

Year 1 – Autumn Term

English

Handwriting - Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

Year Group: 1 Term: Autumn Author Focus: Julia Donaldson Unit: Labels, Lists and Captions Timescale: 1 week Cross-Curricular Links: PSHCE

Lesson Objectives:	Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to read unfamiliar words. • To read tricky/HFWs and identify the tricky part/s. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> • To recognise and join in with predictable phrases. • To identify the values of the giant and relate that to their own values. • To explain how a character is feeling based on what is said or being done (inference). <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> • To speak in role to compose a sentence explaining how they feel. • To listen carefully to identify repeated phrases and predictable patterns. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to spell known and unfamiliar words. • To write tricky and HFWs matched to their phonic level. • To listen to an oral sentence and write it down correctly. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> • To write captions for photographs of characters in role. • To write descriptive labels for the giants clothes. • To write descriptive phrases for a list. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> • To understand, be able to identify and write expanded noun phrases using adjectives. • To use commas to separate a list of adjectives in a noun phrase. • To use a full stop at the end of each caption. 	<ul style="list-style-type: none"> • Captions for own photos of characters in role • Label the giant in his smart clothes • Descriptive list (inventory) of the giants old clothes 	<p>The Smartest Giant in Town</p> <p>A squash and a squeeze</p>
<p>Text Type: labels, lists and captions</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • To identify the noun • To identify the words which describe the noun as adjectives • To know that a noun phrase contains one or more adjective in front of the noun • To use commas to separate adjectives • To include a determiner at the beginning of the noun phrases, e.g. ‘the...’ or ‘a...’ 		

Year Group: 1 Term: Autumn Author Focus: Julia Donaldson Unit: Instructions Timescale: 2 week Cross-Curricular Links: PSHCE & Science

Lesson Objectives:	Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to read unfamiliar words. • To read tricky/HFWs and identify the tricky part/s. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> • To use own knowledge and experiences to make inferences about descriptions of the settings, e.g. ‘fiery mountains’ to describe a volcano. • To understand the meaning of unfamiliar verbs, by using their own knowledge and experiences of humans and animals, e.g. ‘the sea snail slithered...’ • To recognise and join in with predictable phrases. • To identify how instructions are set out. • To identify the order of instructions through the use of temporal connectives. • To know that the bossy (imperative) verbs are positioned either at the beginning or near the beginning of each instruction. 	<p>Instructions for rescuing a beached whale.</p>	<p>The Snail and The Whale.</p> <p>Instructional text</p>
<p>Text Type: Instructions</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Title to explain purpose • List of materials/equipment • Temporal connectives • Bossy (imperative) verbs • Prepositions • Precise verbs • To include a determiner at the beginning of the noun phrases, e.g. ‘the...’ or ‘a...’ 		

<ul style="list-style-type: none"> To order a set of instructions. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To listen to and follow a set of oral instructions read by a partner. To act out instructions for rescuing a whale in chronological order (improvise/freeze frame). To orally rehearse instructions. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To compose a title to explain what their instructions are for. To list materials/equipment needed. To compose imperative sentences in chronological order. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use temporal connectives as openers to order written instructions. To use bossy (imperative) verbs at the beginning or near the beginning of each instruction. To identify prepositions in instructions. To use prepositions to make instructions more precise. To use precise verbs. 		
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Year Group: 1	Term: Autumn	Author Focus: Julia Donaldson	Unit: Stories with Predictable and Patterned Language	Timescale: 3 week	Cross-Curricular Links: Science
Lesson Objectives:			Key Outcomes:	Texts:	
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To recognise and join in with predictable phrases. To identify the moral of the story. To answer literal questions about the text. To identify how to open and close a story a story. To identify the key events in the story. To recognise how the time and the days of the week are used to order the story. To identify words which tell you the story is in the past tense. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally retell the story of Tiddler in the past tense. To gain and maintain the interest of listeners. To improvise key events from their own story using small world animals. To orally rehearse their own stories in the past tense, using repetitive language and days of the week/times. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To write the opening to a story introducing the main character. To sequence the main events of a story using temporal words/phrases and line breaks. To write an ending to a story that links to the moral being taught. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To consistently write in the past tense. To use expanded noun phrases to describe characters and settings. To use the coordinating connectives ‘so’, ‘and’ or ‘but’ to link simple sentences. To know when to use full stops, exclamation marks and question marks at the end of sentences. 			<p>Story based on the same theme as Tiddler, but using a different setting/animals.</p>	<p>Tiddler</p>	
			<p>Text Type: narrative</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Consistent use of past tense Opening introduces main character Structured using 3 main events where the main character makes up a new story Temporal words/phrases to order key events Ending links to moral Use of adjectives and verbs for description Coordinating connectives ‘and’, ‘so’ ‘but’ Accurate punctuation for commands, statements and questions. 		

Year Group: 1	Term: Autumn 1	Unit: Poetry – senses	Timescale: 1 week	Cross-Curricular Links: Science	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify effective language choices when describing the senses. To identify patterns and predictable language in poetry. To answer literal questions about the poems. To make inferences about the subject of the poem through use of language/description. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To listen to and discuss a range of sensory poems at a level beyond that at which they can read independently. To read poetry aloud and recite some poems by heart. To orally rehearse their own sensory poems. To speak audibly and fluently. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To compose poetic sentences that use sensory language. To write descriptive phrases using adjectives and precise verbs. To start a new line for each poetic sentence. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To understand, be able to identify and write expanded noun phrases using adjectives. To use precise verbs to illustrate actions. To use a capital letter at the beginning of each line of poetry. To use commas to separate a list of adjectives in a noun phrase. 				Poem based on the senses	Poems based on the senses
				<p>Text Type: poetry</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Poems that explore the senses of sight, sound, taste, touch and smell. To identify the noun To identify the words which describe the noun as adjectives To know that a noun phrase contains one or more adjective in front of the noun To use commas to separate adjectives Precise verbs to describe actions Each new poetic sentence starts on a new line with a capital letter 	

Year Group: 1	Term: Autumn	Unit: Non-chronological report	Timescale: 3 week	Cross-Curricular Links: history – space & ICT – research ipads	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To answer literal questions about the text. To identify the structural layout of a variety of non-chronological reports, e.g. heading, sub-heading, fact boxes, photos with captions, etc. To understand how to use the contents, glossary and index to find specific information. To identify factual adjectives within the text. To identify words which tell you it is written in the present tense. To identify the scientific language. To take notes from a text (including online). <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To listen to a programme about space to add further information to notes. To orally present information about space, using scientific language. To give well-structured descriptions. Speak audibly and fluently. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p>				Non-chronological report about Space	Information texts
				<p>Text Type: Non-chronological report</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Present tense Scientific language Adjectives for factual descriptions Headings Sub-headings Captions Simple sentences Full stops 	

