



English

Author Study – Julia Donaldson

In this unit we focus on the books by Julia Donaldson. The unit begins by looking at a wide range of Julia Donaldson’s books, with a particular focus on those stories that feature the sea, and provides opportunities for different creative responses. We then work towards creating our own story-book in the style of Julia Donaldson.

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.

Reading and Writing for Information

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 pupil’s interest, including information texts about different forms of transport, before focusing on and creating an information book about animals that travel long distances.

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.

Talk 4 Writing

The Snail and the Whale

Chronological Report: Vehicles

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 Julia Donaldson.**

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

Computing

Online Safety and Exploring Purple Mash

In this unit pupils will learn:

- To log into Purple Mash safely.
- To learn how to find saved work in the Online Work area and find teacher comments.
- To learn how to search Purple Mash to find resources.
- To learn how to open, save and print.
- To understand the importance of logging out.

Sorting and Grouping

In this unit pupils will learn:

- To sort items using a range of criteria.
- To sort items on the computer using the 'Grouping' activities in Purple Mash.

Pictograms

In this unit pupils will learn:

- To understand that data can be represented in picture format.
- To contribute to a class pictogram.
- To use a pictogram to record the results of an experiment.

Geography

It's a Small World

Pupils begin by looking at The United Kingdom. They learn about the 4 different countries that make up The United Kingdom and go on a virtual journey around these countries to learn about key characteristics of each country. Pupils then use atlases to identify and name the 7 continents of the world. They will identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and explore methods of transport to reach these locations. They will identify similarities and differences between countries in hot, cold and temperate areas.

- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions

History

Travel and Transport

Pupils will learn about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brothers.

Music

Hey You

Hey You! is written in an Old-School Hip Hop style for pupils to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.

As well as learning to sing, play, improvise and compose with this song, pupils will listen and appraise other Old-School Hip Hop tunes.

Rythmn in the Way We Walk and Banana Rap

This unit is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Pupils will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.

Religious Education

Christianity: Creation

Who made the world?

In this unit pupils will learn about the creation of the world as depicted in the bible. They will hear and retell the story of creation from Genesis 1:1–2.3, learn to recognise that 'Creation' is the beginning of the 'big story' of the Bible and understand what the story tells Christians about God, Creation and the world.

Christianity: Incarnation

Why does Christmas matter to Christians?

In this unit pupils will be taught about Christmas. They will be told the story of Jesus' birth and understand why Jesus is important for Christians. They will recognise that stories of Jesus' life come from the Gospels and be able to give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Art

Animals on the Move

Pupils will begin with the stimulus of animals and look at their movement. Using videos they will sketch different animals on the move. They will then look at the artist Steven Brown and investigate the way he portrays different animals and focus on his use of pattern and colour. They will finish by creating a sculpture of an animal on the move in the style of Steven Brown.

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 puts their skills into practise.

Real PE - Unit 1

Pupils will develop the following fundamental movement skills:

Design and Technology

Vehicles- Wheels and Axles

Pupils will investigate a variety of different vehicles before designing, making and evaluating their own vehicle. They will learn all about wheels, axles and chassis and how they are combined to make the framework of the vehicle.

French

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

Coordination – floor movement patterns.
Static balance – One leg standing.
During these sessions the additional ability focus will be personal skills.

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.

Multi-skills

Pupils will be taught to:

Balance equipment on their head with some control.

Balance on equipment with some control.

Change direction and position of their body quickly with some control.

Move with equipment with balance and control.

Change direction and position of their body when running.

Gymnastics

Pupils will be taught to:

Perform a space shape with a strong body and control.

Perform a jump with control and a strong body.

Perform a Moon Rock and a Moon roll with control with a strong body.

Perform two rolls with a strong body and control.

Perform a bunny hop.

Perform a sequence with control and a strong body.

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 pupils will cover two themes (puzzles) this term:

Being Me In My World:

This covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference:

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference' and explore the concept of 'normal'. There is a big focus on bullying, learning what it is and what it isn't and developing strategies for dealing with it effectively.