

	Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E
	Room on a broom Gruffalo Gruffalo child Stickman Role Play Potion workshop Small World Opticians Story time Julia Donaldson stories	<p><u>Letter and number formation</u> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><u>Phonic and spelling rules</u> To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance. (see Letters and Sounds document)</p> <p><u>Common Exception Words</u> To spell Y1 common exception words correctly.</p> <p><u>Additional spellings</u> To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those</p> <p><u>Planning, writing, editing</u> To sequence sentences to form short narratives. To say out loud what they are going to write about. To compose a sentence orally before writing it. To discuss what they have written with the teacher or other pupils.</p> <p><u>Audience and purpose</u> To start to engage readers by using adjectives to describe.</p> <p><u>Sentence construction and tense</u> To use simple sentence structures. Use of phrases and clauses</p> <p>MC</p> <p><u>Punctuation</u> CL. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences.</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read words containing taught GPCs and ing, -ed, -endings</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Develop pleasure in reading.</p> <p>Recognise and join in with predictable phrases</p> <p>Discuss the significance of the title and events</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p><u>Place value within 10</u> Sort objects Count objects Represent objects Count, read and write numbers 0-10 (forwards and backwards) Count 1 more / 1 less 1-1 correspondence to start to compare groups</p> <p>Compare groups using language such as equal, more / greater, less / fewer</p> <p>Introduce &lt; &gt; = symbols</p> <p>Compare numbers</p> <p>Order groups of objects</p> <p>Order numbers</p> <p>Ordinal numbers</p> <p>Using the number line</p> <p><u>Addition</u> Part-whole model Addition symbol Fact families - addition facts Find number bonds to 10 Systematic methods for number bonds to 10 Compare number bonds Addition - adding together Addition - adding more Finding a part</p>	<p><u>Human and Physical Geography</u> To use vocabulary linked to seasons to describe changes in weather To ask questions about the 4 seasons weather.</p> <p>Observe and record changes in weather at different times of the year. To express opinions related to changes in the seasons.</p> <p>To use basic geographical vocabulary to refer to physical and human features in their local environment, including; woodland, field, farm land, river, lake, shop, quarry, road, path</p> <p><u>Geographical skills and fieldwork</u> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of their school; devise a simple map. Within the school grounds use simple fieldwork and observational skills to study their school and its grounds using skills such as collecting data through first-hand experience and using equipment such as thermometers and rain gauges.</p> <p><u>Global Citizenship</u> -Identity and diversity - Forest School WPS and Amazon Rainforest Brazil - compare - sims and diffs (Globalisation) <u>Global Citizenship</u> Globalisation and Sustainable Development Forest - create a map of the woodland and add on the plants/trees/leaf rubbings</p>	<p><u>Music</u></p> <p><u>Controlling sounds through singing and playing</u></p> <ul style="list-style-type: none"> <li>Take part in singing showing awareness of melody.</li> <li>Follow instructions on how and when to sing/play an instrument.</li> </ul> <p><b>Challenge:</b> Pupils make loud and quiet sounds They know that the chorus keeps repeating.</p> <p><u>Improvising and composing</u></p> <ul style="list-style-type: none"> <li>Control playing instruments so they sound as they should.</li> </ul> <p><b>Challenge:</b> Pupils can tell the difference between long and short sounds They can tell the difference between high and low sounds They can give a reason for choosing an instrument</p> <p><u>Listening and applying knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>Hear the pulse in music.</li> </ul> <p><b>Challenge:</b> Pupils are able to tell the difference between a fast and slow tempo. They can tell the difference between loud and quiet.</p> <p><u>Listening and applying knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>Listen for different types of sounds.</li> </ul> <p>Listen to a piece of music, describing if it is fast or slow, happy or sad.</p> <p><b>Chosen piece of music to listen to and evaluate using key questions. Talk about pulse, dynamics (loud / quiet) etc.</b> <b>In the hall of the mountain king by Edvard Grieg or Sorcerer's apprentice Stokowski</b></p>	<p><u>Information Technology</u> Perform basic operations in a range of programmes/apps. • Create digital content, using a range of devices, including: word-processing, paint packages, digital images and videos, computer programmes, etc.</p> <ul style="list-style-type: none"> <li>Edit content in a range of programmes/apps e.g. format text, insert images, add transitions in presentation software, edit photographs, use different tools in paint packages, send and open emails etc.</li> <li>Combine digital content from multiple sources.</li> </ul> <p>Word Processing</p> <ul style="list-style-type: none"> <li>Use spacebar, back space, delete, and return.</li> <li>Use one hand when typing.</li> <li>Remember the location of some letter keys.</li> <li>Type a sentence/caption to present.</li> </ul> <p><u>Graphics</u></p> <ul style="list-style-type: none"> <li>Use ICT to generate ideas for their work</li> <li>Use various tools such as brushes, pens, rubber, stamps, shapes.</li> <li>Save and print work</li> </ul> <p><u>E-Safety</u> Be aware of the main risk associated with the internet. • Recognise that they should not share certain types of personal information online. • Have a clear understanding of what to do if they have concerns about inappropriate behaviour online. • Identify devices that can be used to search the internet • Understand rules around e-safety • Make decisions about whether or not statements found on the internet are true or not.</p>	<p><u>Games: football - dribbling / control</u></p> <p>Performs a variety of throws with basic body control and control of the ball/resource.</p> <p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of different throws.</p> <p>Receives a ball/resource (bean bag) with basic control</p> <p>Beginning to develop basic hand-eye coordination</p> <p>Multi skills: developing hand eye co-ordination, travelling with a ball, changing direction, controlling a ball with hands and feet.</p>
			DT		RE		<p><u>Science</u></p> <p><u>Animals, including humans:</u> LO: To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><u>WS</u> To observe closely, using simple equipment To use their observations and ideas to suggest answers to questions To gather and record data to help in answering questions Pupils will investigate whether taller children can jump further than shorter children.</p> <p><u>Global Citizenship</u> -Identity and diversity -Basic needs for human life</p> <p><u>Seasonal changes:</u> To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies.</p> <p>VR link - weather video Science</p>	National Weeks