<ul style="list-style-type: none"> To organise notes in to sub-headings (Sue Palmer planning frame) To compose each section relating to the sub-heading. To include photos with captions. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use adjectives to write factual descriptions about space. To consistently write in the present tense. To know when to use full stops at the end of sentences. To use the coordinating connectives 'so', 'and' or 'but' to link simple sentences. 		
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Year Group: 1	Term: Autumn	Unit: Stories with a Familiar Setting	Timescale: 3 week	Cross-Curricular Links: PSHCE
Lesson Objectives:			Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To answer literal questions about the text. To use own knowledge and experiences to make inferences about descriptions of the settings. To understand the meaning of unfamiliar verbs, by using their own knowledge and experiences of different situations/feelings. To identify the language used to describe the setting. To identify time connectives and say why the writer has used them. To identify key events in the story. To identify how the story is resolved. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To compose oral descriptive phrases of settings from photographs. To uplevel oral descriptions using expanded noun phrases. To improvise the main event and resolution of their own story. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To compose a descriptive paragraph of a familiar setting. To create a story board. To compose a 3 part story based on their story board. To compose an opening which describes the setting. To use time connectives to sequence events. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To distinguish between descriptive words and descriptive phrases. To understand what a simple sentence consists of. To know when to use full stops at the end of sentences. To use expanded noun phrases to describe the setting and characters. To use exclamation marks for exclamative sentences. 			<p>A description of a familiar setting</p> <p>Story recounting real or imagined experiences within a familiar setting</p>	<p>Stories with a familiar settings (choose at least 2 different settings)</p>
			Text Type:	
			Success Criteria:	
			<ul style="list-style-type: none"> Time connectives Past tense Expanded noun phrases Exclamation marks Knowing that a simple sentence contains a subject (noun) and verb 	

Year Group: 1	Term: Autumn	Unit: Poetry on a Theme	Timescale: 1 week	Cross-Curricular Links: Science – seasons changes	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s. To recognise alliterative language. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To answer literal questions about poems. To understand imagery in poems by identifying and explaining comparisons, e.g. clouds like cotton wool. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To read poems aloud, using expression. To orally rehearse lines from their own winter poem (using photos/images as a stimulus) To gain and maintain the interest of the listeners. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To compose a free verse poem. To use comparative descriptive language (similes). <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To identify adjectives and nouns. To use commas at the end of each line and a full stop at the end of the poem. To use a capital letter at the beginning of every line. To understand, be able to identify and write expanded noun phrases using adjectives. 				Winter Poem	Poems about the seasons (not winter)
				Text Type: Free Verse Poem Success Criteria: <ul style="list-style-type: none"> Adjectives within noun phrases Comparative language (similes) Capital letters at the beginning of each line Commas at the end of each line and a full stop at the end of the poem Able to state that a noun is the name of an object, person or place Able to state that an adjective describes the noun 	

Maths

National Curriculum Statements	Individual strands (lesson ideas) These may require more than one lesson per strand. Use your personal judgement.
Number: Place Value (within 10) <ul style="list-style-type: none"> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 10 in numerals and words Given a number, identify one more or one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least 	Sort objects Count objects Represent objects Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more Count one less One to one correspondence to start to compare groups Compare groups using language such as equal, more / greater, less / fewer Introduce <, > and = symbols Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd) The number line
Number: Addition and subtraction (within 10) <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract one digit numbers to 10, including zero Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems 	Part-whole model Addition symbol Fact families - addition facts Find number bonds for numbers with 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds

	Addition - adding together Addition - adding more Finding a part Subtraction - taking away, how many left? Crossing out Subtraction - taking away, how many left? introducing the subtraction symbol Subtraction - finding a part, breaking apart Fact families - the 8 facts Subtraction - counting back Subtraction - finding the difference Comparing addition and subtraction statements $a + b > c$ Comparing addition and subtraction statements $a + b > c + d$
Geometry: Shape <ul style="list-style-type: none"> Recognise and name common 2D shapes, including (for example), rectangles (including squares), circles and triangles Recognise and name common 3D shapes including (for example) cuboids (including cubes), pyramids and spheres 	Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 3D and 2D shapes
Number: Place Value (within 20) <ul style="list-style-type: none"> Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number Count, read and write numbers to 20 in numerals and words Given a number, identify one more or one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal, to, more than, less than (fewer), most, least 	Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers

Consolidation

Science

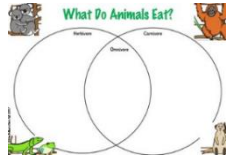
Year 1 - Animals including humans

In addition to covering all of the National Curriculum Statements, please ensure that you are working scientifically. Working Scientifically. This topic lends itself to:

- Asking simple questions and recognising that they can be answered in different ways
- Performing simple tests
- Identifying and classifying

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

NC Statement	Aims	Activity Suggestions
Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitats. Understand how to take care of animals taken from their local environment and the need to return them safely after study	Children should understand that they live amongst animals and that animals have different habitats depending on what type of animal they are.	Children to explore the local environment to see what animals they can find—fish in pond, bugs/insects outside, pets kept at home.
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat.	Children should be able to name common animals and describe what type of animal they are. Children should understand that animals adapt to their habitat in order to survive. Children should be able to compare animals based on how they look, what they eat, where they live.	Show children pictures of a range of common animals and ensure that they can name them Children to sort animals into each animal type— fish, amphibian, reptile, bird or mammal. Children could label the structure of an animal from each category. Children to explain how animals have adapted to their habitat e.g fish have gills in order to breathe under water. This could involve children sorting animals into their habitats and then explaining how these animals have adapted to their habitat.

<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Children to understand what the words carnivore, herbivore and omnivore mean. Children to be able to say whether common animals are carnivore, omnivore or herbivore Relate this to humans—what do we eat and what does that make us?</p>	<p>Children could be given pictures of familiar animals and label them carnivore/omnivore/herbivore suggesting what each one might eat Children could sort animals into a Venn diagram</p> 										
<p>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>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Label a person practically in the class—sticking labels to body parts. Children could sing head, shoulders knees and toes and create more verses to label other body parts. Children could record this in books by labelling a human body. Children could then add to this by adding the senses to relevant body parts.</p>										
<table border="1" data-bbox="125 512 797 743"> <thead> <tr> <th data-bbox="125 512 488 544">Trips</th> <th data-bbox="488 512 797 544">Books</th> </tr> </thead> <tbody> <tr> <td data-bbox="125 544 488 624">Science Museum—who am I? https://www.sciencemuseum.org.uk/see-and-do/who-am-i</td> <td data-bbox="488 544 797 624">National Geographic—Animal Encyclopaedia (information text)</td> </tr> <tr> <td data-bbox="125 624 488 655">London Zoo</td> <td data-bbox="488 624 797 655">Julia Donaldson—The Ugly 5</td> </tr> <tr> <td data-bbox="125 655 488 687"></td> <td data-bbox="488 655 797 687">Rachel Bright—The Lion Inside</td> </tr> <tr> <td data-bbox="125 687 488 743"></td> <td data-bbox="488 687 797 743">Giles Andrea —Giraffes Can't Dance</td> </tr> </tbody> </table> <p>Performing simple tests. Using their observations and ideas to suggest answers to questions.</p>	Trips	Books	Science Museum—who am I? https://www.sciencemuseum.org.uk/see-and-do/who-am-i	National Geographic—Animal Encyclopaedia (information text)	London Zoo	Julia Donaldson—The Ugly 5		Rachel Bright—The Lion Inside		Giles Andrea —Giraffes Can't Dance	<p>Children need to understand the importance of carrying out a fair test. Children to use their senses correctly and understand what each sense is for.</p>	<p>Children could carry out simple experiments using their senses. Children could think about how the tests will be carried out <u>fairly</u>. https://www.youtube.com/watch?v=uUIGKhG Vq8 Cosmic Kids video which asks children to use their 5 senses. Taste/Smell—children to be blindfolded and taste/smell 3 things—create a 'yum/yuck' chart which records whether they liked/disliked the taste/smell each thing. Touch—children to touch certain materials and describe the properties of it to partner (rough, smooth, shiny) who is blindfolded. Partner to guess what it could be.</p>
Trips	Books											
Science Museum—who am I? https://www.sciencemuseum.org.uk/see-and-do/who-am-i	National Geographic—Animal Encyclopaedia (information text)											
London Zoo	Julia Donaldson—The Ugly 5											
	Rachel Bright—The Lion Inside											
	Giles Andrea —Giraffes Can't Dance											

