



## English

### Unit 1 – Narrative: Traditional and Fairy Tales

This unit builds on pupils' experiences in the Foundation Stage and continues to develop the art of storytelling. Good quality picture books are used to enrich pupils' imaginations and vocabulary and as aids to their storytelling. They also provide excellent text models for pupils' own story writing. We will begin by focusing on a range of fairy tales before looking at the fairy tale, "Snow White" in detail.

#### Curricular aims of this unit:

- To read and retell a range of traditional stories and fairy tales, identifying basic story elements and outlines of plots. Talk about the reasons for events in stories
- To make comparisons between stories and identify typical features, for example beginnings, middles and endings, story language, typical characters
- To use pictures, puppets and props to help pupils remember the main events and characters and support retelling stories in an appropriate order
- To explore particular story characters for example through appearance and behaviour, Make predictions about how they will behave in different situations
- To watch/listen to different versions of traditional stories and fairy tales. Comment on likes/dislikes of how the story is presented. Talk about similarities and differences
- To use phonic knowledge and illustrations to read with increasing independence
- To use reading as basis for written versions of stories. Pupils retell traditional or fairy tales in their own words as preparation for writing using a series of sentences to sequence events: beginning, middle and end, and typical story language and vocabulary

### Unit 2 – Information Texts (Linked to other subjects)

This unit teaches pupils some of the features and conventions associated with reading and writing for information. We will begin by looking at a range of information texts that span different children's interest before focusing on and creating an information book about animals.

#### Curricular aims of this unit:

- To read a range of information texts linked to subjects studied, identifying basic features and need for subject related vocabulary. Talk about the use of organisational devices
- To make comparisons between fiction and non-fiction texts
- To use pictures, diagrams and captions to convey information
- To explore different types of non-fiction and identify key information in the text, for example introduction, headings, facts and conclusion
- To read for themselves a variety of non-fiction. Comment on how well information is presented
- To read a variety of non-fiction in shared, guided and independent reading linked to curriculum subjects. Talk about similarities and differences. Use phonic knowledge to read with increasing independence
- To use reading as basis for written information texts. Pupils recall the main features of information texts.

#### 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 **a range of stories by Janet and Allan Ahlberg.**

# 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

#### Working Scientifically

This unit supports the following elements in particular:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

### Unit 2 The Animal Kingdom

In this unit pupils describe the external parts of the human body and learn the basic needs of human beings. They look at a range of familiar and unfamiliar British animals and establish some basic ideas about what constitutes an animal. They learn that animals belong to one of six main groups: birds, fish, amphibians, reptiles, mammals and invertebrates and that each class has different characteristics and sometimes different body parts. They learn the names of some common British animals and research one animal in more detail.

#### Key Concepts

1. Animals can be classified and grouped by their characteristics
2. There are some basic classes of animals: mammals, birds, fish, amphibians, reptiles and invertebrates
3. Animals look different, live in different places and eat different things

#### Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions

## Computing

### We Can Use a Computer

Pupils are introduced to a computer and using the computer suite. They learn how to use a touchpad and accompanying buttons and how to navigate around the computer to open different programmes.

### We are painters (Creativity)

Pupils learn how to use a paint program and use it to create different illustrations. The focus is on building on their knowledge from EYFS and increasing the range of tools they are able to use within the paint program.

### We are celebrating (Productivity)

Pupils explore existing e-cards and then create a digital greeting card to celebrate Christmas.

## Geography

### Weather Patterns

Pupils will make weekly observations of weather patterns and seasonal changes in collaboration with the Science curriculum.

## History

### Sporting Heroes

Pupils will compare The London Olympics 1908 (A significant event beyond living memory) to The London Olympics 1948 and The London Olympics 2012 (Significant events within living memory) and as part of this study sporting heroes from these events.

Following the Olympic study the children will learn about Berkswell's very own sporting hero – Maud Watson and the impact that she had in British tennis.

## Music

### Ourselves

Pupils explore ways of using their voices expressively. They develop skills of singing while performing actions and create an expressive story.

### Number

Pupils develop a sense of steady beat through using movement, body percussion and instruments.

### Animals

Pupils develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.

### Weather

Pupils use voices, movement and instruments to explore different ways that music can be used to describe the weather.

## Art

### Portraits

Pupils will investigate different types of portrait. They will then produce their own portraits based around their research.

## PSD

Pupils will explore the themes of:

### New beginnings

### Getting on and falling out

### Say no to bullying

## 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 1

Pupils will develop the following fundamental movement skills:

Coordination – floor movement patterns.

Static balance – One leg standing.

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

### Dance – Jack and the Beanstalk

Children create a dance based on the traditional tale of Jack and the Beanstalk.

### Real PE - Unit 2:

Pupils will develop the following fundamental movement skills:

Cardio - Dynamic balance to agility.

Cool Down - Static balance – seated.

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

### Gym - Flight

Pupils explore different methods of flight and learn how to land safely and effectively both on the floor and on apparatus.

## Religious Education

### Unit 1: Miracles

Pupils learn about the story of Moses from his birth until the flight from Egypt and identify the miracles that happened within this period. They then compare this with a miracle performed by Jesus.

### Unit 2: Light (Diwali and Christmas)

Pupils learn about how light is used as a symbol in both Hinduism and Christianity. They explore the role that light plays in the festivals Diwali and Christmas.

## Design and Technology

### Eatwell Livewell!

Pupils will learn about the importance of healthy eating. The project will culminate in the children producing a Fruit Kebab.

Pupils will meet the following objectives in this topic:

-How to name and sort food into the five groups on the Eatwell plate.

-That everyone should eat at least 5 portions of fruit and vegetables every day.

-How to prepare simple dishes simply and hygienically, without a heat source.

-How to use techniques such as cutting, peeling and grating.