			<p>Food technology - Apple crumble (harvesting) Linked to Gruffalo story To suggest ideas and explain what they are going to do. To identify a target group (families) for what they intend to design and make. To understand where food comes from. To use the basic principles of a healthy and varied diet to prepare dishes. To select and use appropriate fruits, vegetables and other ingredients (according to their characteristics), processes and tools. To demonstrate basic hygienic food handling practices, and personal hygiene. To evaluate their products as they are developed, identifying strengths and possible changes they might make. To evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p><u>Global Citizenship</u> -Sustainable Development - food grown here and abroad - why? Problems faced? - Drought, heavy rain. Effect on the economy.</p>	<p><u>French</u> To listen to, copy and respond to numbers 1-6 (BOOK: Un pour l'escargot, dix pour le crabe) (Virtual French) To learn some simple greetings - bonjour, au revoir, merci.</p>	<p>What does it mean to belong to a faith community? <u>Global Citizenship</u> -Identity and diversity Similarities and Differences - self-identity and belonging.</p> <p>PHSE</p> <p><u>Living in the wider world</u> Belonging to a community <b>What rules are; caring for others' needs; looking after the environment</b> To know why we have rules in different situations (school, home) To know that people have different needs in our community and how to support them people have different needs To know how we can look after the environment, e.g. recycling <u>Relationships - Respecting ourselves and others</u> <b>How behaviour affects others; being polite and respectful</b> To know about class rules, being polite to others, sharing and taking turns (taught with above) To understand what respect means how we can be respectful. To identify kind and unkind behaviour in and out school and understand how kind and unkind behaviour can make people feel</p>	<p><u>Art</u></p> <p><u>Painting Focus</u> Name the primary and secondary colours and use them in art. <u>Artists, architects and designers</u> Describe and evaluate a piece of art. Use of sketch books Record art work and ideas in sketch books. <b>Artist evaluation</b> Mondrian abstract work linked to secondary colours. Use shapes to link to maths vocab. VR link - Mondrian cube - primary colours Printing leaves - Forest School Link</p> <p>VR link - Autumn Art</p>	<p>Rail Safety (Oct)</p> <p>Fire safety in the home and the community.</p> <p>British value theme - Democracy</p>	

	Text-led approach	Writing	Reading	Maths	History	Geography	ICT	P.E
	Dogger Non-Fiction texts - TOYS Toys in space Everywhere Bear Julia Donaldson Letter to Santa - toy lists - descriptions. Role Play Toy Shop / museum Small World Post Office Hook Class mascot	<p><u>Letter and number formation</u> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><u>Phonic and spelling rules</u> To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance, (see Letters and Sounds document)</p> <p><u>Common Exception Words</u> To spell Y1 common exception words correctly.</p> <p><u>Additional spellings</u> To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those To spell simple compound words (e.g. dustbin, football). To begin to use the prefix un-</p> <p><u>Planning, writing, editing</u> To sequence sentences to form short narratives. To say out loud what they are going to write about. To compose a sentence orally before writing it. To discuss what they have written with the teacher or other pupils.</p> <p><u>Audience and purpose</u> To start to engage readers by using adjectives to describe. To begin to use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p><u>Sentence construction and tense</u> To use simple sentence structures. Use of phrases and clauses MC MC cc MC MC, cc MC</p> <p><u>Punctuation</u> CL. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks.</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Apply phonic knowledge and skills as the route to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read words containing taught GPCs and ing, -ed, -endings Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Re-read books to build up their fluency and confidence in word reading. Develop pleasure in reading. Recognise and join in with predictable phrases Discuss the significance of the title and events Explain clearly their understanding of what is read to them. Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p><b>Subtraction</b> Part-whole model Subtraction - taking away, how many left? Crossing out Subtraction - taking away, how many left? Introducing the Subtraction symbol Subtraction - finding a part, breaking apart Fact families Subtraction - counting back Subtraction - finding the difference Comparing addition and subtraction statements a+b&gt;c Comparing addition and subtraction statements a+b&gt;c+d <b>Place value within 20</b> Count forwards and backwards and write numbers to 20 in numerals and words. Numbers from 11-20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers <b>Shape</b> Recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].</p>	<p><b>Significant historical events - Gunpowder Plot</b> <b>Changes within and beyond living memory - Toys</b> <u>Chronology</u> Understand the difference between things that happened in the past and the present (Gunpowder Plot). Describe things that happened to themselves and other people in the past. Order a set of events (GP Plot) or objects (toys). Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. <u>Range and depth of historical knowledge</u> Begin to describe similarities and differences in artefacts. Recall some facts about people/events before living memory. Drama - Why people did things in the past. Use a range of sources (people - visit - information texts) to find out characteristic features of past. <u>Interpretations of History</u> Begin to identify different ways to present the past e.g. photos, artefacts, stories, adults talking about the past, video clips, websites. Historical Enquiry Sort artefacts 'then' and 'now'. Look at objects/pictures from the past and ask questions and answer questions i.e., "What things are old and which are new?" "What were they used for?" Speaking and listening - links to English. <u>Organisation and Communication</u> Use timelines to sort events or objects into groups - then and now. Writing - reports, labelling. <b>ICT</b> Use of interactive whiteboard for teacher to model finding out information and display pictures. Begin to present their work and appreciate the value of ICT to enhance and refine its quality.</p>	<p><b>Music</b> <u>Controlling sounds through singing and playing</u> • Take part in singing showing awareness of melody. • Follow instructions on how and when to sing/play an instrument. • Imitate changes in pitch - high and low. <b>Challenge:</b> Pupils make loud and quiet sounds They know that the chorus keeps repeating. <u>Improvising and composing</u> • Create patterns of sounds - long/short, high/low, loud/quiet. • Create a simple rhythm sequence by clapping • Control playing instruments so they sound as they should. <b>Challenge:</b> Pupils can tell the difference between long and short sounds They can tell the difference between high and low sounds They can give a reason for choosing an instrument <u>Listening and applying knowledge and understanding</u> • Hear the pulse in music. • Identify texture - one sound or several sounds? • Say what they like or dislike about a piece of music. <b>Challenge:</b> Pupils are able to tell the difference between a fast and slow tempo. They can tell the difference between loud and quiet. <u>Listening and applying knowledge and understanding</u> • Listen for different types of sounds. • Know how sounds are made and changed. Listen to a piece of music, describing if it is fast or slow, happy or sad.