Year 1 – Everyday materials

In addition to covering all of the National Curriculum Statements, please ensure that you are working scientifically. This topic lends itself to:

- Asking simple questions and recognising that they can be answered in different ways
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'

NC Statement	Aims	Suggested Activities
<p>Identify and name a variety of everyday materials, including (<u>but not limited to</u>) wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Children to know the names of common materials and link them to everyday materials</p> <p>Children to understand that materials have different properties and these properties are useful for certain objects/things.</p> <p>Children to be able to group and sort materials based on their properties.</p>	<p>Give children a range of materials to touch and pass round. Children verbally describe how each material feels— teacher/children to note down properties discussed. Match a material to its name and state properties of each material. Children can group these materials into chosen categories e.g. <u>hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</u> Ensure that children know the meaning of all of these properties. Identify where they can see certain materials and what they are used for. Children could present this by sorting into 2 or more groups or using a Venn diagram.</p>

Distinguish between an object and the material from which it is made.	Children to be able to identify what a common object is made from.	Discuss familiar objects within the classroom and the materials that they are made from. Discuss why they are made from these materials e.g. the chairs are made from plastic because it is a durable, strong material which is needed as children sit down on them a lot. Record this in books by labelling known objects with the materials they are made from and why (stating their properties).
Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'	Children should be able to come up with a question and carry out an experiment to find out the answer. Children should be able to make a sensible prediction and draw conclusions from results.	Choose an experiment/let children choose an experiment to test materials (example below) Children could come up with a question to investigate e.g. Is metal an appropriate material for a chair? Is wood the best material for a desk?
What is the best material for an umbrella?	Carry out a fair test to answer a question.	<ul style="list-style-type: none"> · Start by discussing which properties an umbrella needs to have · List materials which may have these properties · Come up with an experiment to test this · Children to make a prediction · Experiment suggestion—plastic cup with a Lego man inside. Cover each cup with a different material and drop water on top of the material (using pipette or other resource) · Children to record which one was waterproof based on whether Lego man got wet · Children to analyse data and come up with a conclusion

Computing

Software – BeeBot (iOS)

Awareness: That a programmable toy will only do exactly what it is told

Skills:

- To follow one and two-step spoken directions
- To understand how BeeBots turn and move
- To program single-step instruction, ensure you press 'clear' before each instruction
- To check that my BeeBot goes in the right direction and correct any mistakes.
- To enter single-step instructions on the iPad BeeBot app
- To introduce two-step instructions

Evaluation: Can I make the BeeBot go where I want it to go?

Outcome: To devise instructions to navigate a BeeBot around a course

Online Safety: Self-image and Identity

Software – Daisy the Dinosaur

Awareness: That computers respond to the instructions that we give them

Skills:

- To program one step instructions
- To program multiple-step instructions
- To use the 'repeat' command in instructions to make my instructions more efficient
- To use the 'when' command in instructions
- To program multi-step instructions using the 'repeat' and 'when' commands
- To screenshot my program
- To print my screenshot

Evaluation: Can I successfully use instructions to control Daisy the dinosaur?

Outcome: To use Daisy to tell a story

Online Safety: Online Relationships

PSHCE – Rules and Behaviour

- to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- how they can contribute to the life of the classroom and school
- what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- to recognise that their behaviour can affect other people
- to recognise what is fair and unfair, kind and unkind, what is right and wrong

Values

Emotional Intelligence – Identify emotions; they physical and describing the feelings

British Values

Democracy – who makes the decisions in the school/governors etc

Rule of law – class rules

History – The History of space

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections,
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Geography – The Park- Map skills

- use maps, to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment

Music – Singing – could link to dance / incorporate movement

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, use technology appropriately and have the opportunity to progress to the next level of musical excellence

PE

<p>Gymnastics – Movement and co-ordination</p> <ul style="list-style-type: none">• To begin by travelling in different ways, including using hands and feet. <p>– <i>Monkey walk</i></p>	<p>Netball</p> <ul style="list-style-type: none">• To learn how to catch a ball.• To learn how to pass a ball appropriately.	<p>Dance</p> <ul style="list-style-type: none">• To change directions when travelling to a beat of music.	<p>Dance</p> <ul style="list-style-type: none">• To explore basic body patterns and movements to music.
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<ul style="list-style-type: none"> - <i>Caterpillar walk</i> - <i>Bunny hop</i> • <i>Explore shape in the air when jumping and landing with control</i> • <i>To develop control in different rolls</i> - <i>Ball shapes (forward rolls)</i> - <i>Long shapes (log roll)</i> • To choose and use simple compositional ideas by creating and performing sequences of movement and rolls • To perform a simple sequence. 	<ul style="list-style-type: none"> • To learn how to pass in a variety of directions. • To learn to pass and move to receive a pass back. • To use passing to beat a defender. • To play a competitive passing game (e.g. passing the ball without dropping it, passing a ball down in a line as fast as possible). 	<ul style="list-style-type: none"> • To practise taking off from different positions. • To use a variety of moves that change speed and direction in time with music. • To follow dance instructions to music. • To recall a dance sequence that involves different movements and body positions to music. 	<ul style="list-style-type: none"> • To use a variety of moves, motions and body shapes that are linked together to create and recall a short sequence. • To perform dance actions linked to animals. • To perform a dance of animal shapes and movements to music.
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French – I’m learning French

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; respond to those of others;
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,
- describe people, places, things and actions orally
- understand basic grammar appropriate to the language being studied, including high-frequency verbs; key features and patterns of the language; to build sentences; and how these differ from or are similar to English.

