**Year Group: 1**

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| **PSHCE Dreams and Goals**  **As citizens of our community and wider world we will think about what we dream of and what our short term and long term goals could be. We will explore some athletes and identify some of the challenges they had and how they had to work really hard to achieve their dreams and goals.**  **Knowledge**   * How to set short term goals and challenges * To think about how we can achieve a goal * To understand how to work with others * To know which skills can help tackle a new challenge and how this will help grow my learning * Identify any obstacles that could make my learning challenging   **Vocabulary** goal, challenge, achieve, obstacle, feelings, achieve, celebrate  **Skills**   * **To identify my successes and achievements** * **To talk about how I learn best** * **To celebrate achievement with a partner** * **To talk about how we feel when we face new challenges** * **To talk about how we feel when faced with obstacles and what we can do to overcome them** | **Geography**  **As geographers we will explore the United kingdom. We will spend time on each country and identify main features and characteristics. We will learn about culture, local music, traditional tales such as the Lochness monster and learn the flags from the UK.**  **Knowledge**   * Recognise the UNited KINgdom * Locate Englandon a map of the UK and know its capital. * Locate Scotland on a map of the UK and know its capital. * Locate Wales on a map of the UK and know its capital. * Locate Northern Ireland on a map of the UK and know its capital.   Vocabulary  United KIngdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast,  Skills   * Map reading * Understand geographical similarities and differences between countries of the UK * Learning of different languages * Understanding musical history * i=recognising famous landmarks | **IT and Digital Literacy**  **‘Making Multi Media Stories’’**  **As computer scientists we will bring reading alive. We willl re-tell the story of ‘Tiddler’ with animation using the Puppet Pal App.**  **Knowledge**   * ***Name parts of a computer.*** * ***Make simple changes to selected text, e.g. colour, style and size****.* * ***Use drawing tools effectively (e.g. make use of tools such as fill or shape tools)****.* * ***Continue to develop correct use of the keyboard, including the space bar, backspace, delete, shift (for capital letters – not caps lock) and enter keys****.* * ***Select or record sounds to add to work****.*   Vocabulary Alter, edit, evaluation, online, save, software.  *Skills*   * *Begin to use two hands for typing.* * *Add text to a text box.* * *Add a picture to a picture box.* * *Add animation effects to a page.* * *Be able to select and listen to a sound from a bank of pre-recorded sounds.* * *Add navigation buttons to a presentation* |
|  | **Topic: Living things and their habitats**  **Question driver: Where do animals live?**  **Project\ purpose:** To make a book to go into our local library | **PE**  **As sports people**  **Knowledge**  **Games Ball Skills (Outdoor) -**   * **To throw and catch** * **To control the ball** * **To move the ball in one direction** * **Drop the ball and catch it** * **Throw the ball up and catch it** * **Throw the ball up, spin and catch it** * **Repeat activities with different equipment and balls**   **Dance skills (Indoor) -**   * **Move around in different ways** * **Listen to music and move accordingly** * **Move using twists and turns** * **Move by spinning** * **Move at different levels** * **Hold a shape**   **Vocabulary: Hold, wide, narrow, thin, movement, sequence, shape, level, bounce, distance, height, pull,m**  **We want to practice how to (do)**  **Skills** |
| **Music In the Groove**  **As musicians we will develop our appreciation for music. We will learn how a pulse in music is like a heart beat in our body. We will learn to play instruments and perform in groups.**  **Knowledge**   * To listen to music and listen to a steady pulse. * To march to the pulse in music * Copy back rhythms they hear * Play a musical instrument C + D * Playing accurately and in time   **Vocabulary** Pulse, pitch, rhythm, perform, improvise, compose, glock, blues, Latin, Irish Folk, funk, blues, groove.  **Skills**   * To listen to music and find the pulse * To clap the rhythm of their name/favourite food * Make up their own rhythms * Use instruments to play a simple melody C+D * Compose their own melody using simple rhythms and perform in a group | **RE As thinkers in R.E.**  **Knowledge**   * What does it mean to be a Christian? * To explore stories including The Sower, The Good Samariton, The Lost Sheep, The Prodigal Son   **Vocabulary**  **Skills**   * To recognise people have different beliefs * To talk about some of the things that makes you a Christian * To know what makes Jesus special to Christians * To understand faith grows and develops * Explain what we can do in school and at home to be like the Good Samariton. * To know that every person matters even when our beliefs are different (link to Blossom code) * To understand that all families are different * To identify what makes a family special * To talk about families and how they are different to friends | **Art Sculptures and Collage**  **As artists we will develop and share ideas around art and design and techniques around pattern. We will design and make products creatively with different materials using experience and imagination. We will look at artists, looking at differences and similarities, making links to their own work.