</p>	<p><u>Information Technology</u> • Create digital content, using a range of devices, including: word-processing, paint packages, digital images and videos, computer programmes, etc. • Edit content in a range of programmes/apps e.g. format text, insert images, add transitions in presentation software, edit photographs, use different tools in paint packages, send and open emails etc. Video • Capture quality video • Discuss which videos to keep and which to delete • Select the correct feature on technology to record video rather than images Children to create a video to report on the seasonal changes and the weather. <u>Digital Literacy</u> Independently perform basic operations on a digital device (this includes PC's, tablets, cameras, robots etc.) e.g. switch on/off, log on/off, open/ close programmes and apps, enter text etc. <u>Technology use</u> • Recognise the ways we use technology in our classroom. • Recognise ways that technology is used in my home and community. • Begin to identify some of the benefits of using technology. <u>Computer navigation</u> • Begin to navigate to their folder on Shared drive with support <b>Recap E-safety</b> - Identify what things count as personal information • Identify when inappropriate content is accessed and know how to act appropriately</p>	<p><u>Gymnastics</u> Balance, co-ordination, agility. Link movement to fireworks, explosions - jumps to explode, body shapes for fireworks. Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements</p>
				<b>RE</b>				<b>National weeks</b>
			<b>French</b>	Who is a Christian and what do they believe?				Anti-Bullying Week (Nov)
			To listen to, copy and respond to numbers 6-12 (BOOK: Un pour l'escargot, dix pour le crabe) (Virtual French) To listen to, copy and respond to basic greetings - bonjour, au revoir, merci	How and why do we celebrate special and sacred times? VR link - RE - festivals and Christmas				Fire Safety (fireworks) (Nov) Universal Children's Day (Nov) British values - mutual respect
					<b>PHSE</b>			Visits / visitors / Events
					<b>Health and Well-being</b> <u>Keeping safe</u> <b>How rules and age restrictions help us; keeping safe online</b> To know why there are age restrictions on TV and film, games, toys or play areas To know how to keep safe online (password, no name, no pictures of home) To know what to do if something worries them online <u>Relationships</u> <u>Safe Relationships</u> <b>Recognising privacy; staying safe; seeking permission</b> To identify different types of touch and how they make us feel (e.g. hugs, tickling, kisses and punches) To know what it means to keep something private To know what parts of our bodies are private and when someone is able to ask to look at or touch them. To know that we can say no if we feel uncomfortable if someone wants to touch our bodies			<p><b>Science</b> <u>Everyday materials: physical properties</u> LO: To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>WS</u> To observe closely, using simple equipment To perform simple tests To suggest answers to questions Pupils will investigate which materials will be the most suitable for keeping a class bear / Paddington dry. <u>Global Citizenship</u> <b>-Sustainable Development - Recyclable and non-recyclable - war on plastic.</b> <u>Seasonal changes:</u> To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies.</p>
								Partake Theatre TOYS Christmas performance MUSEUM LOANS - TOYS School nurse - Sate Touch Grandparents to talk about toys Mr Wilson - table decoration workshop

Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E
Marmaduke the Very Different Dragon Komodo Dragons	<p><u>Letter and number formation</u> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><u>Phonic and spelling rules</u> To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance, (see Letters and Sounds document)</p> <p><u>Common Exception Words</u> To spell all Y1 common exception words correctly.</p> <p><u>Prefixes and Suffixes</u> To successfully add the suffixes -ing, -ed, -to root words where no change is needed in the spelling of the root words (e.g. helped, walking).</p> <p><u>Additional spellings</u> To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those</p> <p><u>Planning, writing, editing</u> To say out loud what they are going to write about. To compose a sentence orally before writing it. To discuss what they have written with the teacher or other pupils. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p> <p><u>Audience and purpose</u> To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.</p> <p><u>Sentence construction and tense</u> To use simple sentence structures. Use of phrases and clauses MC. MC, cc MC. MC cc MC</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences</p> <p><u>Punctuation</u> CL. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use exclamation marks.</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Draw on what they already know or on background information and vocabulary provided by the teacher to develop understanding Link what they read or hear read to their own experiences Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them. Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Check that the text makes sense to them as they read and correcting inaccurate reading Apply phonic knowledge and skills as the route to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read words containing taught GPCs and ing, -ed, -endings Re-read books to build up their fluency and confidence in word reading. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Learn to appreciate rhymes and poems, and to recite some by heart</p>	<p><u>Subtraction</u> Add and subtract one-digit and two-digit numbers to 20, including zero Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) Represent and use number bonds and related subtraction facts within 10/20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation) <u>Shape</u> Recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. <u>Place value within 20/30</u> Tens and ones - teens and twenty numbers. Given a number, identify one more and one less Use the language of: equal to, more than, less than (fewer), most, least Count, read and write numbers to 30 in numerals; count in multiples of tens. Compare numbers using the language - more, less, equal to. Order numbers - smallest to largest, largest to smallest. <u>Measurement - Length and Height</u> Compare lengths and heights Measure length Measure Height</p> <p><u>French</u> To be able to identify and say the French names for the primary colours - bleu, rouge, jaune. To learn some simple greetings - bonjour, ca va, au revoir, Je suis...</p>	<p><u>Geographical skills and fieldwork</u> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of their school; devise a simple map. Within the school grounds use simple fieldwork and observational skills to study their school and its grounds using skills such as collecting data through first-hand experience and using equipment such as thermometers and rain gauges. <u>Collect Geographical data.</u> Within the school grounds, collect data by making simple, first-hand observations and using simple equipment, such as thermometers, rain gauges etc. Fictional maps - dragon island / cops and robbers street map Link to text</p> <p><u>RE</u> What makes a place sacred?