Refer to Scheme

RE – Who am I? / Christianity 1 – Jesus’ birth & Christmas

Refer to Scheme

Year 1 – Spring Term

English

Handwriting - Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

Year Group: 1	Term: Spring	Unit: Information Texts – Learning to Explain	Timescale: 2 weeks	Cross-Curricular Links: ICT – combining images with texts	
Lesson Objectives:				Key Outcomes:	Texts:
<i>Reading – Word Reading</i> <ul style="list-style-type: none"> • To apply phonic knowledge to read unfamiliar words. 				Glossary entries about locations and the key features of them	Information books about locations

<ul style="list-style-type: none"> To read tricky/HFWs and identify the tricky part/s <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To understand how to use the contents, glossary and index to find specific information.) To know that a glossary is in alphabetical order. To order nouns in alphabetical order. To match nouns to their definitions. To identify the information in the sentence which tells you the purpose of an object – after the preposition ‘for’. To identify the information in the sentence which gives you extra information – after the connective ‘which’. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally explain specific nouns, using the words ‘because’, ‘for’ and ‘which’(play Articulate). <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To generate adjectives to describe the materials. To write glossary entries about objects and the materials they are made from. To write the glossary in alphabetical order. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To know when to use full stops at the end of sentences. To identify and use the causal connective ‘because’ to explain, e.g. Tin foil is used for wrapping up hot food, <u>because</u> it keeps the heat in. To identify and use the preposition ‘for’ to show the purpose of the object, e.g. Tin foil is used <u>for</u> wrapping up hot food. To identify and use the additional connective ‘which’ to give further information about the properties of the materials, e.g. Tin foil is made of metal <u>which</u> is bendy and shiny. 	<p>Text Type: Success Criteria:</p> <ul style="list-style-type: none"> To identify and use nouns To identify and use adjectives Present tense Causal connective – ‘because’ To use ‘for’ to show the purpose of something (preposition) To use ‘which’ to give further information (additional connective)
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Year Group: 1	Term: Spring	Unit: Narrative from another Culture	Timescale: 2 weeks	Cross-Curricular Links: Geography - locations
Lesson Objectives:				
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To recall some specific and straightforward information about the main character and descriptions relating to their culture. To make simple, plausible inference about events, using evidence from the text, e.g. how a character if feeling. To know that stories are set in different times and places. To identify time connectives and say why the writer has used them. To locate key events in the story. To identify how the story is resolved. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To talk in role as the main character about your culture. To ask questions about the main characters culture and the country they live in. To orally rehearse the events in sequence when planning a story. To compose sentences orally before writing them down. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To plan out significant events in the story To use the setting and main character from the original story. To use time connectives to sequence events. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To understand what a simple sentence consists of. To know when to use full stops at the end of sentences. 			Key Outcomes:	Texts:
			<p>Creating own story about a character from a book about another culture</p>	<p>Anna Hibiscus series by Atinuke (set in Africa)</p> <p>Text Type: Success Criteria:</p> <ul style="list-style-type: none"> Time connectives 3rd person stance Past tense Expanded noun phrases Exclamation marks Knowing that a simple sentence contains a subject (noun) and verb Capital letters – people, places & days of the week

<ul style="list-style-type: none"> To use expanded noun phrases to describe the setting and characters. To use exclamation marks for exclamative sentences. To identify and classify where capital letters have been used. To use capital letters for the names of people, places and days of the week. 		
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Year Group: 1	Term: Spring	Unit: Recount	Timescale: 2 weeks	Cross-Curricular Links: Art	
Lesson Objectives:				Key Outcomes:	Texts:
<i>Reading – Word Reading</i> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s <i>Reading – Comprehension</i> <ul style="list-style-type: none"> To identify the features of a recount – use of the personal pronoun ‘I’, it happened in the past, time connectives, etc. To reconstruct a recount. To answer literal questions about the places, journey, events and people. To identify time connectives and say why the writer has used them. To say what they liked/disliked about the recount, giving reasons. <i>Spoken Language & Listening</i> <ul style="list-style-type: none"> To orally rehearse your recount using time connectives as openers. To compose sentences orally before writing them down. <i>Writing – Transcription</i> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <i>Writing – Composition</i> <ul style="list-style-type: none"> To organise notes about the recount into sections. To sequence events in a recount. To include descriptions about each place, journey, event or person and how it made them feel/think/act. To use time connectives to sequence events. <i>Grammar & Punctuation</i> <ul style="list-style-type: none"> To understand what a simple sentence consists of. To know when to use full stops at the end of sentences. To use expanded noun phrases to describe places, journeys, events and people. To use exclamation marks for exclamative sentences. To use capital letters for the names of people, places, days of the week the personal pronoun ‘I’. 				Recounting a trip to sculpture based art trip	Recounts
				Text Type: Success Criteria: <ul style="list-style-type: none"> Time connectives 1st person stance Past tense Expanded noun phrases Exclamation marks Knowing that a simple sentence contains a subject (noun) and verb Capital letters – people, places, days of the week & personal pronoun ‘I’ 	

Year Group: 1	Term: Spring	Unit: Text based unit – The Magic Finger (recount)	Timescale: 2 weeks	Cross-Curricular Links:	
Lesson Objectives:				Key Outcomes:	Texts:
<i>Reading – Word Reading</i> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s <i>Reading – Comprehension</i> <ul style="list-style-type: none"> To retrieve information about Roald Dahl and use what I have found out to answer questions. To recall key events to create a story board on what happened to Mrs Winter. To discuss the meaning of new words, linking to meanings they already know. 				Recount – Letter from Mrs Winter to the head teacher complaining about what happened to her Diary entry of Greg Family turning into ducks	The Magic Finger – Roald Dahl

<ul style="list-style-type: none"> To make predictions what happens to the Gregg family based on what they have read. To answer literal and inference questions based on the text, using evidence from the text. To explore characters and events by acting in role. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally rehearse sentences when acting in role. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To write a recount on what happened to Mrs Winter, using time connectives to sequence events. To write the beginning of a diary entry in the first person To write the end of a diary entry in the first person <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use temporal openers to sequence events. To know when to use full stops at the end of sentences. To use a capital letter at the beginning of a sentence. To use a capital letter names of characters and for the personal pronoun ‘I’. 	<p>Text Type: Success Criteria:</p> <ul style="list-style-type: none"> Past tense 1st person Events in chronological order Temporal openers to sequence events Emotive language – explaining how you felt Full stop at the end of a sentence Capital letter at the beginning of a sentence Capital letter names of characters and for personal pronoun ‘I’
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Year Group: 1	Term: Spring	Unit: Text based unit – The Magic Finger (Non-chronological report)	Timescale: 1 weeks	Cross-Curricular Links: PSHCE Animal rights	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To answer literal questions about a text non-chronological text. To identify the structural layout of a variety of non-chronological reports, e.g. heading, sub-heading, fact boxes, photos with captions, etc. To identify expanded noun phrases using factual adjectives within the text. To identify causal connectives which explain why..., e.g. ‘because’. To research animal cruelty from a range of sources. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally present information about a chosen animal to another group. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell unfamiliar words. To spell tricky/HFWs and identify the tricky part/s. To spell verbs with the suffix –er, where no change is needed to the root word, e.g. hunter, smaller, faster. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To organise notes in to sub-headings (Sue Palmer planning frame) To compose a non-chronological report on animal cruelty, using the sub-headings. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To understand a compound sentence has two clauses of equal weight, joined by the coordinating connective ‘and’. <i>E.g. John bought some new shoes and he wore them to a party.</i> To use the coordinating connective ‘and’ to create compound sentences. To consistently write in the present tense. 				<p>Information page about an animal and how it is affected by animal cruelty</p>	<p>The Magic Finger – Roald Dahl</p>
				Text Type: Success Criteria:	
				<ul style="list-style-type: none"> Present tense Subject specific vocabulary e.g. habitat Causal connective – because Join two main clauses with ‘and’ to create compound sentences Expanded noun phrases using factual adjective e.g. heavily armoured body Headings Sub-headings Captions Full stops 	

