



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 4 - Recounts

This unit explores chronological recounts. Children will first of all look at a series of existing recounts and they will then create recounts about Kenilworth Castle.

Curricular aims of this unit:

- To explore simple recounts linked to topics of interest. These could be events from History or RE for example, anecdotes and personal recounts
- To describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'
- To listen to others' recounts and ask relevant questions
- To read a variety of recounts and discuss the difference between recounts and stories, fact and fiction
- To explore the generic structure of recounts, for example ordered sequence of events, use of words like 'first', 'next', 'after', 'when'
- To understand the logical sequence involved as well as the use of past and present tenses and use of time connections
- To listen to recounts and ask relevant questions to provide more information or extend the recount
- To write simple first-person recounts linked to personal experience

Talk 4 Writing

Rapunzel
 Recounts

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 **Omnibombulator by Dick King Smith**

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 3 Everyday Materials

In this unit pupils develop vocabulary to describe material properties. They carry out a range of simple tests on materials to explore their properties and investigate the best material to make a particular object.

Key Concepts

1. The object and the material it is made from are different.
2. Materials can be described by their properties: hard/soft, weak/strong, dull/shiny etc.
3. We can sort and compare materials according to their properties.
4. The shape of some materials can be altered by forces such as twisting, squashing, stretching and bending.

History

Castles

The children will first learn about castles In Britain by looking at the Norman Conquest and the castles that were built as a consequence of this. They will investigate what life was like in a castle, how this has changed over time and how the 'common' people were treated in Britain at the time.

They will then focus on Kenilworth Castle, a castle in our local area and learn about some key events that have occurred there. The topic will culminate with a visit to Kenilworth Castle where the children will have further experiences to investigate what life was like inside a castle.

Geography

Where should I build a castle?

This topic uses the stimulus of castles to investigate different land features. The children will use geographical language to describe the position of castles and learn about why castles were built in these positions. They will then revise the four countries of The United Kingdom and their capital cities and they will look at the castle in each capital city. After this they will be introduced to map work and create their own simple map of a castle.

Computing

Lego Builders

In this unit pupils will learn:

- To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.
- To follow and create simple instructions on the computer.
- To consider how the order of instructions affects the result

Maze Explorers

In this unit pupils will learn:

- To understand the functionality of the direction keys.
- To understand how to create and debug a set of instructions (algorithm).
- To use the additional direction keys as part of an algorithm.
- To understand how to change and extend the algorithm list.
- To create a longer algorithm for an activity.
- To set challenges for peers.
- To access peer challenges set by the teacher as 2Dos.

Animated Story Books

In this unit pupils will learn:

- To introduce e-books and the 2Create a Story tool.
- To add animation to a story.
- To add sound to a story, including voice recording and music the children have composed.
- To work on a more complex story, including adding backgrounds and copying and pasting pages.
- To share e-books on a class display board.

<p>Music</p> <p><u>In the Groove</u> In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week the children will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit they will also listen to a well-known song in that week's style.</p> <p><u>Round and Round</u> This Unit of Work builds on previous learning. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>French</p> <p>Pupils are introduced to basic French phrases and key vocabulary through the use of songs and games.</p>	<p>Religious Education</p> <p>Judaism/Belonging: Mitzvot/tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i> In this unit pupils will learn about the religion Judaism. They will learn about the meaning of the word Mitzvot and investigate why it is important to Jewish people.</p> <p>Christianity: Salvation <i>Why does Easter matter to Christians?</i> In this unit pupils will Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. They will tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). They will understand that Jesus gives instructions about how to behave.</p>
<p>Art</p> <p><u>Towering Towers</u> Children study the work of the artist Paul Klee. They will explore colour and be introduced to the concept of mixing paint to create new colours. They will explore simple printing techniques and use this to create their own artwork in the style of Paul Klee.</p>	<p>Physical Education</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Ball Skills In this unit pupils will develop their ball skills in a variety of ways. They will develop their throwing, catching, dribbling, aiming and rolling.</p> <p>Jungle Dance In this unit pupils will be exploring the jungle through the medium of dance. They will perform basic dance movements in response to the music and work with a partner to create their own dance.</p>	<p>PSHE- The Jigsaw Approach</p> <p>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.</p> <p>The children will cover two themes (puzzles) this term: <u>Dreams and Goals:</u> This theme (puzzle) aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks.</p>
<p>D&T</p> <p><u>Free Standing Structures – Design a Tower</u></p> <p>In this unit children will explore different free standing structures with a particular emphasis on towers.</p> <p>They will have the opportunity to create their own towers using different techniques. They will then plan and make a model of a tower fit for a queen.</p>		<p><u>Healthy Me:</u> This theme (puzzles) covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image), and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, medicines and being safe) in order for children to learn that health is a very broad topic.</p>

