

Year 1, Term 1: Roll up, Roll up, Welcome to the Circus!

READING:

Guided Reading: 'The Biscuit Bear' -
 Explore Reading.
 Make inferences based on what is being said and done.
 Predict what might happen
 Participate in book talk – taking turns at listening and contributing.
 Individual readers – stage appropriate.
ELS Phase 3 phonics and begin phase 5 – respond speedily with the correct sound to graphemes for all 40+ phonemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
 Read common exception words, noting unusual links between spelling and sounds where they occur.

WRITING:

Narrative: Stories with predictable/repetitive phrases
 Core Text: Biscuit Bear by Mini Grey
 Final outcome: Sentences to form a short narrative to retell the story

Poetry: Free Verse
 Core Text: At the Zoo by William Makepeace Thackeray
 Final Outcome: Free verse based on original structure

Non-Fiction: Information Texts
 Core Text: Explore Circuses by Liz Gogerly
 Final Outcome: Fact sheet about circuses

RE:

What does it mean to be part of a faith community
Make sense of belief:
Can I say simply what Jesus and one other religious leader taught about loving other people?

P.E.:

Move More- Elliott -Multi Skills (Tuesday)

Real PE 1 (Thursday)
 Personal cog
 Can I develop my ability to focus and stay on task?
Coordination
 Can I develop and apply footwork with control and fluency?
Static balance
 Can I develop and apply one leg balance with stability and control?

MATHS:

Number and Place Value
Geometry: properties of shapes 2D
Addition and Subtraction facts

SCIENCE:

Seasonal Changes (on going throughout the year and as Geography objectives)
 Can I observe and know about the changes in the seasons?
 Can I name the seasons and know about the type of weather in each season?
Working Scientifically
 Can I observe closely, using simple equipment?
 Can I perform simple tests?
 Can I gather and record data to help in answering questions?

TOPIC:

GEOGRAPHY
 Locational knowledge
 Can I recall and identify the 4 countries in the UK?
 Can I recall and identify the 3 main seas that surround the UK?
 Can I identify and understand the main characteristics of the 4 countries in the UK?

P.E.:

Move More- Elliott -Multi Skills (Tuesday)
 Real Gym 1 ???
Real PE 1 Personal Cog (Thursday)
 Personal
 Can I develop my ability to focus and stay on task?
Coordination
 Can I develop and apply footwork with control and fluency?
Static balance
 Can I develop and apply one leg balance with stability and control?

ART:

Exploring colour and shape – The Big Top! Primary and secondary colours, developing control and accuracy when using and selecting tools, experimenting with line, shape, form and space.
 Can I make primary and secondary colours?

Being inspired by Romero Britto – Clown faces
 Can I show how people feel in drawings?
 Can I use pencils to create lines of different thickness in drawings?
 Can I show how people feel in paintings?
 Can I show moods through artwork?
 Can I ask questions about a piece of art?
 Can I describe what I can see and give an opinion about the work of an artist?

DT:

Designing and creating during 'Choice and Challenge' – learning within continuous provision.

MUSIC:

Performing. Can I learn to follow instructions to know when to sing and play?
Listening. Can I listen to and respond to the beat, steady but fast and slow and identify pitch (low

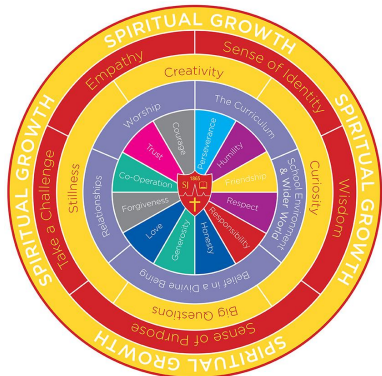
COMPUTING:

Computing systems and networks- technology around us.
 Can I identify technology around us?
 Can I identify a computer and it's main

P.S.H.E:

SCARF – Me and My Relationships
 Why we have classroom rules
 How are you listening?
 Thinking about feelings

Theme Intent:
Our curiosity and creativity will be nurtured through this topic and will drive this unit of work. Through this we will be developing relationships – new and old, learning about one another and learning to be a team who are empathetic and considerate. Learning to **co-operate** and **trust** one another, the children will be given the challenge of coming together to perform a circus inspired production for the wider school family. We will also explore being part of a class group; sharing in learning and play. Our value for the term is **generosity/co-operation** – we will willingly give our time and talents to bring others joy and help others.