Year Group: 1	Term: Spring	Unit: Text based unit – The Magic Finger (descriptive narrative)	Timescale: 1 weeks	Cross-Curricular Links:	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s <p><i>Reading – Comprehension</i></p>				<p>Description of setting – storm</p>	<p>The Magic Finger – Roald Dahl</p>
				Text Type:	

<ul style="list-style-type: none"> To identify powerful verbs in a descriptive passage on a storm. To identify adjectives to describe a scene. To make simple, plausible inference about events, using evidence from the text, e.g. how the characters are feeling during the storm. To create freeze frames of key events during the storm. To act out the sequence of events when the Gregg family turn back into humans. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally construct descriptive sentences, focusing on use of powerful verbs and adjectives. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell unfamiliar words. To spell tricky/HFWs and identify the tricky part/s To spell verbs with the suffix –ing, where no change is needed to the root word, e.g. jumping, buzzing, hunting. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To generate expanded noun phrases to describe a picture of the storm. To write descriptive sentences about the storm, using expanded noun phrases and powerful verbs. To up-level a descriptive passage, using expanded noun phrases and powerful verbs. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use precise verbs to illustrate actions. To use commas to separate a list of adjectives in a noun phrase. To understand a compound sentence has two clauses of equal weight, joined by the coordinating connectives ‘and’, ‘but’ or ‘so’. E.g. John was hungry <u>so</u> he ate his lunch. To use the coordinating connectives ‘and’, ‘but’ or ‘so’ to create compound sentences. 	<p>Success Criteria:</p> <ul style="list-style-type: none"> Powerful verbs To identify the noun To identify the words which describe the noun as adjectives To know that a noun phrase contains one or more adjectives in front of the noun To use commas to separate adjectives Full stop at the end of a sentence Join two main clauses with ‘and’, ‘but’ or ‘so’ to create compound sentences
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Year Group: 1	Term: Spring	Unit: Text based unit – The Magic Finger (narrative)	Timescale: 2 weeks	Cross-Curricular Links:
Lesson Objectives:				Key Outcomes:
<i>Reading – Word Reading</i>				Short story – extending original ending
<ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s To read words with the ‘un’ prefix and understand how it changes the meaning of the root word to the negative e.g. unkind 				The Magic Finger – Roald Dahl
<i>Reading – Comprehension</i>				Text Type:
<ul style="list-style-type: none"> To identify the use of exclamation marks and ellipsis in the text. To identify the use of adjectives in the text for description. To sequence main events from the story. 				Success Criteria:
<i>Spoken Language & Listening</i>				<ul style="list-style-type: none"> 1st person Temporal openers – first, one day, then, after that, next, later on, suddenly Exclamation marks – for loud noises (BANG!), someone shouting (Hey!) or making a dramatic statement (Look! There’s the nest!). Ellipsis at the end of sentences for dramatic moments – replicate lines from the story (Suddenly I started to see red...) (HA) Expanded noun phrases using adjectives placed before the noun Commas to separate list of nouns Appropriate verbs for actions Connectives – and, but, so Full stops at the end of sentence
<ul style="list-style-type: none"> To use drama techniques to explore actions/activities that would be hard to do if they turned into an animal. To orally retell a story using a story plan and speaking frame, focusing on temporal openers. 				
<i>Writing – Transcription</i>				
<ul style="list-style-type: none"> To apply phonic knowledge to spell unfamiliar words. To spell tricky/HFWs and identify the tricky part/s To spell words with the ‘un’ prefix and understand how it changes the meaning of the root word to the negative e.g. unkind 				
<i>Writing – Composition</i>				
<ul style="list-style-type: none"> To plan the main sequence of events for their Magic Finger story. To label a plan by adding expanded noun phrases to describe characters and the setting and verbs for actions. To write the opening of a story, focusing on use of exclamation marks. To write the middle of a story, focusing on use of temporal openers. To write the ending to a story, focusing on connectives. To publish a story, focusing on presentation. 				
<i>Grammar & Punctuation</i>				
<ul style="list-style-type: none"> To use commas to separate a list of adjectives in a noun phrase. To use precise verbs to illustrate actions. To use temporal openers to sequence writing. To use exclamation marks for dramatic moments. 				

- To use ellipsis at the end of sentences for dramatic pauses. (HA)

Maths

Number: Addition and Subtraction (within 20)

- Represent and use number bonds and related subtraction facts within 20
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representation, and missing number problems such as $7 = \dots - 9$

Add by counting on
Find and make number bonds
Add by making 10
Subtraction – Not crossing 10
Subtraction – Crossing 10 (1)
Subtraction – Crossing 10 (2)
Related facts
Compare number sentences

Number: Place Value (within 50 .. Multiples of 2, 5 and 10 included)

- Count to **50** forwards and backwards, beginning with 0 or 1, or from any number
- Count, read and write numbers to **50** in numerals
- Given a number, identify one more or one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Numbers to 50
Tens and ones
Represent numbers to 50
One more one less
Compare objects within 50
Compare numbers within 50
Order numbers within 50
Count in 2s
Count in 5s

Measurement: Length and Height

- Measure and begin to record lengths and heights
- Compare, describe and solve practical problems for lengths and heights (for example long / short, longer / shorter, tall / short) and double / half

Compare lengths and heights
Measure length (1)
Measure length (2)

Measurement: Weight and Volume

- Measure and begin to record mass / weight, capacity and volume
- Compare, describe and solve practical problems for mass / weight (for example heavy / light, heavier than, lighter than), capacity and volume (for example full / empty, more than, less than, half, half full, quarter)

Introduce weight and mass
Measure mass
Compare mass
Introduce capacity and volume
Measure capacity
Compare capacity

Science

Year 1 – Seasons

In addition to covering all of the National Curriculum Statements, please ensure that you are working scientifically.

This topic lends itself to:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying

Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

NC Statement	Aims	Activity Suggestions
Ask simple questions.	Teacher to find out what the class already know about seasons. Teacher to find out what the class would like to know about seasons. <u>Teacher to use this information to inform planning</u>	2 pieces of large paper—one with the heading ‘what we already know’ and another with the heading ‘what we would like to find out’. Children could write statements/questions on post-it notes and stick to relevant sheet.

Computing –

Software – Safari

Awareness: That information can be gathered from a range of sources

NOTE: Teachers need to refer to the NOS resources on Managing Online Information – Play the introductory video

Skills:

- To know the benefits and risks of using the Internet
- To be able to type simple URLs
- To identify hyperlinks to navigate to web pages
- To navigate a simple website
- To click on sounds and videos online
- To find information I am looking for in a given online resource

Evaluation: Can I navigate a web browser?