</p> <p><u>DT</u></p> <p><u>PHSE</u> <u>Living in the wider world</u> Media literacy and Digital resilience <u>Using the internet and digital devices; communicating online</u> To know how and why people use the internet (the benefits of using the internet and digital devices) To know how we can communicate safely with others online</p>	<p><u>Music</u> <u>Controlling sounds through singing and playing</u> • Make and control long and short sounds (duration) in different ways including hitting and shaking. <b>Challenge:</b> Pupils make loud and quiet sounds They know that the chorus keeps repeating. <u>Improvising and composing</u> • Carefully choose sounds to achieve an effect (including use of ICT) • Create a simple rhythm sequence by clapping or using percussion (glockenspiels) • Start to compose with two or three notes.(glockenspiels) <b>Challenge:</b> Pupils can tell the difference between long and short sounds They can tell the difference between high and low sounds They can give a reason for choosing an instrument <u>Listening and applying knowledge and understanding</u> • Hear different moods in music. • Say what they like or dislike about a piece of music. <b>Challenge:</b> Pupils are able to tell the difference between a fast and slow tempo. They can tell the difference between loud and quiet. <u>Listening and applying knowledge and understanding</u> • Know how sounds are made and changed. Listen to a piece of music, describing if it is fast or slow, happy or sad. <u>Controlling sounds through singing and playing</u> • Make and control long and short sounds (duration) in different ways including hitting and shaking. <b>Challenge:</b> Pupils make loud and quiet sounds They know that the chorus keeps repeating.</p> <p><u>Art</u> <u>Sculpture and Printing focus</u> Experiment in printing with a range of everyday objects and materials. Use a variety of techniques when printing eg. pressing, rolling, rubbing and stamping to create patterns</p> <p><u>Use of sketch books.</u> Record art work and ideas in sketch books</p>	<p><u>Safety</u> Be aware of the main risk associated with the internet. • Recognise that they should not share certain types of personal information online. • Have a clear understanding of what to do if they have concerns about inappropriate behaviour online. • Identify devices that can be used to search the internet • Understand rules around e-safety • Make decisions about whether or not statements found on the internet are true or not. Identify what things count as personal information • Identify when inappropriate content is accessed and know how to act appropriately Consider other people's feelings on the internet <u>E-safety week.</u> <u>Global Citizenship</u> <u>-Sustainable Development - impact of people's actions.</u> <u>Algorithms and programming</u> Make choices to control simple models or simulations • Understand what an algorithm is (a sequence of instructions or set of rules for performing a specific task) (out of the context of programming). • Understand that algorithms need to be precise, simple, clear and limited. • Understand that an algorithm is implemented as program on a digital device. • Input simple instructions (into programmable device or coding program) to see what happens. • Write/input a simple a program/code (no desired outcome) <u>Bee-Bots</u> Explore what happens when a sequence of instructions is given • Give a set of simple instructions to follow a task • Give a set of instructions to form simple geometric shapes • Improve/change their sequence of commands Perform basic operations in a range of programmes/apps. • Create digital content, using a range of devices, including: word-processing, presentation software, paint packages, digital images and videos, computer programmes, etc. • Edit content in a range of programmes/apps e.g. format text, insert images, add transitions in presentation software, edit photographs, use different tools in paint packages, send and open emails etc. • Combine digital content from multiple sources.</p>	<p>Indoor athletics: Run at different speeds. Jump from a standing position. Performs a variety of throws with basic body control and control of the ball/resource. Can travel in a variety of ways including running and jumping. Beginning to perform a range of different throws. Receives a ball/resource (bean bag) with basic control Beginning to develop basic hand-eye coordination Participates in simple games of attack vs defence</p> <p><u>National Weeks</u> Drugs / Red Ribbon Day (Jan) Internet Safety (Feb) Dentist Day Drugs Education: Self-awareness and reflection British values - Rule of law</p> <p><u>Visits / visitors / Events</u> Enterprise - dragon performance - sharing of work, singing and poetry.</p>
						<p><u>Science</u> <u>Animals including humans</u> LO: To identify and name a variety of common animals including fish, amphibians, <b>reptiles</b>, <b>birds</b> and mammals LO: To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, <b>reptiles</b>, <b>birds</b> and mammals, including pets) <u>WS</u> To ask simple questions To identify and classify Pupils will ask questions about animals to find out what group of animals they belong to. They will classify them according to their characteristics and the food they eat.</p>	

Text-led approach	Writing	Reading	Maths	History	Geography	ICT	P.E
<p>Lost and Found - Oliver Jeffers</p> <p>The way back home - Oliver Jeffers</p> <p>History of Homes - teacher model texts</p> <p>Role Play</p> <p>Fantasy lands</p> <p>Small World</p> <p>Archaeological dig / dinosaurs</p> <p>Hook - lost Penguin</p>	<p><u>Letter and number formation</u></p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Phonic and spelling rules</b></p> <p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance, (see Letters and Sounds document)</p> <p><b>Common Exception Words</b></p> <p>To spell all Y1 common exception words correctly.</p> <p>To spell days of the week correctly.</p> <p><b>Prefixes and Suffixes</b></p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p><b>Additional spellings</b></p> <p>To read simple compound words - football, dustbin.</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those</p> <p><b>Planning, writing, editing</b></p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p> <p>To sequence sentences to form short narratives.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p><b>Audience and purpose</b></p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> <p><b>Sentence construction and tense</b></p> <p>To use simple sentence structures.</p> <p>Use of phrases and clauses</p> <p>MC. MC, cc MC.</p> <p>MC cc MC</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences</p> <p><b>Punctuation</b></p> <p>CL.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher to develop understanding</p> <p>Link what they read or hear to their own experiences</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read words containing taught GPCs and ing, -ed, -endings</p> <p>Re-read books to build up their fluency and confidence in word reading.</p>	<p><b>Measurement - Weight and Volume</b></p> <p>Introduce mass and weight</p> <p>Measure mass</p> <p>Compare mass</p> <p>Introduce capacity and volume</p> <p>Measure capacity</p> <p>Compare capacity</p> <p><b>Addition and Subtraction</b></p> <p>Add by counting on</p> <p>Find and make number bonds</p> <p>Add by making 10</p> <p>Subtraction - not crossing 10</p> <p>Subtraction - crossing 10</p> <p>Related facts</p> <p>Compare number sentences</p> <p><b>Place value within 50</b></p> <p>Numbers to 50</p> <p>Tens and ones</p> <p>Represent numbers to 50</p> <p>One more and one less</p> <p>Compare objects within 50</p> <p>Compare numbers within 50</p> <p>Order numbers within 50</p> <p>Count in 2s</p> <p>Count in 10s</p> <p><b>PHSE</b></p> <p><b>Living in the Wider World</b></p> <p><b>Money and work Strengths and interests; jobs in the community</b></p> <p>To know what strengths we have and everyone has</p> <p>different ones</p> <p>To know about the different types of jobs in our community (school and in Warsmouth)</p> <p>To know how different jobs require different strengths</p>	<p><b>Changes within and beyond living memory - HOMES</b></p> <p><b>Range and depth of historical knowledge</b></p> <p>Begin to describe similarities and differences in artefacts.