Theme Intent:
 Our *sense of identity* and *the opportunity to ask and answer big questions* will drive this unit of work. The children will be called upon to investigate the past, in the hope that they can learn for the future. The importance of advancement and innovation will be observed and enquiry skills will be fostered. **Curiosity** will enable children to push forward in finding out about history, and moments of **stillness** will allow children to be **reflective**. Our value for the term is **love/trust** – we all matter and we can be relied upon to carry out tasks properly and support one another.

Year 1, Term 2: The Great Fire of London

<p>DT: Tudor House building Can I make a simple plan before making? Can I use my own ideas to make something? Can I choose appropriate resources and tools?</p> <p>Forest School</p>	<p>WRITING:</p> <p>Non-Fiction: Information texts Core Text: Vlad and the Great Fire of London by Kate Cunningham Final outcome: Write a non-fiction book about the Great Fire of London</p> <p>Non-Fiction: Letter Writing Core Text: The Jolly Postman at Christmas by Janet and Allan Ahlberg Final outcome: A letter to inform Santa about how they have shown the school values</p>	<p>MATHS: Number and place value: up to 100 Addition and subtraction: Facts of 7 to 11 Geometry: Properties of shapes</p> <p>READING:</p> <p>ELS: Phase 5 teaching Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual links between spelling and sounds where they occur.</p>	<p>R.E.: What do Christians believe God is like? Understand the impact: Can I give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>MUSIC: Performing- Can I sing and chant and learn songs for the Nativity? Composing- Can I see how each song is put together looking at song structure and the beginning and end? Listening- Can I listen to the songs of the nativity and improve our performance as we go along?</p>
<p>SCIENCE: <u>Seasonal change- moving from Autumn to Winter</u> Everyday Materials Can I distinguish between an object and the material it is made from? Can I name the material that an object is made from? Can I explain difference between wood, plastic, glass, metal, water and rock? Can I describe the properties of everyday materials? Can I group objects based on the materials they are made from? Working Scientifically Can I suggest the next step, or sequence of steps, in a plan? Can I group things according to a criteria I have been asked to consider. E.g. hard/ soft, shiny/dull. Can I tell if my test has been successful and can say what I have learnt?</p>	<p>TOPIC: HISTORY History: The Great Fire of London: Retell events from beyond living memory which are significant.</p> <p>Can I use words and phrases like old, new and a long time ago? Can I name many of the changes that have happened since I was born? End Point Can I spot old and new things in a picture? Can I use photos, pictures and objects to ask and answer questions about the past?</p>	<p>PE: Real Gym 1 Cognitive cog Move More: Callum Real PE 2</p> <p>COMPUTING: Creating Media- Digital painting Can I describe what different freehand tools do? Can I use the shape tool and the line tools? Can I make careful choices when painting a digital picture? Can I explain why I chose the tools I used? Can I use a computer on my own to paint a picture? Can I compare painting a picture on a computer and on paper?</p>	<p>P.S.H.E: Scarf- Valuing difference Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons</p>

Year 1, Term 4: Celebrate Cheltenham



READING:
A walk in London to support writing and reading

Individual readers at stage appropriate level.

SPAG: Capital letters for place names, understanding of and creation of captions within non-fiction writing. Introduce connectives and complex sentences. Introduce plurals using s and es. Name the days of the week and months of the year.

Phonics- Phase 5 teaching- ELS

SCIENCE:
Seasonal change- Winter to Spring
Animals including humans:

Can I name a variety of common animals including fish, amphibians, reptiles, birds and mammal?
 Can I classify and know animals by what they eat (carnivore, herbivore and omnivore)?
 Can I sort animals into categories (including fish, amphibians, reptiles, birds and mammals)?

Can I recognise the difference between a questions and a statement?
 Can I use different stems to shape my questions?
 Can I use a hand lens to see things more clearly?
 Can I use binoculars to see things in the distance?