Outcome: To record information that has been gathered from a range of sources

Online Safety: Online Reputation

Software – Pages, Microsoft Word

Awareness: I can create my work on a device

Skills:

- To practise touch typing skills using <https://www.typingclub.com/sportal/program-3.game>
- To use two hands to type on the keyboard
- To use 'backspace' to delete unwanted letters
- To use the cursor to select where I want to type/edit
- To save and rename my file

Evaluation: Can I identify the main keys on the keyboard

Outcome: To type up a piece of writing I have done

Online Safety: Online Bullying

Software – Pages, Microsoft Word, PicCollage

Awareness: That I can change how writing looks on the screen

Skills:

- To open and save documents in/from the correct folder
- To change the font, size, colour and justification of my writing
- To drag and drop images into a Word/Pages document
- To change the size and wrap of a picture.
- To copy and paste pictures and writing into a Word/Pages document

Evaluating: Does my poster include all the key features?

Outcome: To create an informational poster

Online Safety: Privacy and Security

PSHCE – Staying healthy

Physical and Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health (Mindfulness, staying healthy, self-care)
- the characteristics and mental and physical benefits of an active lifestyle.
- How to recognise early signs of physical illness, such as weight loss,
- or unexplained changes to the body.
- That for most people the internet is an integral part of life and has many benefits.

Values

Innovation – create an art gallery on the theme- ‘plastic seal’

Determination – how do we feel when we reach a goal?

British Values

Individual liberty – respecting myself

Geography – locations

- name and locate the world’s 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.

Link to music- create music for the 7 continents to distinguish them and add the continents song

Eco Link – One World by Michael Foreman – looking after and the fragility of the planet with the focus of on the beach.

Art – Sculpture

- to use a range of materials creatively to design and make products
- to use sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using pattern, texture,
- shape, form and space
- about the work of a range of artists, craft makers and designers, describing the
- Differences and similarities between different practices and disciplines, and making links to their own work.

Link to fragile planet / values / British values

Music – Starting to play

- play untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: dynamics, tempo, timbre, texture, structure

P.E

Dance

- To link together dance moves with gestures and changing direction in time to music.

Team Games

- To play games that involves passing a variety of balls between players.
- To run at speed in a team relay event.

Gymnastics – Balance

- Explore the 5 basic shapes: straight/tucked/star/straddle/pike
- Balance in these shapes on large body parts: back, front, side, bottom

Gymnastics – Agility

- To learn how to move at different speeds.
- To change direction when moving at speed.

<ul style="list-style-type: none"> • To use a variety of moves that are linked together to create recall a short sequence linked to music. • To combine balances to movements in dance that have been learnt through gymnastics. • 	<ul style="list-style-type: none"> • To use agility to complete a basic obstacle course in a team relay. 	<ul style="list-style-type: none"> • Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) • To balance using simple pieces of equipment (benches and balance beam) • To explore moving from one balance to another as individual. 	<ul style="list-style-type: none"> • To learn to stop safely. • To learn to hurdle low objects • To learn to transition from a jump to a run or a balance to a run. 	
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RE – Sikhism 1 and 2
Refer to scheme

Year 1 – Summer Term

English

Handwriting - Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Year Group: 1	Term: Summer	Unit: Traditional Tales	Timescale: 1 week	Cross-Curricular Links: PSHCE & Values / French	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to read unfamiliar words. • To read tricky/HFWs and identify the tricky part/s. • To read compound words explaining the meaning of each word separately and then the meaning when combined. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> • To identify typical features of Traditional Tales. • To identify 'good' and 'evil' characters and their personality traits. • To compare 'good' and 'evil' characters from different traditional stories. • To sequence events in a Traditional Tale. • To identify typical story language and temporal openers. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> • To orally retell a familiar Traditional Tale, using typical traditional story language, e.g. Once upon a time...Long, long ago..., etc and time connectives. (use puppets, small world toys or pictures to aid the retelling) <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to spell unfamiliar words. • To spell tricky/HFWs and identify the tricky part/s. • To spell compound words, e.g. farmyard, bedroom. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> • To write a profile of typical 'good' and typical 'evil' characters from traditional tales, using evidence from the stories studied. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> • To use temporal openers to sequence an oral retelling of a traditional tale. • To use the coordinating connectives 'and', 'but' or 'so' to create compound sentences. • To use exclamation marks for dramatic moments. • To write expanded noun phrases using adjectives. • To use commas to separate a list of adjectives in a noun phrase. 				<p>Oral retelling of a Little Red Riding Hood</p> <p>Profile of typical 'Good' and typical 'Evil' characters</p>	<p>Little Red Riding Hood – Anne Faundez</p> <p>Range of rhyming Traditional Tales by Nick Sharratt</p> <p>Traditional Tales – online texts (Cbeebies)</p>
				Text Type:	
				Success Criteria:	
				<p>Oral Retelling:</p> <ul style="list-style-type: none"> • Traditional opening • Good and evil characters • Animals have human attributes • Elements of magic • Literal descriptions, e.g. red cloak, straw house • Temporal openers • Events sequenced in order • Typical story language • Predictable/happy ending <p>Character Profile:</p> <ul style="list-style-type: none"> • Commas to separate a list of adjectives in a noun phrase • Coordinating connectives • Contrasting personality traits • Evidence/examples from stories to show typical traits of good/evil characters 	

Year Group: 1	Term: Summer	Unit: Traditional Tales	Timescale: 2 week	Cross-Curricular Links:	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to read unfamiliar words. • To read tricky/HFWs and identify the tricky part/s. • To read compound words explaining the meaning of each word separately and then the meaning when combined. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> • To retrieve information about the key events in 'Hansel and Gretel'. • To use inference to describe settings and characters feelings. • To identify the key structural and language features of a playscript. 				<p>Playscript for Hansel and Gretel</p>	<p>Hansel and Gretel – Tony Ross</p> <p>The Shoe Maker and the Elves – George Fryer (playscript) or http://www.kidsinco.com/2009/04/the-shoemaker-and-the-elves/</p>
				Text Type:	
				Success Criteria:	
				<ul style="list-style-type: none"> • List the characters in the play 	

