



Three Bridges
Primary School



Year 1

Topic Overview

<p>Subject Autumn Term</p>	<p>KS1 Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Sand and Snow Why can't a meerkat live in the North Pole? Stunning start: watch a video of Meerkats, begin to read Meerkat mail.</p>	<p>KS1 Geography: identify seasonal and daily weather patterns in the United Kingdom The Leaves are Falling Down Where do the leaves go to in winter? Stunning start: Someone comes into the classroom dressed as Mr/s Autumn (leaf suit). Children to prepare questions to ask him or her.</p>
<p>Learning Challenges</p>	<p>Why does Sunny live in the Kalahari desert? What other animals live in hot places? Which animals live in cold places like the North and South Pole? How do Polar Bears keep warm? What do we mean by hot and cold colours? Why do people usually like going to hot places for their holidays? Marvellous Middle: Why do we wear different clothes in summer and winter? Seasonal fashion show. How can we recreate a Meerkat dance? Would you rather be a Meerkat or a Penguin? *Fantastic Finish: Meerkat dance could be performed to the parents.</p>	<p>Why are there so many leaves on the ground? What changes do we see in our country with each season? What would you need to do to become the next weather presenter? Marvellous Middle: How can you create patterns using leaves in the style of William Morris? After listening to music entitled the 'Four Seasons', can you create your own music which captures different weather patterns? Why are so many of the things you enjoy doing dependent on the time of year and the weather? Fantastic Finish: In small groups create a typical weather forecast summary which will be filmed as a green screen presentation.</p>
<p>Literacy Links</p>	<p>Use the book 'MeerkatMail' to link to post cards sent home from holiday destinations. Exciting Vocabulary: equator; poles; centigrade; Meerkats; Kalahari; freezing point, etc.</p>	<p>Lila and the secret of Rain David Conway & Jude Daly *Provide lots of opportunities for children to develop their oral skills</p>
<p>Grammar Texts</p>	<p>Dragon Loves Penguin Solo</p>	<p>The Little Red Hen The Gruffalo The Wild Woods</p>
<p>Literacy</p>	<p>Information book My front page is clear (the reader can predict content from the cover) I have used questions to interest the reader My labels and diagrams are clear I have used full stops and capital letters My sentences make sense The information selected is appropriate The information can be found using the contents page and index Story with a pattern My front cover includes a title</p>	<p>Recount My recount contains a scene-setting opening I recounted events in the right order I used time connectives I used the past tense I used details to bring events alive I used specific names of people, places, and objects and so on. I recounted things of interest/amusement I write as if I was 'telling a story' of what happened I ended with comments on events http://www.literacyshed.com/the-adventure-shed.html - The Way Back Home</p>

	<p>My front cover includes the author's name (my own name) My story follows the repetitive pattern shown in a story read by the teacher I have changed words from the teacher's story to create a new version My pictures match the text well My writing makes sense</p>	<p>Poems on a theme I used adjectives to add detail I used alliteration (words that start with the same letter) I used onomatopoeia (words that sound like their meaning) I used CAPITAL LETTERS for effect My writing makes sense I used capital letters at the beginning of each line I used commas at the end of each line apart from the last line in each verse, where I used a full stop</p>
<p>Literacy - What the National Curriculum requires in Literacy at Y1</p>	<p>Writing - transcription</p> <ul style="list-style-type: none"> •spell: <ul style="list-style-type: none"> ✓ words containing each of the 40+ phonemes already taught ✓ common exception words ✓ the days of the week •name the letters of the alphabet: <ul style="list-style-type: none"> ✓ naming the letters of the alphabet in order ✓ using letter names to distinguish between alternative spellings of the same sound •add prefixes and suffixes: <ul style="list-style-type: none"> ✓ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ✓ using the prefix un- ✓ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, quicker, quickest] •apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum •write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> •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 	<p>Writing - composition</p> <ul style="list-style-type: none"> •write sentences by: <ul style="list-style-type: none"> ✓ saying out loud what they are going to write about ✓ composing a sentence orally before writing it ✓ sequencing sentences to form short narratives ✓ re-reading what they have written to check that it makes sense •discuss what they have written with the teacher or other pupils •read aloud their writing clearly enough to be heard by their peers and the teacher. •develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by: <ul style="list-style-type: none"> ✓ leaving spaces between words ✓ joining words and joining clauses using and ✓ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ✓ using a capital letter for names of people, places, the days of the week, and the personal pronoun I ✓ learning the grammar for year 1 in English Appendix 2 •use the grammatical terminology in English Appendix 2 in discussing their writing. <p>http://mathstoolkit.wix.com/mathstoolkit</p>

