

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: Monkey Puzzle

Key values:

Honesty

Courage

KS1:

Year 1

All Creatures Great and Small



Mathematics

Number Place Value Within 100

I can orally count with numbers from 50 to 100, forwards and backwards in tens and ones.

I can partition numbers into tens and ones.

I can use a number line to 100, starting at different points and estimate on an unlabelled number line.

I can find one more and one less within 100.

I can compare numbers to 100.

Measurement Money

I can utilise money, I can recognise coins and notes and count coins.

Measurement Time

I can use language to compare time.

I can tell the time to the hour and to the half hour.

I can recognise hours, minutes and seconds.

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)

Geography

Not in focus

History—Summer 1 & 2

Not in focus

Music

See skills progression

Music Express: Unit 12: Water:

Music Express: Unit 11: Travel

P.E.

Athletics

Children will be taught how to use their bodies to:

Sprint 30m within 9-6 seconds

Jump for height 10-14cm

Jump for distance 60-89cm

Leap hurdles 30m within 11-8 secs

Overarm throw 10-19m

Chest push 3-4

Run for longer distance 200m within 1:45-1:31

Participate in Sprots Day

Art

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.

KS1:

Year 1

All Creatures Great and Small



PSHE—Using lessons from Scarf:

- Healthy me
- Then and now
- Taking care of a baby
- Who can help?
- Surprises and secrets

Computing

Grouping Data:

- can place items into groups (e.g. these animals all have 4 legs)

-I can decide on labels for groups (e.g. these animals are all mammals).

R.E.

Are Rosh Hashanah and Yom Kippur important to Jewish children?