DT: N/A

WRITING:

Non-Fiction: Recount
Core Text: A Walk in London by Salvatore Rubbino
Final outcome: Recount of a visit to Hatherley Park

Poetry: Riddles
Final outcome: Riddle based on Easter

TOPIC:
HISTORY: Gustav Holst (Music) Edward Wilson (Explorer –animal) Leon Taylor (Olympic diver) Eddie the Eagle - Statue treasure hunt.

Explore these people to present to class.
 Fact files and diaries on the above.
 I can talk about someone famous who was born or lived near our town.
 Who else do we know who is famous and comes from Cheltenham?
 Can I use photos, pictures and objects to ask and answer questions about the past?
 Can I find out things about the past by talking to an older person?
 Can I talk about someone famous who was born or lived near our town?

Geog:
 Can I recognise where I live and can tell someone my address?

MUSIC:
Performing: Can I sing and chant together with others rhythmically, marking rests accurately?
Composing: Can I compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C)?
Listening: Can I listen to rhythms being clapped and listen out for the specific rhythm not to echo back?
 Can I listen to the songs which we are learning?

MATHS:
Addition and Subtraction:
 Facts of 17-20
Fractions
Geometry: Position and direction

PE: Real PE Scheme
 Real Gym 2 Physical cog
 Move More- Callum: Throwing and catching games

COMPUTING:
Data and Information:
Grouping data
 Can I label objects?
 Can I identify that objects can be counted?
 Can I describe objects in different ways?

R.E.:
Who is Jewish and how do they live?
 Celebrating Shabbat, Chanukah, and Sukkot
 Make sense of belief: Can I re-tell simply some stories used in Jewish celebrations? (e.g. Chanukah)

ART:
Collage: Animals
 Make and create animals using collage materials using the skills of tearing, cutting, coiling and rolling materials for the desired effect.
 Drawing: Show people’s moods, emotions and feelings through drawing and painting. Can I cut, coil and roll materials?

P.S.H.E:
 Scarf- Rights and Respect
 Harold has a bad day
 Around and about the school
 Taking care of something
 Harold’s money
 How should we look after our money?

Theme Intent:
 Our *sense of identity and a need for empathy will drive this unit of work.* Through this we will be developing our understanding of how we communicate with others through emotions and caring. **A sense of purpose** will motivate children to rise to a variety of challenges; they will use their skills of investigation, design, creativity and evaluation to unlock different learning opportunities. Our value for this term is **forgiveness/humility**; it will be important for children to learn from every situation they may be part of and develop their ability to take advice.



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 Through this we will be developing our understanding of how we communicate with others through emotions and caring. **A sense of purpose** will motivate children to rise to a variety of challenges; they will use their skills of investigation, design, creativity and evaluation to unlock different learning opportunities. Our value for this term is **courage** – trying our hardest and being brave even when we find things difficult.