**  **Artist** Louise Bourgeols and her giant spider.  **Knowledge**   * To look at modern artists and explore their work * Explore 3D sculptures, shapes and patterns. * To look at different tools and the effects they have on pattern and texture. * To experiment with colours, tools and materials and notice how patterns and effects can be created and altered.   **Vocabulary** Technique, pattern, design, bronze, contemporary, etching, metallic, pattern, sculpture, sketch, texture.  **Skills**   * To talk about artists and notice similarities and differences, * To make links between their own work and artists they have learnt about. * To use their own experiences and imagination in their planning. * To design and create a spiral 3D sculpture. * To talk about patterns they have made and which tools they chose and why. * To include different paints including metallic, tools and different materials in plans to create different effects on their sculptures. * To use taught techniques when creating their sculptures |
| **Maths**  **As mathematicians we will read, write and interpret maths statements involving +, -, = symbols. We will explore number bonds to 50 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 5 2D and 3D shapes (1 week)**   * Naming 3D shapes * Naming 2D shapes * Making patterns with shapes   **Power Maths - Unit 6 Numbers to 20 (1 week)**   * Counting and writing numbers to 20 * Tens and ones * Counting one more/less * Comparing numbers of objects * Comparing numbers * Ordering objects and numbers   **Power Maths - Unit 7 Addition within 20. (1 week)**   * Add by counting on * Adding ones * Finding number bonds * Adding by making 10 * Solving word problems - addition   **Power Maths - Unit 8 Subtraction within 20. (2 week)**   * Subtracting ones * Subtracting tens and ones * Subtracting crossing the ten * Solving word and picture problems - subtraction * Adding and subtracting facts to 20 * Comparing additions and subtraction**s**   **Vocabulary**  Shape, 3D shape, 2D shape, cuboid, cylinder, pyramid, cube, sphere, cone, triangle, pattern, square, rectangle, repeat, faces,  Tens, ones, compare, order, addition, add, plus, subtyraction, take away minus, difference  **Skills**   * To recognise and name 2D shapes * To recognise and name 3D shapes * To compare shapes | **Science**  **As Scientists we will be curious and ask questions about animals and use different sources to research and find our answers. We will identify and name animals including fish, amphibians, reptiles, birds and mammals including pets so that we can describe and compare them.**  **Knowledge**   * To name and identify different types of animals including fish, amphibians, reptiles, birds, mammals. * To name and identify a variety of common animals that are carnivores, herbivores and omnivores. * To research different structures of common animals.   **Vocabulary** Amphibians, fish, reptiles, birds, mammals, pets, carnivore, herbivore, omnivore,  **Skills**   * To look at features of common animals and group them by amphibians, fosh, reptiles, birds and mammals. * To explain our thinking. * To group common animals by their diet and use vocabulary carnivore, herbivore and omnivore. * To identify and talk about the different structures of common animals. * To explain how some structures of common animals help them to survive in their habitats. | **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** - No Place Like Home by Ronojoy Ghosh  *Planning Tool* - Story Map and Story Mountain   * Understanding 5 parts to a story (opening, build up, problem, resolution, ending) * Using connectives and, but, so, because * Using adjectives * Punctuation * Consolidate spaces, capitals, full stops * Suffixes * Writing for your reader   **Brave Writing**   * Hold a sentence * Sounding words out * Applying phonic knowledge * Reading work back to check it makes sense * Self correcting errors * Looking at writing targets and applying them in our work   **Vocabulary beginning** Opening,build up, problem, resolution, ending, connective, adjective, punctuation, suffixes, corrections, compound sentence.  **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 (lower and upper case) * Write words phonetically * Spell some common exception words correctly * Add words to make a compound sentence * Use adjectives * Apply suffix where necessary * To use alternative sounds (ee,ea) * 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, updating phonic support packs and having a secret parent reader each week.** | | |
| **The strategies to support our most vulnerable learners are small group phonics, interventions within lessons, 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, tutoring programme.** | | |