



English

Unit 3 – Cumulative Stories

Cumulative stories are step by step stories where events, objects or characters are continuously added to preceding events, objects or characters until a story climax (often explosive) is reached. In this unit the pupils are introduced to a wide range of cumulative stories. The children will then use the knowledge they have gained to create their own cumulative story set in the days of castles and knights.

Curricular aims of this unit:

- To read and tell a range of cumulative stories, identifying basic story structures and outlines of plots. Talk about the reasons for events, objects and characters in stories.
- To make comparisons between stories and identify typical features, for example beginnings and endings, problems and resolutions, repetitive sections and phrases.
- To explore particular story characters and identify key information about them in the text, for example appearance, behaviour, how they speak. Make predictions about how they will behave in different situations.
- To watch/listen to a range of cumulative stories. Comment on structure and join in with repetition.
- To read a variety of cumulative stories in shared, guided and independent reading. Talk about similarities and differences. Use phonic knowledge to read with increasing independence and fluency.
- To use reading as basis for written stories. Pupils retell stories in their own words using a series of sentences to sequence events logically.

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.

Talk 4 Writing

A Cumulative Story – Gobble You Up
Instructions

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

Coding

In this unit pupils will learn to:

- To understand what instructions are and predict what might happen when they are followed.
- To use code to make a computer program.
- To understand what object and actions are.
- To understand what an event is.
- To use an event to control an object.
- To begin to understand how code executes when a program is run.
- To understand what backgrounds and objects are.
- To plan and make a computer program.

Spreadsheets

In this unit pupils will learn to:

- To know what a spreadsheet program looks like.
- To locate 2Calculate in Purple Mash.
- To enter data into spreadsheet cells.
- To use 2Calculate image tools to add clipart to cells.
- To use 2Calculate control tools: lock, move cell, speak and count.

Technology Outside of School

In this unit pupils will learn to:

- To walk around the local community and find examples of where technology is used.
- To record examples of technology outside school.

Geography

An Indian Adventure

Pupils will begin by revising the 7 continents of the world and they will then look at where India is in comparison to The UK. Pupils will be immersed in India, looking at the cities, nature, people, animals and climate that make up this great country. They will finish by comparing the city of London to the city of Delhi and their own village Berkswell to the village Bir looking for similarities and differences between the locations.

	<p>French</p> <p>Pupils will be introduced to basic French phrases and key vocabulary through the use of songs and games.</p>
<p>Music Your Imagination</p> <p>In this unit, all the learning is focused around one song: Your Imagination. After listening and appraising a range of songs about using your imagination pupils will delve into the song Your Imagination in more detail. They will explore this through musical games and musical activities leading to a performance of the song.</p> <p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	<p>Religious Education</p> <p>Judaism / Leaders: Torah/Rabbi <i>Why is the Torah such joy for the Jewish community?</i></p> <p>In this unit pupils will learn about the Torah and discover why it is so important for Jewish people. They will focus on the story of Moses and understand the role that he played in the formation of the Torah.</p>
<p>Art Mandala Art</p> <p>Pupils will explore this traditional Indian art-form. They will begin by looking at a range of Mandala Artwork and pay particular attention to the patterns within it.</p> <p>They will then explore weaving and create Mandala Artwork using the technique of weaving different coloured threads.</p> <p>They will finish by looking at the painting Tiger In a Tropical Storm by Henri Rousseau and will create a final piece using collage that combines Mandala patterned backgrounds with an Indian Animal of their choice.</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 5:</p> <p>Pupils will develop the following fundamental movement skills: Co-ordination – Sending and Receiving Agility – Reaction/Response</p> <p>During these sessions the additional ability focus will be physical skills.</p> <p>Enquiry <i>How was the world created?</i></p> <p>In this unit children will explore views and beliefs from different religions about how the world was created.</p> <p>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.</p> <p>Pupils will cover two themes (puzzles) this term:</p>

Design and Technology

A Tropical Fruit Salad

Pupils will learn about the importance of healthy eating and the fruits of India. The project will culminate in the children producing a Fruit Salad.

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.

Real PE - Unit 6:

Pupils will develop the following fundamental movement skills:

Agility – Ball Chasing

Static Balance – Floor Work

During these sessions the additional ability focus will be Health and Fitness skills.

Kwik Cricket

In this unit pupils will learn about the game Kwik Cricket. They will develop their ball skills in order to be able to throw overarm and underarm and catch a ball with control. They will learn to hold a bat correctly and to hit the ball off a tee with some control.

Athletics

In this unit pupils will develop their athletics skills. They will develop their running skills, work on their throwing skills and learn to jump a distance. They will use their skills co-operatively to compete in a team in various running games turns.

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.