	<ul style="list-style-type: none"> •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. 	
<p>Reading - What the National Curriculum requires in reading at Y1</p>	<p>Word reading</p> <ul style="list-style-type: none"> •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 GPCs that have been taught •read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •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) •read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words •re-read these books to build up their fluency and confidence in word reading. 	<p>Comprehension</p> <ul style="list-style-type: none"> •develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ✓ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ✓ being encouraged to link what they read or hear read to their own experiences ✓ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ✓ recognising and joining in with predictable phrases ✓ learning to appreciate rhymes and poems, and to recite some by heart ✓ discussing word meanings, linking new meanings to those already known •understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ✓ drawing on what they already know or on background information and vocabulary provided by the teacher ✓ checking that the text makes sense to them as they read and correcting inaccurate reading ✓ discussing the significance of the title and events ✓ making inferences on the basis of what is being said and done ✓ predicting what might happen on the basis of what has been read so far •participate in discussion about what is read to them, taking turns and listening to what others say •explain clearly their understanding of what is read to them.
<p>Literacy & British Values</p>	<p>The Literacy curriculum aims to:</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; 	



- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Speaking & Listening – by the end of Year 1

- I speak clearly and confidently in front of people in my class.
- I can re-tell a well known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

Maths Links

Possible graphs of Children's holiday destinations.
Consider temperature and how it is measured.
Create charts from data gathered.

Lots of opportunity to set things out in Charts, especially in relation to the weather.
Children will be dealing with centigrade and also measuring rainfall.

Maths - What the National Curriculum requires in mathematics at Y1

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 multiples of twos, fives and tens
- ✓ Given a number, identify one more and one less
- ✓ Identify and represent numbers using 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 numerals and words.

Number – addition and subtraction

- ✓ 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, including zero
- ✓ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

Measurement

- Compare, describe and solve practical problems for:
 - ✓ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - ✓ mass/weight [for example, heavy/light, heavier than, lighter than]
 - ✓ Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - ✓ time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - ✓ lengths and heights
 - ✓ mass/weight
 - ✓ Capacity and volume
 - ✓ time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, 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
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

	<p>Number – multiplication and division</p> <ul style="list-style-type: none"> ✓ Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p>Number fractions</p> <ul style="list-style-type: none"> ✓ 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. 	<p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> •recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> ✓ 2-D shapes [for example, rectangles (including squares), circles and triangles] ✓ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Geometry – position and direction</p> <ul style="list-style-type: none"> •describe position, direction and movement, including whole, half, quarter and three-quarter turns.
<p>Maths & British Values</p> 	<ul style="list-style-type: none"> •All children are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life. Children of all abilities are encouraged to believe they are able to achieve and this builds confidence and self-esteem. •Group work encourages children to work as part of a team and helps them understand how different people solve problems in various ways; this also promotes the British values of mutual respect and support for one another. •Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as children are encouraged to persevere, take risks and try different methods. •Children will learn that Mathematics comes from different cultures. •All children have the right to a safe and secure learning environment and teachers and children have the right to be treated with respect. 	
<p>Science</p>	<p>Animals, including humans</p> <p>Can they point out some of the differences between different animals?</p> <p>Can they sort photographs of living things and non-living things?</p> <p>Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)</p> <p>Can they describe how an animal is suited to its environment?</p> <p>Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?</p> <p>Extending</p> <p>Can they begin to classify animals according to a number of given criteria?</p> <p>Can they point out differences between living things and non-living things?</p>	<p>Seasonal Change</p> <p>Can they observe changes across the four seasons?</p> <p>Can they name the four seasons in order?</p> <p>Can they observe and describe weather associated with the seasons?</p> <p>Can they observe and describe how day length varies?</p> <p>Extending</p> <p>Can they observe features in the environment and explain that these are related to a specific season?</p> <p>Can they observe and talk about changes in the weather?</p> <p>Can they talk about weather variation in different parts of the world?</p>
<p>Science & British</p>	<p>The Science curriculum aims to promote:</p> <p>Individual liberty of own views; the tolerance and mutual respect of others through the topics where different views / ethics are</p>	