</p> <p>Use a range of source to find out characteristic features of past</p> <p><b>Historical enquiry</b></p> <p>Sort artefacts 'then' and 'now'.</p> <p>Look at objects/pictures from the past and ask questions and answer questions i.e., "What things are old and which are new?" "What were they used for?"</p> <p>Identify different ways in which the past is represented.</p> <p>Speaking and listening - links to English.</p> <p><b>Chronology</b></p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.</p> <p>Use timelines to sort events or objects into groups - then and now.</p> <p><b>Interpretations of History</b></p> <p>Begin to identify different ways to present the past e.g. photos, artefacts, stories, adults talking about the past, video clips, websites.</p> <p><b>Organisation and communication</b></p> <p>Tell stories about the past - drama/role play.</p> <p>Writing - reports, labelling and recounts.</p> <p>Drawing things from the past.</p> <p><b>ICT</b></p> <p>Use television, recorders, ICT programs, camera, tablets, and VR headsets to explore historical themes.</p> <p>Use of interactive whiteboard for teacher to model finding out information and display pictures.</p> <p>Begin to present their work and appreciate the value of ICT to enhance and refine its quality.</p> <p><b>Global Citizenship</b></p> <p>- <b>Social Justice and Empathy - fairness - rich and poor - local area (past homes) and another context.</b></p> <p><b>Brazil - Olympics - Globalisation and Interdependence.</b></p> <p>People and places in the locality - Warsmouth Hall.</p> <p>Comparing Warsmouth hall to modern homes.</p> <p><b>RE</b></p> <p>How and why do we celebrate special and sacred times?</p> <p><b>Global Citizenship</b></p> <p>- <b>Human Rights - respect others beliefs during special times.</b></p> <p>VR link -</p> <p>Places of worship</p>	<p><b>Collect Geographical data.</b></p> <p>Within the school grounds, collect data by making simple, first-hand observations and using simple equipment, such as thermometers, rain gauges Etc.</p> <p><b>Communicate Geographical data</b></p> <p>Communicate findings through simple labelled diagrams, maps, plans, pictograms, bar charts or simple sentences.</p> <p>Use age-appropriate, geographical vocabulary in discussion and written work.</p> <p><b>Music</b></p> <p><b>Controlling sounds through singing and playing</b></p> <ul style="list-style-type: none"> <li>Take part in singing showing awareness of melody.</li> </ul> <p><b>Challenge:</b></p> <p>Pupils make loud and quiet sounds</p> <p>They know that the chorus keeps repeating.</p> <p><b>Improvising and composing</b></p> <ul style="list-style-type: none"> <li>Carefully choose sounds to achieve an effect (including use of ICT)</li> <li>Create patterns of sounds - long/short, high/low, loud/quiet.</li> <li>Create a simple rhythm sequence by clapping or using percussion (glockenspiels)</li> <li>Control playing instruments so they sound as they should.</li> <li>Start to compose with two or three notes.(glockenspiels)</li> </ul> <p><b>Challenge:</b></p> <p>Pupils can tell the difference between long and short sounds</p> <p>They can tell the difference between high and low sounds</p> <p>They can give a reason for choosing an instrument</p> <p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Say what they like or dislike about a piece of music.</li> </ul> <p><b>Challenge:</b></p> <p>Pupils are able to tell the difference between a fast and slow tempo.</p> <p>They can tell the difference between loud and quiet.</p> <p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Begin to represent sounds with drawing.</li> </ul> <p><b>Challenge:</b></p> <p>Listen to a piece of music, describing if it is fast or slow, happy or sad.</p> <p><b>Listening and appraising - 'Soar'</b></p> <p><a href="https://www.teachingideas.co.uk/soar">https://www.teachingideas.co.uk/soar</a></p> <p><b>Using voices expressively by singing songs.</b></p> <p><b>Playing instrument 'c' 'd' on instrument (glockenspiel)</b></p> <p><b>French</b></p> <p>To listen to, copy and respond to secondary colour words - vert, orange, violet.</p> <p>To listen to, copy and respond to simple greetings - bonjour, ca va, au revoir, merci, Je suis... (revision)</p> <p>(Virtual French)</p>	<p><b>Digital Literacy</b></p> <p>Independently perform basic operations on a digital device (this includes PC's, tablets, cameras, robots etc.) e.g. switch on/off, log on/off, open/ close programmes and apps, enter text etc.</p> <p><b>Technology use</b></p> <ul style="list-style-type: none"> <li>Recognise the ways we use technology in our classroom.</li> <li>Recognise ways that technology is used in my home and community.</li> <li>Begin to identify some of the benefits of using technology.</li> </ul> <p><b>Computer navigation</b></p> <ul style="list-style-type: none"> <li>Begin to navigate to their folder on Shared drive with support</li> <li>Liken the school system to finding an object in the school. (e.g. in KS1 building, Yr1, Mrs Westron's room, on the bookshelf)</li> </ul> <p><b>DT</b></p> <p>Mechanisms - Design and Make: making - engineers competition</p> <p>VR link -</p> <p>Engineering 3D - Transport</p> <p><b>Developing, planning and communicating ideas. (Design)</b></p> <p>To suggest ideas and explain what they are going to do.</p> <p>To identify a target group for what they intend to design and make.</p> <p>To model their design ideas on card and paper. Use ICT where appropriate.</p> <p>To develop their design ideas, applying findings from their earlier research.</p> <p><b>Working with tools, equipment, materials and components to make quality products. (Make) (Technical Knowledge)</b></p> <p>To learn how mechanisms can be used in different ways, eg. wheels, axles, fixed or moving joints. (Levers, sliders, wheels and axles.)</p> <p>To make their design using appropriate techniques.</p> <p>To use tools, eg. scissors and a hole punch, safely.</p> <p>To use simple finishing techniques to improve the appearance of their product.</p> <p><b>Evaluating processes and products (evaluate)</b></p> <p>To evaluate their product by discussing how well it works in relation to the purpose.</p> <p>To evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>To evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p><b>Dance</b></p> <p>Copy and explore basic movements and body patterns</p> <p>Remember simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Respond to range of stimuli.</p> <p><b>Visits/visitors/Events</b></p> <p>Bell Tower - History of Warsmouth Hall (Visit??)</p> <p>MUSEUM LOANS - homes from the past</p> <p><b>Science</b></p> <p><b>Seasonal changes:</b></p> <p>To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p>VR link weather video and data collection</p> <p><b>National Weeks</b></p> <p>Dentist Day (March)</p> <p>Road safety including walking and cycling</p>

Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E		
