in team games. - Pass and receive a ball in different ways with increased control. Evaluate and improve performance: - Explain why they enjoy playing games and physical activities. 	<ul style="list-style-type: none"> - Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. - Perform a short jumping sequence. Jump as high as possible. - Jump as far as possible. - Land safely and with control. - Work with a partner to develop the control of their jumps Select and apply skills, tactics and compositional ideas: - Begin to perform learnt skills with some control. - Engage in competitive activities and team games. - Perform skills in games based on jumping, throwing and running. Evaluate and improve performance: - Watch and describe performances. - Begin to say how they could improve.
---	---

RE		Computing		Music	
<p>LAS Unit - Being Human (Christianity Creation)</p> <p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> - Recount outlines of some religious, spiritual and moral stories and expressions <p>Investigation and Enquiry:</p> <ul style="list-style-type: none"> - Identify what they find interesting and puzzling in life <p>Empathy:</p> <ul style="list-style-type: none"> - Identify what is of value and concern to themselves, in religious material studied 	<p>LAS Unit - Places of worship <i>(including Christianity)</i></p> <p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> - Recognise some religious symbols and words - Recognise and name features of religions <p>Interpreting:</p> <ul style="list-style-type: none"> - Recognise symbols and other forms of religious expression <p>Evaluate:</p> <ul style="list-style-type: none"> - Draw conclusions from real life experiences, i.e. handling artefacts and discussing purpose - Ask questions about difference religions based on hands on experiences 	<p>Rising Stars - We are Collectors</p> <p>NC: Begin to use logical reasoning to predict the behaviour of simple programs</p> <ul style="list-style-type: none"> - Begin to use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Rising Stars - We are Story Tellers</p> <p>NC: Begin to use logical reasoning to predict the behaviour of simple programs</p> <ul style="list-style-type: none"> - Begin to use technology purposefully to create, organise, store, manipulate and retrieve digital content - Begin to recognise common uses of information technology beyond school 	<p>Music Express - Story time</p> <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Play fast, slow, loud, and quiet sounds on percussion instruments <p>Listening:</p> <ul style="list-style-type: none"> - Understand how music can tell a story <p>Music Express - Our Bodies</p> <p>Composing:</p> <ul style="list-style-type: none"> - Invent and perform new rhythms to a steady beat <p>Appraising:</p> <ul style="list-style-type: none"> - Identify a repeated rhythm pattern 	<p>Music Express - Travel</p> <p>Singing:</p> <ul style="list-style-type: none"> - Combine voices and movement to perform songs and chants with actions <p>Composing:</p> <ul style="list-style-type: none"> - Create play and combine simple word rhythms <p>Music Express - Water</p> <p>Singing:</p> <ul style="list-style-type: none"> - Explore and use sounds made by the voice and body <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Use instruments to create descriptive sounds <p>Composing:</p> <ul style="list-style-type: none"> - Create a picture in sound <p>Listening:</p> <ul style="list-style-type: none"> - Understand musical structure by listening and responding through movement

PSHE

Health and Wellbeing - Physical health and mental wellbeing:

- What it means to be healthy and why it is important
- Ways to take care of themselves on a daily basis
- About basic hygiene routines, e.g. hand washing
- About healthy and unhealthy foods, including sugar intake
- About physical activity and how it keeps people healthy
- About different types of play, including balance indoor, outdoor and screen- based play
- About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
- How to keep safe in the sun

Health and Wellbeing - Growing and changing:

- Recognise how they are the same and different to others, and what makes them special: their dislikes, likes, what they enjoy
- How to manage when finding things difficult, /when things go wrong
- Recognise different feelings in themselves and others, and begin to understand how feelings can affect how people behave