



English

Unit 5: Author Study – Mini Grey

In this unit we focus on the books by Mini Grey. The unit begins by looking at a wide range of Mini Grey's books and provides opportunities for different creative responses. We then work towards creating our own story-book in the style of Mini Grey.

Curricular aims of this unit:

- To read and retell a selection of stories written by a particular author. Talk about the different books, themes and preferences.
- To make comparisons between stories and identify characters, settings and plot lines.
- To use pictures, puppets and other props to support retelling the stories in the correct order.
- To make predictions and inferences about the texts and explore the vocabulary used for effect.
- To watch/listen to different stories. Comment on likes/dislikes of how the story is presented.
- To read a variety of the author's texts in shared, guided and independent reading. Talk about similarities and differences.
- To use phonic knowledge and a wider range of strategies to read with increasing independence and fluency.
- To use reading as a basis for writing in a wide range of genres both fiction and non-fiction.

Unit 6: Poetry and Word Play

This Poetry and Word Play unit encourages pupils to listen to, read and respond to rhythms, rhymes and patterns. They should be encouraged to join in and enjoy playing with words and language. Use every opportunity to engage pupils in 'performance' on their own and collaboratively, including where appropriate singing, adding music, rhythms or sounds, doing actions and acting out. These simple rhyme and pattern structures and frames are used to support their own poetry writing. Pupils should be taught poetry terms and encouraged to use these in discussion – line, verse, repetition, rhyme, adjectives, verbs and couplets.

Curricular aims of this unit:

- To listen to and join in with a range of poems, identifying rhythm and rhyme.
- To recite some rhymes by heart for performance.
- To enhance spoken language through developing enunciation skills and acquiring new and unusual vocabulary.
- To explore structures and patterns and identify key information.
- To watch/listen to poets reading and reciting their own work. Comment on likes/dislikes of how poetry is presented.
- To read a variety of rhymes and poems in shared, guided and independent reading. Explore similarities and differences.
- To use reading as basis for writing own rhymes and poems.

The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
 - Apply phonic knowledge and skills as the route to decode words
 - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - Read accurately by blending sounds in unfamiliar words containing the Grapheme Phoneme Correspondences (GPCs) that have been taught
 - Read and spell the common exception words
 - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
 - Read other words of more than one syllable that contain taught GPCs
 - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- **Grammar and Punctuation**
 - Separate words with spaces accurately.
 - Introduction into how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
 - Use capital letters for names and for the personal pronoun I
 - Use the terminology: letter, capital letter, word, singular, plural
 - Understand how words can combine to make sentences
 - Extending sentences by joining clauses with 'and', 'but' and 'so'
 - Sequencing sentences to form short narratives
 - Use regular plural noun suffixes –s or –es
 - Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
 - How the prefix un- changes the meaning of verbs and adjectives
- **Handwriting**
 - Sit correctly at a table, holding a pencil comfortably and correctly
 - Begin to form lower-case letters in the correct direction, starting and finishing in the right place
 - Form capital letters
 - Form digits 0-9
 - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 1 will be reading **Flat Stanley by Jeff Brown**

Maths

Number and place value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in digits and words.

Addition and subtraction

- Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20 ($9 + 9$, $18 - 9$), including zero

Multiplication and division

- Solve simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- To group and share small quantities
- Double and halve numbers up to 20 (100)
- Understand \times and \div through the use of arrays and number patterns (counting in 2, 5, 10)

Fractions

- Solve simple one-step problems involving fractions
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measures

- Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- Measure and begin to record the following: lengths and heights
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Compare, describe and solve practical problems for time (quicker, slower, earlier, later)
- Measure and begin to record time (hours, minutes, seconds)

Geometry

- Recognise and name common 2-D shapes, including: rectangles (including squares), circles and triangles
- Order and arrange combinations of objects and shapes in patterns
- Describe position, directions and movements, including half, quarter and three-quarter turns.