<p><b>Creature Features – Natasha Durley</b></p> <p><b>Meerkat Mail – Emily Gravett</b></p> <p><b>Teacher model texts linked to YWP visit</b></p>	<p><u>Letter and number formation</u>                      To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.                      To sit correctly at a table, holding a pencil comfortably and correctly.                      To form digits 0-9.                      To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.  <b>Phonic and spelling rules</b>                      To know all letters of the alphabet and the sounds which they most commonly represent.                      To recognise consonant digraphs which have been taught and the sounds which they represent.                      To recognise vowel digraphs which have been taught and the sounds which they represent.                      To recognise words with adjacent consonants.                      To accurately spell most words containing the 40+ previously taught phonemes and GPCs.                      To spell some words in a phonically plausible way, even if sometimes incorrect.                      To apply Y1 spelling rules and guidance, (see Letters and Sounds document)  <b>Common Exception Words</b>                      To spell all Y1 common exception words correctly.                      To spell days of the week correctly.  <b>Prefixes and Suffixes</b>                      To use -s and -es to form regular plurals correctly.                      To use the prefix 'un-' accurately.                      To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).  <b>Additional spellings</b>                      To read simple compound words – football, dustbin.                      To read words that they have spelt.                      To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those  <b>Planning, writing, editing</b>                      To say out loud what they are going to write about.                      To compose a sentence orally before writing it.                      To discuss what they have written with the teacher or other pupils.                      To read their writing aloud clearly enough to be heard by their peers and the teacher.                      To use adjectives to describe.                      To sequence sentences to form short narratives.                      To reread their writing to check that it makes sense and to independently begin to make changes.  <b>Audience and purpose</b>                      To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.                      To start to engage readers by using adjectives to describe.  <b>Sentence construction and tense</b>                      To use simple sentence structures.                      Use of phrases and clauses                      MC. MC, cc MC.                      MC cc MC                      To use the joining word (conjunction) 'and' to link ideas and sentences.                      To begin to form simple compound sentences  <b>Punctuation</b>                      CL.                      To use capital letters for names, places, the days of the week and the personal pronoun 'I'.                      To use finger spaces.                      To use full stops to end sentences.                      To begin to use question marks and exclamation marks.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word                      Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)                      Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics                      Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently                      Learn to appreciate rhymes and poems, and to recite some by heart                      Explain clearly their understanding of what is read to them.                      Make inferences on the basis of what is being said and done                      Predict what might happen on the basis of what has been read so far                      Check that the text makes sense to them as they read and correcting inaccurate reading                      Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes                      Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words                      Apply phonic knowledge and skills as the route to decode words                      Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught                      Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings                      Read other words of more than one syllable that contain taught GPCs</p>	<p><b>Multiplication and Division</b>                      Count in 10s and 5s                      Make equal groups                      Add equal groups                      Make arrays                      Make doubles                      Make equal groups - grouping                      Make equal groups - sharing  <b>Fractions</b>                      Find a half                      Find a quarter  <b>Geometry – position and direction</b>                      Describe turns                      Describe position  <b>Place value to 100</b>                      Counting to 100                      Partitioning numbers                      Comparing numbers within 50                      Ordering numbers                      1 more / 1 less                      Count in 2s                      Count in 10s                      Count in 5s</p> <p><b>PHSE</b></p> <p><b>Health and well being</b>  <b>Physical health and mental well being</b>  <b>Keeping healthy; food and exercise; hygiene routines; sun safety</b>                      To know ways to take care of themselves on a daily basis (washing)                      To about healthy and unhealthy foods (sugars in foods and drinks)                      To know about people who can help them to stay healthy (such as parents, doctors, nurses, dentists, lunch supervisors)                      To know which type of play will keep us physically healthy</p> <p><b>Drugs Education –</b>                      Medicines and people who help us                      • Staying Healthy                      • Medicines                      • Who gives us medicines</p>	<p><b>Locational Knowledge</b>                      To locate, name and say their address, town and the country they live in.                      To locate the countries and capital cities in the UK.                      Understands that a world map shows all countries of the world.                      To locate UK and identify other countries that are part of Europe e.g. France, Germany, Spain.                      VR link  <b>Geographical skills and fieldwork</b>                      To use world maps, atlases and globes to identify the United Kingdom and its countries and surrounding seas.</p> <p>Paddington – look at comparing London to Doncaster                      Paddington link – where he came from                      VR link  <b>Place Knowledge</b>                      To identify geographical similarities and differences through studying the human and physical geography by comparing two places in the UK.                      London / Doncaster  <b>Additional supporting objectives:</b>                      Begin to formulate questions such as: What is it like to live in this place?                      Draw and label pictures to show how different places can be.</p> <p>Text – Paddington Bear goes to London</p>	<p><b>French</b></p> <p>To listen to, copy and respond to primary and secondary colour words – bleu, rouge, jaune, vert, orange, violet. Also – noir, blanc, gris, marron (brun).                      