**Year Group: 1**

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| **Music -** Rhythm In The Way We Walk and Banana Rap.  **As musicians Children will have their own recorder to create and excitement for instruments. We want children to gain skills but also a love for musical instruments. Children will perform a Christmas Nativity to an audience.**  **Knowledge**   * Listening to the pulse in music * Listen to voices and instruments * What is the difference between pulse and rhythm? * Listening to different pitches * Learn about a recorder. What is it? What does it sound like? What are the different holes for? How does it produce sound? * Exploring music and looking at finger charts * Learning how to play some notes   **Vocabulary** Pulse, voice, instrument, musical, rhythm, pitch, sound, recorder, finger chart, notes.  **Skills**   * Find and move to the pulse in music and move like animals * Identify voice and instruments in songs and music * Clapping Rhythm - Copy and clap rhythms including your name, colour * Make up your own rhythms * Identifying pitch as high and low sounds * Able to follow a finger chart * Begin to hold a recorder properly * Able to look after a recorder * Explore some notes * Is able to blow into the recorder properly | **As historians children will be introduced to the concepts of ‘old’ and ‘new’ and look at similarities and differences between toys of today and toys of the past. They will develop an understanding of chronology and an awareness of change and continuity by identifying how things have changed or stayed the same.**  **Knowledge**   * What is the difference between an object and a toy? * Have children always played with toys? * What did the Victorian children play with? * What did your grandparents and parents play with? * How can we tell if a toy is old or new? * What materials were toys from the past made from? * Make a timeline of toys over time * What will toys look like in the future?   Vocabulary Past, present, difference, similarity, chronological, timeline, change, material,  Skills   * Children are able to describe a toy * To understand toys have always been played with by children throughout time * To use different resources for enquiry, finding out about toys from different periods of time such as Victorian times * To link materials with science and understand toys have always been made with available materials from that period of time * Children to show how toys have changed over time through making a timeline and talking about it. * What might toys look like when they are parents or grandparents? | **IT and Digital Literacy**  **‘Exploring Digital Sound’**  **Children will experiment with a range of musical tools on a range of platforms and devices. As well as developing children’s creative and musical skills, basic skills will be developed such as mouse control, dragging, dropping, finding websites, working within tabs in a web browser, saving work and saving work.**  **Knowledge**   * Explore making simple sounds. * Combine layers of sound to compose a simple tune with a beat. * Import sound files to create multimedia pages. * Understand that sound can be recorded digitally. * Understand that sound can be edited digitally.   Vocabulary Alter, animation, digital content, edit, format, import, media, multimedia, save, drag, drop, website, mouse, tab, web browser, save.  *Skills*   * Explore a range of electronic music and sound devices and software. * Create images to accompany a soundtrack. * Create a soundtrack that matches the mood of an image. * Add sound and edit where necessary |
|  | **Topic: Toys**  **Question driver: Would you rather play with a toy from the past or present?**  **Project\ purpose:** Children to put on a puppet show for reception | **PE**  **As sports people we want to know and remember**  **Knowledge**  **Games Ball Skills (Outdoor) -**  **SAQ (Indoor) -**  **Vocabulary**  **We want to practice how to (do)**  **Skills** |
| **PSHCE Celebrating Differences**  **As citizens of our community and the wider world we explore different beliefs and how Christmas is celebrated across the world. We will talk about bullying and what we look for in a friend as well as how we can be a good friend. We will think about challenges that we face or set ourselves and how success feels.**  **Knowledge**   * Know the difference between being rude, man and bullying. * Knows who to tell if someone is being mean to them. * Explore what makes us unique * Learn about different beliefs linked to Christmas   To think about different challenges that we face and how it feels to succeed  **Vocabulary** Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique  **Skills**   * Use vocabulary ‘mean’ / ‘rude’ when resolving conflicts * Able to stop and think before acting * Can tell you how some things about them are the same/different to their friends. * Can tell you some attributes that make them special. * To recognise and talk about what it feels like to succeed at something. * Share different beliefs and experiences linked to Christmas | **RE**  **Knowledge**  **Vocabulary**  **Skills** | **DT Moving Pictures**  **Children will research and explore different types of moving pictures and discover the design and technology behind them. Once imaginations are sore they will design, make and evaluate their very own.**  **Knowledge**   * How we can research different types of moving pictures * What is a wheel, lever and a slider mechanism? How do they work differently? * Understanding why the design process is important * What does it mean to evaluate something? Why is this important? What does it tell us? * Are there any particular techniques we can use?   **Vocabulary** Slider, lever, moving picture, split pin, mechanism. design, evaluate.  **Skills**   * Look at different books and talk about the different mechanisms that make them move * Talk about and create a wheel mechanism * Design a picture with a moving mechanism. * Draw on their own experience to help generate ideas. * Suggest ideas and explain what they are going to do. * Make a moving picture based on their design using a particular mechanism and technique. * To evaluate a moving picture as well as their own by discussing how well it works in relation to the purpose |