<p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To respond in role as a 'good' or 'evil' character. To read aloud playscripts with expression and intonation. To act out the story of Hansel and Gretel, using a narrator, actors and props. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell unfamiliar words. To spell tricky/HFWs and identify the tricky part/s. To spell compound words, e.g. farmyard, bedroom. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To write a playscript for the traditional story 'Hansel and Gretel'. To start a new line every time someone different is talking. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To write stage directions in brackets. To use a colon after the name of the character. To use exclamation marks for dramatic moments. To use question marks at the end of a question. 	<ul style="list-style-type: none"> Name of character on the left hand side Start a new line when someone different is talking Stage directions in brackets Colon after character name Question marks Exclamation marks No speech marks/inverted commas
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Year Group: 1	Term: Summer	Unit: Traditional Tales	Timescale: 2 week	Cross-Curricular Links:	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s To read words with the 'un' prefix and understand how it changes the meaning of the root word to the negative e.g. unkind To read words with contractions (for example I'm, I'll, we'll), and understand that the apostrophe represents the omitted letters. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify the similarities and differences between the original story of 'The Three Little Pigs' and 'The True Story of the Three Little Pigs'. To identify the actions of the Wolf which make him look bad. To identify the excuses the Wolf makes to make him look innocent. To identify and sequence the key events in 'The Billy Goats Gruff'. To identify the actions of the Troll which make him look bad. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To respond in role to explain the actions of the Troll, making him look innocent. (hot seating) To speak in the 'first person stance' to orally tell the story of The Billy Goats Gruff, from the Troll's point of view. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell unfamiliar words. To spell tricky/HFWs and identify the tricky part/s To spell words with the 'un' prefix and understand how it changes the meaning of the root word to the negative e.g. unkind <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To annotate pictures sequencing the events in the story, to explain the actions of the Troll at each point and how he felt. To write the opening of a story, describing how the Troll has been misunderstood. To write the middle of a story, focusing on explaining the Troll actions to make him look innocent. To write the ending to a story, focusing how the Billy Goats have made him feel. To publish a story, focusing on presentation. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use causal connectives to explain the actions of the Wolf and the Troll. To write in the first person. To use exclamation marks for dramatic moments. To identify and use abstract nouns to write about the Troll's feelings. 				<p>Writing their own True Story of The Billy Goats Gruff (from the point of view of the Troll)</p>	<p>The True Story of the 3 Little Pigs – Jon Scieszka http://www.authorstream.com/Presentation/Yally-1448175-the-true-story-of-three-little-pigs/</p>
				Text Type:	
				Success Criteria:	
				<ul style="list-style-type: none"> First person Past tense Causal connectives Temporal connectives Exclamation marks Expanded noun phrases Commas to separate adjectives Abstract nouns to show feelings Excuses Reasons for actions 	

Year Group: 1	Term: Summer	Unit: Narrative Fantasy Worlds	Timescale: 2 week	Cross-Curricular Links: PSHCE & Values / French	
Lesson Objectives:				Key Outcomes:	Texts:

<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s To recognise main verbs in the past tense by their suffix, where no change is needed to the root word, e.g. helped, jumped, crying, etc. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify to features of fantasy stories and how this differs from other stories they have read. To identify nouns and adjectives which describe the setting and main characters, by answering literal questions about the text. To make simple inferences about events and characters. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To understand how the main character feels at specific points in the story. (hot seating) To use photos of fantasy settings and characters to generate ambitious nouns and adjectives to describe them. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell unfamiliar words. To spell tricky/HFWs and identify the tricky part/s To spell verbs with suffixes in the past tense, where no change is needed to the root word, e.g. helped, jumped, crying, etc. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To plan a fantasy story from a selection of photos of fantasy settings and characters. http://www.literacysshed.com/the-fantasy-shed.html To write a story opening which describes the main character and their everyday setting. To write the build-up by describing the main character entering the fantasy world. To writing the main event where the main character has to overcome a potential danger. To write the resolution where the main character finds a way back home. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To know that –ly words are a type of adverb, as they tell us ‘how’ something is happening or ‘how’ someone is feeling, e.g. slowly, happily, etc. To use –ly words after verbs in sentences. 	<p>Story set in a fantasy world, based on a picture/painting of a fantasy setting.</p>	<p>Cloudland – John Burningham</p>
<p>Text Type: Success Criteria:</p>		
<ul style="list-style-type: none"> Elements of magic Fantasy settings Settings include potential dangers Past tense Third person Chronological Events sequenced in order Causal connectives Temporal connectives Exclamation marks Expanded noun phrases Commas to separate adjectives Adverbs to describe feelings and actions 		

Year Group: 1	Term: Summer 2	Unit: F2 – Poetry, Patterns & Rhymes	Timescale: 2 week	Cross-Curricular Links:
Lesson Objectives:				
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s. To know what plural means and to identify regular plural nouns by their suffix –s or –es, e.g. dogs, wishes. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify the rhythm of a poem and be able to ‘tap it out’. To identify poems which rhyme and those which don’t. To identify the words in the poems which rhyme. To predict covered up rhyming words. To identify the rhyming pattern of a poem, e.g. rhyming couplets and alternate line rhymes. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To rehearse and improve their poetry recital. To speak audibly and fluently with an increasing command of Standard English. To gain, maintain and monitor the interest of listeners. To select and use appropriate registers for effective communication. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell unfamiliar words. To spell tricky/HFWs and identify the tricky part/s. To spell regular plural nouns with the suffix –s or –es, e.g. dogs, wishes. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To plan which sound effects/background sounds would match the theme of their poems. To use Garageband to record poetry recitals and add matching background sounds/sound effects to enhance their performance. <p><i>Grammar & Punctuation</i></p>	<p>Key Outcomes:</p> <p>Reciting known poems by heart with different patterns/rhyming structures, e.g. rhyming couplets and alternate line rhymes</p>	<p>Texts:</p> <p>Caribbean poems – Valerie Bloom</p> <p>Rhyming poems with different rhythms and rhyming patterns</p>		
Text Type: Success Criteria:				
<ul style="list-style-type: none"> Accurately copying the rhythm of a poem Pausing at commas, full stops and ellipses Reading small font quietly and large font loudly Reciting with an expressive voice Reciting with expressive body language/actions Sound effects enhance and match performance 				

<ul style="list-style-type: none"> To know how the punctuation and font size in a poem tells you how to pause, vary the volume, express surprise/shock, etc. (AF1, L2) 		
Year Group: 1	Term: Summer 2	Unit: F3 – Persuasion
Timescale: 2 week		Cross-Curricular Links: IT - Vlogs
Lesson Objectives:		Key Outcomes:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s. To identify –er and –est words which compare nouns. (comparative and superlative) To read words with contractions (for example I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letters. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To understand the purpose of adverts. To identify persuasive features. To identify the benefits of different products from their adverts. To know what alliteration is and to be able to identify it. To understand what exaggeration is and to identify exaggerations in adverts. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally rehearse alliterative phrases. To orally uplevel descriptive sentences about their product using exaggeration, comparative language and expanded noun phrases. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell unfamiliar words. To spell tricky/HFWs and identify the tricky part/s. To spell –er and –est words in sentences which compare nouns. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To uplevel descriptive sentences about their product using exaggeration, comparative language, alliteration and expanded noun phrases. To organise information on the advert in a logical order, e.g. product name, description, benefits, price. To select photos which will persuade someone. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To recognise the different between different types of simple sentences – statements, questions, exclamations. To use the correct punctuation to make the end of questions, exclamations and statements. 		<p>Texts:</p> <p>Persuasive advert for their plant based food</p> <p>TV, poster and billboard adverts for food</p> <p>Text Type:</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Present tense Alliteration Exaggeration Expanded noun phrases Comparative language –er and -est Exclamation marks Name of product Price Benefits of product Description of product Questions (rhetorical – they don’t need to know this term at this stage) Photo/s of product
Maths		
<p>Number: Multiplication and Division (reinforce multiples of 2, 5 and 10 to be included)</p> <ul style="list-style-type: none"> Count in multiples of twos, fives and tens Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 		<p>Count in 10s</p> <p>Make equal groups</p> <p>Add equal groups</p> <p>Make arrays</p> <p>Make doubles</p> <p>Make equal groups - grouping</p> <p>Make equal groups - sharing</p>
<p>Number: Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Compare, describe and solve practical problems for lengths and heights (for example long / short, longer / shorter, tall / short, double / half) Compare, describe and solve practical problems for mass / weight (for example heavy / light, heavier than, lighter than), capacity and volume (for example full / empty, more than, less than, half, half full, quarter) 		<p>Find a half (1)</p> <p>Find a half (2)</p> <p>Find a quarter (1)</p> <p>Find a quarter (2)</p>
<p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> Describe position, direction and movement including whole, half, quarter and three quarter turns 		<p>Describe turns</p> <p>Describe Position (1)</p> <p>Describe Position (2)</p>
<p>Number: Place Value (within 100)</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 		<p>Counting to 100</p> <p>Partitioning numbers</p>