To listen to, copy and respond to numbers 1-12                      (BOOK: Un pour l'escargot, dix pour le crabe)                      (Virtual French)</p>	<p><b>RE</b></p> <p>What does it mean to belong to a faith community?  <b>Global Citizenship</b>                      – Identity and diversity cont.</p> <p><b>Art</b></p> <p>Plant sunflowers  <b>Global Citizenship</b>                      – Globalisation – climate – what we can grow – fruit/veg.</p> <p>Trees – name and identify                      Plant beans</p>	<p><b>Music</b></p> <p><b>Listening and apprising – The Carnival of Animals by Camille-Saint Saens</b></p> <p><b>Playing instruments (glockenspiel) to play 'g' 'c' and 'e'</b></p> <p><b>Controlling sounds through singing and playing</b></p> <ul style="list-style-type: none"> <li>Follow instructions on how and when to sing/play an instrument..</li> <li>Make and control long and short sounds (duration) in different ways including hitting and shaking.</li> </ul> <p><b>Challenge:</b>                      Pupils make loud and quiet sounds                      They know that the chorus keeps repeating.  <b>Improvising and composing</b></p> <ul style="list-style-type: none"> <li>Create patterns of sounds – long/short, high/low, loud/quiet.</li> <li>Create a simple rhythm sequence by clapping or using percussion (glockenspiels)</li> <li>Control playing instruments so they sound as they should.</li> <li>Start to compose with two or three notes.(glockenspiels)</li> </ul> <p><b>Challenge:</b>                      Pupils can tell the difference between long and short sounds                      They can tell the difference between high and low sounds                      They can give a reason for choosing an instrument  <b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Hear different moods in music.</li> <li>Identify texture – one sound or several sounds?</li> </ul> <p><b>Challenge:</b>                      Pupils are able to tell the difference between a fast and slow tempo.                      They can tell the difference between loud and quiet.  <b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Begin to represent sounds with drawing.</li> </ul> <p><b>Challenge:</b>                      Listen to a piece of music, describing if it is fast or slow, happy or sad.</p> <p><b>Science</b></p> <p><b>Animals including humans</b>                      LO: To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals                      LO: To identify and name a variety of common animals that are carnivores, herbivores and omnivores                      To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  <b>WS</b>                      To ask simple questions                      To identify and classify                      To observe closely</p> <p>Pupils will ask questions about animals to find out what group of animals they belong to. They will classify them according to their characteristics and the food they eat.                      Trip to YWP – hands-on experience / enrichment</p> <p>Plant sunflowers  <b>Global Citizenship</b>                      – Globalisation – climate – what we can grow – fruit/veg.</p> <p>Trees – name and identify                      Plant beans</p>	<p><b>Information Technology</b>                      Perform basic operations in a range of programmes/apps.                      • Create digital content, using a range of devices, including: word-processing, paint packages, digital images and videos, computer programmes, etc.                      • Edit content in a range of programmes/apps e.g. format text, insert images, add transitions in presentation software, edit photographs, use different tools in paint packages, send and open emails etc.                      • Combine digital content from multiple sources.                      Word Processing                      • Use spacebar, back space, delete, and return.                      • Use one hand when typing.                      • Remember the location of some letter keys.                      • Type a sentence/caption to present.  <b>Graphics</b>                      • Use ICT to generate ideas for their work                      • Use various tools such as brushes, pens, rubber, stamps, shapes.                      • Save and print work</p> <p><b>DT</b></p> <p><b>Developing, planning and communicating ideas. (Design)</b>                      To draw on their own experiences to help generate ideas.                      To suggest ideas and explain what they are going to do.                      To identify a target group for what they intend to design and make – <b>create a home for a new species of animal in the woodland – Forest</b>                      To model their design ideas on card and paper. Use ICT where appropriate.                      To develop their design ideas, applying findings from their earlier research.  <b>Working with tools, equipment, materials and components to make quality products. (Make) (Technical Knowledge)</b>                      To learn about the properties of materials                      To build structures, exploring how they can be made stronger, stiffer and more stable.                      With support, measure, mark out, cut and shape a range of materials.                      To make their design using appropriate techniques.                      To use tools, eg. scissors and a hole punch, safely.                      To assemble, join and combine materials and components together using a variety of temporary methods, eg. glues or masking tape.                      To use simple finishing techniques to improve the appearance of their product.  <b>Evaluating processes and products (evaluate)</b>                      To disassemble and evaluate familiar products.                      To evaluate their product by discussing how well it works in relation to the purpose.                      To evaluate their products as they are developed, identifying strengths and possible changes they might make.                      To evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p><b>Games</b>                      Perform a range of different throws.                      Receives a ball/resource (bean bag) with basic control                      Beginning to develop basic hand-eye coordination                      Participates in simple games of attack vs defence                      Athletics: field events (sports day prep) SLJ, Soft Javelin, Shot Putt, Relay, Sprint, High Jump, LDR</p> <p>Games: Cricket</p> <p><b>Visits/visitors/Events</b></p> <p>Yorkshire Wildlife Park (YWP) visit</p> <p><b>National Weeks</b></p> <p>Health Eating (June)                      Smile Day (May/June)</p> <p><b>British values</b></p> <p>Individual liberty</p>

Text-led approach	Writing	Reading	Maths	History	Music	ICT	P.E
