

English Genre outcomes: Simple Narrative, re-tell, innovation, character descriptions, poetry, letter writing to FC

Reading: Following RWI program

Applying phonics:

- *Know when to use phonic knowledge to decode words
- *Read common words using phonic knowledge where possible
- *Read words of more than one syllable that contain taught GPCs.
- *Read phonically decodable texts.

Reading for pleasure:

- *Know there are different kinds of books.
- *Know difference between a story book and information book
- *Find title, author and illustrator of a book.
- *Know some familiar stories.
- *Recognise familiar story language.

Reading accurately with fluency and understanding:

- *Use picture clues to support reading and deepen understanding.
- *Use picture clues to deepen understanding.
- *Identify characters in a story.
- *Recognise a characters feelings and say why they have a feeling.

Writing:

Handwriting:

- *Sit correctly at a table holding a pencil comfortably and correctly.
- *Form digits 0-9 correctly

Punctuation and grammar:

- *Use the personal pronoun 'I'.
- *Leave spaces between words.
- *Use a capital letter at the start of a sentence.

Composition:

Say a sentence out loud before writing it down (hold a sentence)

Spelling:

Spell unknown words using phonemes and phonetically plausible attempts.

Key text:

Year 1: "There's No Such Thing as a Dragon" by Jack Kent

Key values:

**Imagination
Reflection**

KS1:

Year 1

Dragons



Mathematics

Number—Addition and subtraction (within 10)

Number—Addition and Subtraction (within 10)

- *Addition problems
- *Find a part
- *Subtraction— find a part
- *Fact families
- *Subtraction— take away/cross out
- *Subtraction— take away/how many are left?
- *Subtraction on a number line
- *Add or subtract 1 or 2

Geometry: Shape

- *Recognise and name common 2D shapes

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

Everyday materials

I can distinguish between an object and the material it is made from

- *I know the materials that an object is made from
- *I know the difference between wood, plastic, glass, metal, water and rock
- *I know about the properties of everyday materials
- *I group objects based on the materials they are made from

Geography

Not in Focus

Local visit to the beach.

History Ongoing use of historical skills (see progression document)

Events beyond living memory/history in the locality

Know why there is a monument to a famous event nearby—remembrance day

Know about events beyond living memory that are significant nationally or globally—Guy Fawkes.

Art

Learning

*Children will reflect on what they have learnt about drawing to create pictures of dragons.

*They will be taught about different drawing tools and the effects that they can create (e.g. colour, shading) to create their own dragon illustrations

*They will explore how to use an IT drawing program to create a simple picture.

Techniques

*Children will learn more about different drawing tools and how they can be used to create different effects, including shading to add tone and texture to drawings.

*Children will also learn about how ICT can be used to create pictures and create their own drawings using ICT.

DT—

Diwali Lamps

Children will design Diwali Lamps, talk about shape, size, style and colours.

They will learn how to shape the clay. Children will learn which tools to use to create different textures. C

Children will create collaboratively sharing ideas, resources and skills. Talking about what they have made and why and exploring texture.

Children will return to and build on their previous learning. Refining ideas and developing their ability to represent them.

Links to Science

Design, make and evaluate a waterproof structure to keep the dragon dry.

KS1: Year 1 Dragons



Music—See Skills Progression

Music Express: Unit 3: Animals
Christmas songs and performance

R.E. What gifts might Christians in my town have given if Jesus was born here and not in Bethlehem?

P.E.

Gymnastics

*Balance using hands and feet

*Create different shapes when balancing

*Travel in different ways

*Learn a variety of basic gymnastic movements

*Be still in different body shapes and balances and combine different ways of travelling.

*Move between mats and small apparatus and change the speed of movement

*Handle apparatus safely

*Recognise how it feels when the body is tense in a balance

*Develop balance, agility, coordination of travelling, stillness, jumping, timing, changing shapes, direction and size

PSHE Using lessons from Scarf:

Keeping myself safe

Healthy me, super sleep, who can help, Harold loses Geoffrey, what could Harold do?, good or bad touches?

Computing

Information Technology

*(IT)Identify the major parts of **digital devices** (e.g. keyboard, screen, power, batteries, touchscreen).

*Identify devices I could use to access information on the internet.

*Recognise some ways in which the **internet** can be used to communicate.