

English Genre outcomes: Own stories, non-chronological reports on animals.

Reading: Following RWI program

Applying phonics:

- *Hear and recognise all 40+ phonemes
- *Match all 40+ graphemes to their phonemes (set 2/3 sounds RWI)
- *Identify all 40+ graphemes when reading
- *Know that words have omitted letters and that an apostrophe represents the omitted letter
- *Find contractions in reading
- *Read words with contractions
- *Read compound words. Eg football, playground, farmyard, bedroom

Reading for pleasure:

- *Say whether they agree or disagree with other’s ideas.
- *Say why they agreed or disagreed with other’s ideas or ideas in a story
- *Recognise repeated or patterned language in poems and rhymes I know.
- *Know some poems and rhymes by heart.

Reading accurately with fluency and understanding:

- *Discuss the meaning of unfamiliar words with others.
- *Know that stories can have similar patterns of events.
- *Make links to other stories
- *Make links with characters in other stories.
- *Answer retrieval questions about a book.
- *Use information from a story to support their opinion.
- *Understand that a writer can leave gaps for the reader to fill.
- *Answer questions which will fill gaps in the story (inference).

Writing: Handwriting:

- *Name letters of the alphabet in order.
- *Form capital letters.

Punctuation and grammar:

- *Attempt to use other conjunctions.
- *Make sure that word choices are relevant to the context and use word banks to support.
- *Begin to use adjectives to add detail to sentences.
- *Use capital letters for the names of people, places and days of the week.

Composition:

- *Sequence sentences to form short narratives.
- *Use sequenced sentences in chronological order to recount an event/experience. (basic adverbials used eg. First, Then, Next, After that)

Spelling:

- *Use letter names to show alternative spellings of the same phonemes
- *Spell words that use suffixes for plurals or 3rd person.

Key text:

Year 1: How the Tortoise got his Shell

Key values:

Self-Belief

Honesty

Courage

KS1:

Year 1

All Creatures Great and Small



Mathematics

Number: Multiplication and (including multiples of 2, 5 and 10)

- *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.

Number Fractions

- *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].

Science

Working scientifically:

- I know how to ask simple scientific questions
- I know how to use simple equipment to make observations
- I know how to carry out simple tests
- I know how to identify and classify things
- I know how to explain to others what I have found out
- I know how to use simple data to answer questions

Animals including humans

- *I know and name a variety of animals including fish, amphibians, reptiles, birds and mammals.
- *I classify and know animals by what they eat (carnivore, herbivore and omnivore)
- *I know how to sort animals into categories (including fish, amphibians, reptiles, birds and mammals)
- *I know how to sort living and non-living things

Geography

Human and physical geography

*Use basic geographical vocabulary to refer to key physical and human features.

*Visit to the beach

Geographical Skills and Fieldwork

*Use aerial photos and plans to recognise landmarks and basic human and physical features;

*devise a simple map of our journey to the beach.

*Use Google Earth to locate and study Par and its location compare this to a contrasting UK locality.

*Use world maps, atlases and globes to identify the UK and its countries.

Art

Learning

*Children will use taught techniques to create camouflage pictures. They will reflect on previous learning about patterns. Children will learn primary and secondary colours, exploring how to mix primary colours to make a new colour.

*Children will learn what colours can be used to make brown paint. They will learn how to create tints with paint by adding white and know how to create tones by adding black.

Techniques

*Children will look at examples of camouflage artwork and talk about and discuss what they see.

*They will learn colour mixing techniques to explore making new colours and shades of colours to support them when it comes to creating camouflage artwork.

*They will explore colour and how it can be used to show different moods.

DT—Summer 1&2

Design:

*Children will design their own pop-up picture linked to the topic. They will have to consider how their picture will work using levers/ a pop-up design and make a simple plan for their design.

*Children will explain how they want to make their picture and suggest the resources, tools and materials that they will need.

Make

*Children will make their moving pictures, incorporating levers to make their picture pop-up. They will join and combine materials to achieve their planned design.

Evaluate

*Children will test their pictures and evaluate how well their pictures worked, making adaptations to fix/ improve them if needed.

Technical knowledge

*Children will be able to talk about the resources that they need to make their picture work.

*They will need to know which materials are suitable and which resources will be needed to create their picture and to make their picture pop-up and move.

*Children will be able to evaluate how well their picture worked and suggest improvements.

History—Summer 1 & 2

Lives of significant individuals

*William Cookworthy/Wheel Martyn visit. Significance of China Clay.

*Visit from someone who used to work for ECLP/Imerys

History in the locality

*Use words and phrases like before, after, past, present, then, now.

*Buildings in Par; things that were different when their grandparents were children.

P.E.

Striking and fielding

*Focus on technique on striking a ball with control when shown.

*Focus on technique on fielding a ball using under and over arm throwing.

*Able to play simple games in small groups, applying rules and skills that have been taught.

(cricket, rounders, baseball, softball, kickball, golf)

PSHE—Using lessons from Scarf:

Rights and Responsibilities

*Harold's wash and brush up

*Around and about the school

*Taking care of something

*Harold's money

*How should we look after our money?

*Basic first aid

Computing

Digital literacy

*Use **apps** and **websites** to aid my learning.

*Move a **cursor** with the trackpad and **click** on an icon.

*Use **technology** to capture photos (e.g. with an iPad).

***Save and retrieve** work that I have produced (includes **auto-save**).

R.E.

1.2 Creation— Who do Christians say made the world?

KS1:

Year 1

All Creatures Great and Small



Music (see skills progression)

Music express: Unit 9: Storytime: Weeks 1–3

Music Express: Unit 10: Our Bodies: Weeks 4–6