Year 1, Term 3: Alien Invasion

<p>READING: Beegu as writing and reading text.</p> <p>Individual readers at stage appropriate level.</p> <p>SPAG: Sentence structure – accurate placement of capital letters and full stops. Introduction to plurals – placing s and es. Alphabetical ordering. Sentence types. Questions marks and exclamation marks.</p> <p>Phonics Phase 5 teaching- ELS</p>	<p>WRITING:</p> <p>Narrative: Contemporary fiction, descriptive writing Core Text: Beegu by Alexis Deacon Final outcome: Descriptive sentences to describe characters and settings</p> <p>Non-Fiction: Instruction Writing Core Text: Beegu by Alexis Deacon Final outcome: Write simple instructions on how to play games including a ‘what you need’ list</p>	<p>MATHS: Addition and Subtraction: Facts of 11- 16 Measurement: Length</p>	<p>R.E.: Who is Jewish and how do they live? Explore objects, customs and prayers that are important to Jewish people. Make sense of belief: Can I re-tell simply some stories used in Jewish celebrations? (e.g. Chanukah)</p>
<p>SCIENCE: Seasonal change- Winter to Spring The human body: Can I name the parts of the human body that I can see? Can I link the correct part of the human body to each sense?</p>	<p>TOPIC: Geog. Can I use basic geographical vocabulary to identify some of the UK’s physical features. E.g. beach, coast, forest, hill, mountain, ocean, valley?</p> <p>Can I use basic geographical vocabulary to identify some of the UK’s human features. E.g. city, town, village, factory, farm, house, office, port, harbour and shop?</p>	<p>PE: Real PE 3 Cognitive cog Real Dance 1 Cognitive cog</p>	<p>ART: Collage: Make design decisions and create aliens using collage materials</p> <p>Can I cut or tear different materials? Can I cut, coil and roll materials?</p>
<p>DT: Spaceship toy Design: Can I describe how something works? Can I explain to someone else how I want to make my product? Can I make a simple plan before making?</p> <p>Make: Can I use my own ideas to make something? Can I choose appropriate resources and tools? Technical knowledge: Can I make a</p>	<p>MUSIC: Performing: Can I use my voice to chant and sing, following instructions about when to sing the Space song? Can I copy and repeat simple patterns and use actions? Composing: Can I watch the Stargazing video and use instruments to portray a starry scene by choosing sounds using percussion and voices? Listening: Can I listen to Brian Eno’s ascent and</p>	<p>COMPUTING: Programming A- Moving a robot Can I explain what a given command will do? Can I act out a given word? Can I combine forwards and backwards commands to make a sequence? Can I combine four direction commands to make a sequence? Can I plan a simple programme? Can I find more than one solution to a</p>	<p>P.S.H.E: Scarf- Keeping safe Super sleep Who can help? Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey</p> <p>Which term do we want this to go in?</p>



Theme Intent:
 Our *sense of empathy and a need for wisdom will drive this unit of work*. Through this we will be developing our *skills of asking and answering big questions linked to fairness, respect and responsibility – being part of a wider community and what necessities this. We will value our ancestors in terms of the legacies they leave, that are passed on from generation to generation. We will be nurturing creativity in response to challenges posed – working together to share ideas and reach successful outcomes – acknowledging the importance of listening to and learning from one another. Our value for the term is responsibility/friendship and we will be understanding our relationships with one another in class and across the school.*

Year 1, Term 5: Into the Woods- Part 1, Traditional Tales

<p>WRITING: Hook text: Each peach, pear, plum – FINAL OUTCOME: Creation of an I spy poetry book to entertain. Rhyming couplets. Traditional tales – exploring labels and captions. Focusing on word play – rhyming sets of words. The Three Billy Goats Gruff – FINAL OUTCOME: An informal letter to entertain. Story mapping, freeze framing, letter writing to the troll, boxing up key details, innovating and substituting details, story writing.</p> <p>Orally rehearsing sentences before writing them. Sequencing sentences to form short narratives. Read writing aloud audibly and clearly.</p>	<p>READING: CLPE: The Last Wolf – linking to alternative Traditional tales. Individual readers – stage appropriate. Comprehension skills – VIPERS</p> <p>SPAG: Sentence structure – accurate placement of capital letters and full stops/ spaces in between words. Using the prefix un. Using the suffixes ing and ed. Using adjectives to describe nouns. Revise question marks and exclamation marks. Phonics Phase 5 phonics teaching- ELS</p>	<p>MATHS: Addition and subtraction Measurement: Time Multiplication and division</p>	<p>R.E Who do Christians say made the world? Understand the impact: Can I give at least one example of what Christians do to say 'thank you' to God for Creation?</p>
<p>SCIENCE: Plant life: Can I name a variety of common wild and garden plants? Can I name the petals, stem, leaves and root of a plant? Can I name the roots, trunk branches and leaves of a tree?</p> <p>WORKING SCIENTIFICALLY: Can I use a hand lens to see things more clearly? Can I use binoculars to see things in the distance? Can I suggest the next step, or sequence of steps, in a plan?</p>	<p>TOPIC: History Can I spot new and old things in a picture. Can I identify main difference between new and old objects? Can I give examples of things that were different when my grandparents were children.</p>	<p>PE: Athletics Real PE 5- Physical cog</p>	
<p>DT: Bridge building investigation: Studying the structure of bridges, exploring bridges using construction kits and paper, creating bridges out of recycled materials, making amendments when required. Can I say what I liked about my work and other people's work? Can I identify where my evaluations have led to improvements in my products? Can I make my model stronger? Healthy eating – making cous cous salad for the troll to help him get better! Can I cut food safely?</p>	<p>MUSIC: Performing: Can I sing and play classroom instruments and sing songs about weather, controlling our dynamics and with weather sound effects? Composing: Can I use my voice, movement and instruments to explore different ways that music can be used to describe the weather? Listening: Can I listen to Beethoven's depiction of a storm in <i>The Pastoral Symphony</i> and discuss the use of timbre, dynamics and duration to portray the weather?</p>	<p>COMPUTING: Creating media- digital writing Can I use a computer to write? Can I add and remove text on a computer? Can I identify that the look of text can be changed on a computer? Can I make careful choices when changing text?</p>	<p>P.S.H.E: Scarf- Being my best I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body!</p>