| **As mathematicians we will read, write and interpret maths statements involving +, -, = symbols. We will explore number bonds to 10 and their number facts. We will add and subtract 1 digit numbers and apply this knowledge to problem solve. We will become more independent in representing numbers and using resources that we are familiar with to find answers.**  **Knowledge**  **Power Maths - Unit 3 Addition and subtraction within 10.**   * Finding the whole * Add one more * Finding a part * Finding and making number bonds to 10 * Addition facts * Solving problems   **Power Maths - Unit 4 Unit 3 Addition and subtraction within 10.**   * How many are left? * Breaking apart * Related facts * Counting back * Finding the difference * Solving problems * Comparing addition/subtraction   **Vocabulary** How many are left?  Subtract, take away, count back, how many more?, how many fewer?differentce, add, equals, same as, in total.  **Skills**   * **To use resources they are familiar with to work out answers e.g tens frame, number line and part, part, whole.** * **To show an understanding of the difference between adding and subtracting.** * **To recognise which part is missing and how to find it.** * **Solve word problems** * **Find different facts relating to addition and subtraction** * **To use vocabulary within their explaining** * **To explain their thinking in full sentences** | **As Scientists we will identify and name everyday materials and what they are made from. We will distinguish between the object and the material it is made from. We will compare and group a range of different objects by their properties. Children will show curiosity by asking questions and then will perform tests to search for answers.**  **Knowledge**   * To distinguish between an object and the material from which it is made * To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * To describe the simple physical properties of a variety of everyday materials. * To compare and group together a variety of everyday materials on the basis of their simple physical properties.   **Vocabulary Wood, metal, plastic, wool, fabric, glass, rock, hard, soft, shiny, stretchy, rough, smooth, waterproof, not waterproof, experiment, test,**  **Skills**   * To ask questions that show their curiosity * To name what an object is made from and talk about why. For example a window is made from glass because it is transparent and waterproof. * To group and compare objects by physical properties and explain their thinking. * To perform a test to find out an answer to their question and talk about what they have observed. * To work as part of a group * To make predictions and talk about whether they were right or wrong and why. | **Literacy**  **Knowledge**  **Phonics -** Daily phonics  **Daily Story Time -** Developing a love of reading and vocabulary  **Individual Reading** - Decoding words, reading common exception words, predicting, making inferences  **Reading Buddies** - Sharing our reading books with year 4 twice a week  **Guided Reading -** Taking turns to read and listen to others, understanding vocabulary, discuss what has been read, make inferences, link to experiences  Focus - What makes a sentence? Why are finger spaces so important and where do they need to go? What do capital letters look like? What do they need to be and when do we need to use them? Why do we use a full stop and where do they go?  **Talk for Writing** - Lost in the Toy Museum     * Talk about title and blurb * Listen to story as a class * Who are the main characters and how can we describe them? * What is a story setting? How can we describe different settings? * Look at different parts of the story? What happened in each part? * What is a story mountain and how can it help us to include different parts of the story?   **Brave Writing**   * Orally retelling story * Writing captions * Writing labels * Hold a sentence * Compose sentence orally * Writing words phonetically * Clapping syllables in words * Read aloud what has been written * Looking at our writing targets and applying them in our writing   **Vocabulary** Beginning/middle/end of story, setting, adjective, re-tell, story map, caption, sentence, finger space, full stop, capital letter, describe, syllable, problem, resolve, character, sentence, compose.  **Skills**   * Listen and pay attention to class story * Talk about title and author * Discuss characters and setting and how their descriptions make the story more interesting * Use story map to re-tell story * Begin to look at different parts of a story and talk about what happened in each part * Identify if the story has a problem and how it was resolved * How do different stories make us feel? * Remembering/composing a simple sentence * Link sounds to letters * Form recognisable letters * Write words phonetically * Spell some common exception words correctly * Reading back what has been written and checking if it makes sense |
| **We will involve our families in our learning by Seesaw, homework activities, reading record book, conversations relating to progress and how they can help at home, weekly phonics GoogleMeet, phonics meeting, end of half term video.** | | |
| **The strategies to support our most vulnerable learners are small group phonics, interventions within lessons, weekly phonics GoogleMeet, extra 1:1 reading in school, phonics recap within guided reading sessions, targeted interventions, extra work set for practise at home, support plan activities/interventions.** | | |