

English Genre outcomes: Story recount, Recount of a trip, non-chronological report.

Reading: Applying phonics (following RWI programme)

- *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 (see separate progression)

- *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: Oliver Jeffers – Lost and Found

Key values:

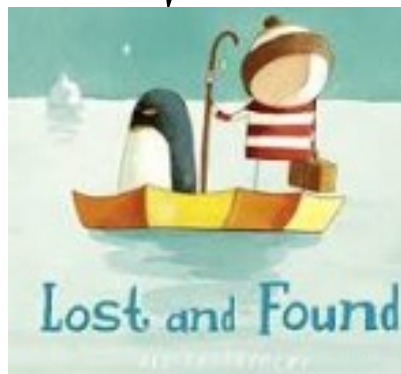
Self Belief

Honesty

KS1:

Year 1

Near and Far



Mathematics

Multiplication and Division

- *Count in 2s, 5s and 10s.
- *Recognise and add equal groups.
- * Make arrays
- *Make doubles and equal groups by grouping and sharing.

Fractions

- *Recognise and find a half of an object or shape.
- *Recognise and find a half of a quantity.
- *Recognise a quarter of an object or shape.
- *Find a quarter of an object or shape.

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

No specific Science content this half term.

Geography

Locational knowledge

*Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (English channel, Atlantic ocean, North Sea)

(topic focus: all countries of UK and capital cities and surrounding seas)

Place knowledge

*Understand geographical similarities and differences through studying the human and physical geography of a contrasting area of the UK (London and Par).

History—Summer 1– Who is the King of the castle?

Lives of significant individuals

*King Charles III changes within living memory. Aspects of change in national life.

Learn about the life, family and History of King Charles III.

History in Locality

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

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)

Art

Learning

*Linked to a visit to the beach the children will learn about transient art and create their own transient art using a range of natural materials and objects exploring pattern and design.

*They will look at the work of an artist (e.g. Andy Goldsworthy) and learn how to use their inquiry skills to find out more about the artwork.

Techniques

*Children will create their own transient art work, in the style of artists that they have been learning about e.g. Andy Goldsworthy. Combining taught creative skills, children will experiment with pattern and texture.

*They will learn how to use pattern and create transitional art and collages using natural resources.

*They will ask questions about an artists artwork.

KS1:
Year 1
Near and Far

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 writing and ongoing Digital Literacy

*Exploring the keyboard

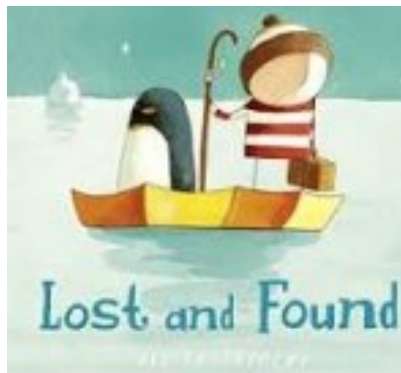
*Adding and removing text

*Exploring the toolbar

*Making changes to text

*Explaining my choices

*Pencil or keyboard



Music -

Music Express: Unit 9: Our School

Music Express: Unit 10: Travel

R.E. Judaism

Is Shabbat important to Jewish children?