Year 1, Term 6: Into the Woods- Part 2, Endangered Species



Theme Intent:
 Our **sense of purpose and curiosity will drive this unit of work**. Through this we will be developing our ability to **take a challenge linked to developing our awareness of the school environment and the wider world**. We will be developing **relationships within the school community, in the hope that stakeholders will be persuaded to come alongside us in making environmental changes that will ultimately help protect our wildlife – preserving the future**. **Moments of stillness will be critical, as children consider their personal accountability in ensuring our world is protected**. Our value for the term is **respect/honest**; reflecting on how we interact and how we can be good role models for the people around us.

WRITING:
 Poetry focus – **The hedgehog** – **Free verse**
 Hook text: **Hodgeheg** – Present-day story. Writing to the chair of governors explaining the issue of endangered species – **MID POINT OUTCOMES: Formal letter writing to inform and creation of poster promoting care for endangered species to inform. Visit from the Wildlife trust** – writing questions that we would like to put to them. Recounting key facts learnt.
 Orally rehearsing sentences before writing them.

SCIENCE:
Plant life: Can I use the key words deciduous and evergreen when studying tree life?
 Can I identify and describe the structure of flowering plants- including trees?
 Can I work scientifically by observing closely, using simple equipment such as a magnifying glass?
 Can I work scientifically by identifying and classifying depending on features noted.?

DT: N/A

READING:
 CLPE: **The Last Wolf** – linking to alternative Traditional tales. Individual readers – stage appropriate. Comprehension skills – VIPERS
SPAG: Sentence structure – accurate placement of capital letters and full stops/ spaces in between words. Practicing the skills of checking and editing. Revision of how to form capital letters and the sequencing of the alphabet. Rewriting 2 simple sentences to create a complex sentence. Using question marks accurately.
Phonics- ELS Alternative sounds. Phonics Screening Check- this term

TOPIC:
Geog
 Can I use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map?
 Can I devise a map of my school and use and construct a basic symbol key?
 Can I use simple fieldwork and observational skills to study the geography of my school, its grounds and the key human and physical features of its surrounding environment?

MUSIC:
Performing: Can I sing a song that includes a time change from march to a jig? Can I play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre?
Composing: Can I explore ways to compose and improvise a variation for the greeting section of the game, choosing sounds to represent it?
Listening: Can I listen to a jig and move in time to the music?

MATHS:
Multiplication and division
Measurement: Money
Measurement: Mass and capacity
Problem solving

PE:
 Move More- Callum: Athletics
 Real PE 6- Health and fitness cog

COMPUTING:
Programming B- Programming animations
 Can I choose a command for a given purpose?
 Can I show that a series of commands can be joined together?
 Can I identify the effect of changing a value?
 Can I explain that each sprite has its own instructions?

R.E.:
How should we care for the world and the for others, and why does it matter?
 Make connections: Can I give good reasons why everyone (religious and non-religious) should care for others and look after the natural world?

ART:
Printing
 Can I create a landscape using printing equipment- print hedgehogs within the landscape. Printing with fingers and using fine liners to turn prints into hedgehogs.
 Can I create a repeating pattern in print?
 Can I use IT to create a picture?
Inspired by the greats: Georgia O'Keefe; Paint in the style of...

P.S.H.E:
 Scarf- Growing and changing (RSE Links)
 Healthy me
 Then and now
 Taking care of a baby
 Who can help?
 Surprises and secrets
 Keeping privates private