<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals Given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than, most, least 	Comparing numbers (1) Comparing numbers (2) Ordering numbers One more, one less
Measurement: Money <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes 	Recognising coins Recognising notes Counting in coins
Measurement: Time <ul style="list-style-type: none"> Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening) Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later) Measure and begin to record time (hours, minutes, seconds) 	Before and after Dates Time to the hour Time to the half hour Writing time Comparing time

Science

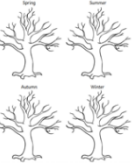
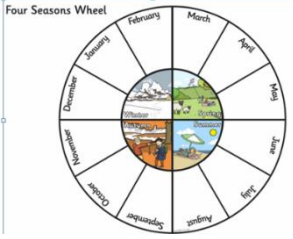
Year 1 – Plants

In addition to covering all of the National Curriculum Statements, please ensure that you are working scientifically.

This topic lends itself to:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying

NC Statement	Aims	Activity suggestions
Ask simple questions	Teacher to find out what the class already know about plants. Teacher to find out what class would like to know about plants. <u>Teacher to use this information to inform planning e.g. children may want to know about a specific type of plant and the following lessons could be tailored towards this.</u>	2 pieces of large paper—one with the heading ‘what we already know’ and another with the heading ‘what we would like to find out’. Children could write statements/questions on post-it notes and stick to relevant sheet. Children could split their page into 2 with the headings ‘what we already know’ and ‘what we would like to find out’. Children could then write statements/questions on relevant sides of the table.
<u>Where possible, they should observe the growth of flowers and vegetables that they have planted.</u> Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.	Children to have opportunity to plant flowers/vegetables—this could be linked to what they said they wanted to find out	Children could create a diary where they record any changes that occur over the term/year. This could be <u>on-going</u> and children should be given regular opportunities to monitor.
Observe closely, using simple equipment	Children should have the opportunity to see a range of plants and observe them closely	Look closely at plants in the local environment (playground, Abbey Wood Park) using magnifying glasses. Children could take photos on iPads zooming in to different parts of plants
Identify and describe the basic structure of a variety of common flowering plants, including trees. Become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (<u>including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem</u>).	Children should have the opportunity to observe trees closely and look at their features (possibly using a magnifying glass or other pieces of equipment) Children should be taught the difference between deciduous and evergreen trees	Dissecting—children could dissect a plant looking closely at each part. Children could label the parts of the plant using pieces of paper/whiteboards Label a plant—children could then label a plant of their choice—daisy, poppy using the information they gathered from dissecting After looking closely at trees, children could label parts of tree and compare similarities/differences with parts of a plant.

<p>Use simple features to compare living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.</p>	<p>Children should be encouraged to compare and sort plants, describing how they have sorted them.</p>	<p>Compare and contrast familiar plants; describing how they were able to identify and group them, and draw diagrams showing the parts of different plants including trees.</p>
<p>Identify and classify</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees .</p>	<p>Children should become familiar with the names of local plants. Children should understand the meaning of deciduous and evergreen.</p>	<p>Children could draw and label particular plants in accordance with name of plant e.g draw a daisy in the box titles 'daisy' and describe properties specific to each plant Children can sort trees depending on whether they are deciduous/evergreen and explain how they know which it is.</p>
<p>Observe and describe weather associated with the seasons and how day length varies. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	<p>Children should understand that the weather changes with the seasons.</p> <p>Children should create tables/charts to show data.</p>	<p>Children could draw the changes of trees within seasons.</p> <p>Children could look at 9 pictures of plants at different times of the year and then match them to the correct season</p> <p>Children could make a 4 seasons wheel noting which months are in which season</p>  <p>Children could match 4 timelines showing the Sun's position in the sky to their respective seasons</p> 

Computing –

Software – iPad camera, Photo Booth
 Awareness: That cameras can be used to take digital images

- Skills:
- To know what makes a successful photo
 - To take a good photo using a range of hardware
 - To import and organise images
 - To be able to crop and rotate photos
 - To add images into a document

Evaluation: Can I take a good photo with the main image in the middle?

Outcome: To use a range of photos to tell a story

Online Safety:

PSHCE – Families and Friendships

Relationship Education

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That people sometimes behave differently online, including by pretending to be someone they are not.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Drugs

- Hazardous Substances
- Medicine

Values

Collaboration – Establish class goals

Integrity – what is honesty

British Values

Mutual respect – respecting others

History – The Great fire of London

- Events beyond living memory that are significant nationally or globally
- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. gain and deploy a historically grounded understanding of abstract terms such as ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives

P.E

Football <ul style="list-style-type: none">• To learn to dribble a football in a straight line.• To learn to dribble a football and change direction.• To dribble through and around obstacles• To learn how to send and receive a pass.• To learn to dribble, pass and receive.• To learn how to tackle.	Racket Multi-sports <ul style="list-style-type: none">• To learn how to hold a tennis racket and balance a ball.• To learn to bounce a tennis ball on a racket into the air.• To learn how to hold a hockey stick and dribble a ball.• To learn how to travel and change directions using a hockey stick.• To learn how to hold a cricket bat and strike a ball (two lessons).	Target Games <ul style="list-style-type: none">• To learn how to throw at a target in an underarm throw.• To learn to throw using the over arm technique.• To throw at a target using an over arm target.• To learn to throw for distance. To be able to select an appropriate technique to throw.	Basketball <ul style="list-style-type: none">• To learn to dribble a basketball in a straight line.• To learn to dribble a basketball and change direction.• To dribble through and around obstacles• To learn how to send and receive a pass with a basketball.• To learn to dribble, pass and receive.• To play adapted competitive games using dribbling skills.
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Design and Technology – Nature’s Nutritious Nosh – designing a plant based meal / snack

- Through a variety of creative and practical activities, pupils should be taught the
- Knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- design purposeful, functional, appealing products for themselves and other users
- based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing,

- templates, mock-ups and, where appropriate, information and communication
- technology
- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of ingredients, according to their characteristics
- explore and evaluate a range of existing products evaluate their ideas and products against design criteria

French – Little Red Riding Hood

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; respond to those of others;
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,
- describe people, places, things and actions orally
- understand basic grammar appropriate to the language being studied, including high-frequency verbs; key features and patterns of the language; to build sentences; and how these differ from or are similar to English.

Refer to scheme

RE - Islam 1 – prophet, Islam 2 five pillars

Refer to scheme