Science

Unit 1: Our Environment

This unit is taught across the whole year with a minimum of two lessons in each season. Pupils study the same natural area during the course of the year, looking at how the area as a whole changes and at how individual aspects such as a single tree change during the different seasons. They use their senses to observe the area and find common animals and plants within the area. They learn how to show respect for the area and for the living things in it.

Key Concepts

1. The environment changes with the seasons.
2. Some animals and plants die off or hibernate for part of the year

Unit 4 Plants

In this unit pupils learn the names of some common native flowering plants and trees. They plant bulbs and/or seeds and observe their growth over a period of weeks. They go outside to study flowers and trees in wild and cultivated areas, making sketches and notes.

Key Concepts

1. That plants grow from seeds and bulbs
2. That all flowering plants share a basic structure consisting of roots, stem, leaves and flowers.
3. That all trees also have a basic structure consisting of roots, trunk, branches and leaves.

Unit 5 The Weather

In this unit pupils study different types of weather through making and using a weather station and looking at the weather around the World. They study different aspects of the weather and learn how different weather is associated with different seasons. They give different weather forecasts for different times of the year.

Key Concepts

1. We experience different types of weather in the UK and some kinds of weather are associated with different seasons of the year
2. We can measure and observe the weather
3. It is dangerous to look at the Sun and to play in the Sun without protection

Computing

We are TV Chefs (Computational Thinking)

In this unit, pupils produce short videos of themselves making a healthy meal or snack. They also decompose a complex problem into smaller parts – an important idea from computer science.

We are storytellers (Communication/Collaboration)

In this unit, the children create a talking book that they can share with others.

Geography

Using the stimulus of an explorer the children begin by learning all about their place in the UK. They learn about the seven continents of the world and where the UK fits within this. They then learn about the different countries within the UK and where Berkswell is found. They will then compare Berkswell to

History

In this topic the children are taught about 4 different explorers – Christopher Columbus, James Cook and Sir Edmund Hilary and Tenzing Norgay. They learn about how they explored different parts of the world and the impact they had. They then compare the different explorers to discover similarities and differences.

Music

Machines

The children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms, and explore changes in tempo.

Seasons

This unit helps children to develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.

Our School

The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical ideas related to geography.

Pattern

The children develop an understanding of metre - groups of steady beat – through counting, body percussion and reading scores.

Art

Textiles and Tapestry

Design and Technology

Moving Pictures – Sliders and Levers

Pupils will explore existing moving pictures and they try out a range of different sliders and levers. The project will culminate with the pupils designing a moving picture, using castles as a starting stimulus, for a class information book.

French

Pupils will be introduced to basic French phrases and key vocabulary through the use of songs and games.

Physical Education

Pupils will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills. They will also take part in an additional skills application session each week where they will be able to put their skills into practise.

Real PE - Unit 3:

Pupils will develop the following fundamental movement skills:

Dynamic Balance

Static balance – Small Base

During these sessions the additional ability focus will be cognitive skills.

Gym – Rocking and Rolling

Pupils investigate which parts of the body they can rock and roll on. They then join together a jump and roll to create a simple sequence.

Real PE - Unit 4:

Pupils will develop the following fundamental movement skills:

Coordination – Ball Skills.

Counter Balance in Pairs

During these sessions the additional ability focus will be creative skills.

Games – Large Ball Skills and Games

Pupils develop their ability to use large balls by practising core skills. They then apply these skills in simple games.

Religious Education

Unit 5: Jewish Beliefs

Pupils learn about some different ways that prayer is conducted in different religions. They then look at the reasons why people may pray and understand how prayer can be important in people's lives.

Unit 4: Forgiveness

Pupils learn about forgiveness in the bible with a focus on the stories of Jonah and the Easter story.

PSD- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

Relationships

This theme (puzzle) looks at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this puzzle is about safeguarding and keeping children safe, linking to cyber safety, how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes

Changing me

Children think about looking ahead and moving into a new year group. During this puzzle the relationship and sex education (RSE) aspect of the curriculum is taught and children name the main body parts, focusing on the difference between male and females and look at the key stages of a human life-span.