<p><b>Taking Flight / Soar - Literacy Shed</b></p> <p><b>Whatever next? - Jill Murphy</b></p> <p><b>Warmsworth Plane crash</b></p>	<p><u>Letter and number formation</u> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <u>Phonic and spelling rules</u> To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance, (see Letters and Sounds document) <u>Common Exception Words</u> To spell all Y1 common exception words correctly. To spell days of the week correctly. <u>Prefixes and Suffixes</u> To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). <u>Additional spellings</u> To read simple compound words - football, dustbin. To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those <u>Planning, writing, editing</u> To say out loud what they are going to write about. To compose a sentence orally before writing it. To discuss what they have written with the teacher or other pupils. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe. To sequence sentences to form short narratives. To reread their writing to check that it makes sense and to independently begin to make changes. <u>Audience and purpose</u> To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe. <u>Sentence construction and tense</u> To use simple sentence structures. Use of phrases and clauses MC. MC, cc MC. MC cc MC To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences <u>Punctuation</u> CL. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Learn to appreciate rhymes and poems, and to recite some by heart Explain clearly their understanding of what is read to them. Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Check that the text makes sense to them as they read and correcting inaccurate reading Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Apply phonic knowledge and skills as the route to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable that contain taught GPCs</p>	<p><u>Measurement - Money</u> Recognising coins Recognising notes Counting in coins  <u>Measurement - Time</u> Before and after Dates Time to the hour Time to the half hour Writing time Comparing time  <u>Place value to 100</u> Counting to 100 Partitioning numbers Comparing numbers within 50 Ordering numbers 1 more / 1 less Count in 2s Count in 10s Count in 5s  <b>PHSE</b>  <u>Relationships</u> <b>Families and friendships</b> <b>Roles of different people; families; feeling cared for</b> To know about how different people, care for them (parents, siblings, grandparents, relatives, friends, teachers) To what it means to be a family and how families are different, (single parents, same-sex parents, etc.) To know about the importance of telling someone — and how to tell them — if they are worried about something in their family <u>Health and Wellbeing</u> Growing and changing  <b>Recognising what makes them unique and special; feelings; managing when things go wrong</b> To know how we are the same and different to others (unique, likes and dislikes, strengths) To about different kinds of feelings and how these feelings can have an effect on other people To know of ways to control our feelings To know whom to tell when we are finding things difficult or when things go wrong</p>	<p><u>Significant historical events and people and place in the locality - Warmsworth Plane crash</u> <u>Historical Enquiry</u> Look at objects/pictures from the past and ask questions and answer questions i.e., "What things are old and which are new?" "What were people doing?", "What were they used for?" Identify different ways in which the past is represented. Speaking and listening - links to English. <u>Range and depth of historical knowledge</u> Use a range of sources to find out characteristic features of past. <u>Chronology</u> Understand the difference between things that happened in the past and the present. Use a timeline to place important events.  <u>Global Citizenship</u> Power and Governance: TRANSPORT - people can bring about change Sustainable development -Energy sources Positive and negative impact of people's actions - how transport has damaged / improved environment.</p>	<p>Rhythm grid notation Interrelated dimensions of music and combining sounds. Using voices - learn a rap Composition - using clapping for a beat and pictures to represent notes. To use glockenspiels to create Charanga Evaluate: Kenny Loggins Danger Zone song  <u>Controlling sounds through singing and playing</u> • Follow instructions on how and when to sing/play an instrument.. • Imitate changes in pitch -high / low. <b>Challenge:</b> Pupils make loud and quiet sounds They know that the chorus keeps repeating. <u>Improvising and composing</u> • Create patterns of sounds - long/short, high/low, loud/quiet. • Create a simple rhythm sequence by clapping or using percussion (glockenspiels) • Control playing instruments so they sound as they should. • Start to compose with two or three notes.(glockenspiels) <b>Challenge:</b> Pupils can tell the difference between long and short sounds They can tell the difference between high and low sounds They can give a reason for choosing an instrument <u>Listening and applying knowledge and understanding</u> • Identify texture - one sound or several sounds? <b>Challenge:</b> Pupils are able to tell the difference between a fast and slow tempo. They can tell the difference between loud and quiet. <u>Listening and applying knowledge and understanding</u> • Begin to represent sounds with drawing. <b>Challenge:</b> Listen to a piece of music, describing if it is fast or slow, happy or sad.</p>	<p>Information Technology • Create digital content, using a range of devices, including: word-processing, paint packages, digital images and videos, computer programmes, etc. • Edit content in a range of programmes/apps e.g. format text, insert images, add transitions in presentation software, edit photographs, use different tools in paint packages, send and open emails etc. Video • Capture quality video • Discuss which videos to keep and which to delete • Select the correct feature on technology to record video rather than images  2 publish / Softase - linked to plants / Warmsworth local history - information booklets Also information booklets for new F2 children.  <b>Art</b> <u>Painting Focus</u> Name the primary and secondary colours and use them in art. (RE-VISIT) Develop skills and techniques in using powder paint to create different effects eg. use wet/dry brushes, sponges, different thickness of paint, splashing, dotting, scraping etc <u>Artists, architects and designers</u> Describe and evaluate a piece of art. <b>Artist evaluation</b> ARTIST FOCUS O'Keeffe nature and plants <u>Use of Sketch books</u> Record art work and ideas in sketch books <u>Drawing Focus</u> Through close observation, begin to create drawings using various qualities of line.  <b>Subjects for observational drawing:</b> -Portraits -Wildlife/insects -Plants/trees -Natural forms eg. shells, rocks, bark etc -Religious and historical artefacts Etc.  Pencil work - lines and patterns continued skill Plants - Science link.  STANCEE WEDD??  <b>Geography</b> <u>Collect Geographical data.</u> Within the school grounds, collect data by making simple, first-hand observations and using simple equipment, such as thermometers, rain gauges Etc. <u>Analyse geographical data</u> Compare how the data changes over time e.g. Temperature in summer compared to winter. <u>Communicate Geographical data</u> Communicate findings through simple labelled diagrams, maps, plans, pictograms, bar charts or simple sentences. Use age-appropriate, geographical vocabulary in discussion and written work. Map work Where he (pilot of crash) was from?</p>	<p><u>Gymnastics</u> Using bodies to create different shapes, travelling at different heights and methods. Copies and explores basic movements with some control and coordination.  Can perform different body shapes  Performs at different levels  Can perform 2 footed jump  Can use equipment safely  Balances with some control  Can link 2-3 simple movements <b>Visits/visitors/Events</b> Sports Day  Great -Grandparents / Grandparents to talk about experiences of the plane crash June 1954  Les (relief caretaker)  Aircraft museum visitor / Airport  <b>National Weeks</b> <u>Global Citizenship</u> World Ocean day - 'Ocean Commotion' text.  Water safety</p>