<p>Values</p> 	<p>involved.</p> <p>Rule of law relates to:</p> <ul style="list-style-type: none"> •children following agreed rules for the safety of all •understanding of the need to have speed limits (speed, force, change of momentum) •Practical activities in science require children to engage in team work and show mutual respect for each other. •Resilience and self-esteem are developed through children building independent learning skills, getting answers wrong, learning how to formulate the correct response and responding to target questions 	
<p>History</p>		
<p>History & British Values</p> 	<p>British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. By looking at the achievements of famous British people, children develop an awareness of how they have influenced and shaped the country in which we live.</p>	
<p>Geography</p>	<p>Geographical Enquiry</p> <p>Can they answer some questions using different resources, such as books, the internet and atlases?</p> <p>Can they think of a few relevant questions to ask about <a locality>?</p> <p>Can they answer questions about the weather?</p> <p>Can they keep a weather chart?</p> <p>Physical Geography</p> <p>Can they explain the main features of a hot and cold place?</p> <p>Can they describe <a locality> using words and pictures?</p> <p>Can they explain how the weather changes with each season?</p> <p>Human Geography</p> <p>Can they begin to explain why they would wear different clothes at different times of the year?</p> <p>Can they say something about the people who live in hot and cold places?</p> <p>Can they explain what they might wear if they lived in a very hot or a very cold place?</p> <p>Geographical Knowledge</p> <p>Can they point out where the Equator, North Pole and South Pole are on a globe or atlas?</p> <p>Challenging</p> <p>Can they answer questions using a weather chart?</p> <p>Can they make plausible predictions about what the weather</p>	<p>Geographical Enquiry</p> <p>Can they answer some questions using different resources, such as books, the internet and atlases?</p> <p>Can they think of a few relevant questions to ask about <a locality>?</p> <p>Can they answer questions about the weather?</p> <p>Can they keep a weather chart?</p> <p>Physical Geography</p> <p>Can they explain the main features of a hot and cold place?</p> <p>Can they describe <a locality> using words and pictures?</p> <p>Can they explain how the weather changes with each season?</p> <p>Human Geography</p> <p>Can they begin to explain why they would wear different clothes at different times of the year?</p> <p>Can they say something about the people who live in hot and cold places?</p> <p>Can they explain what they might wear if they lived in a very hot or a very cold place?</p> <p>Geographical Knowledge</p> <p>Can they point out where the Equator, North Pole and South Pole are on a globe or atlas?</p> <p>Challenging</p> <p>Can they answer questions using a weather chart?</p> <p>Can they make plausible predictions about what the weather may</p>

	may be like later in the day or tomorrow?	be like later in the day or tomorrow?
British Values & Geography 	<p>Students learn about British Values through Geography lessons by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds.</p> <p>Geography also helps pupils to understand society better e.g. less economically developed countries and more developed countries. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.</p> <p>These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build pupil's self-esteem. This includes, for example, respecting each other and the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions.</p>	
Art	<p>Drawing Can they draw lines of different shapes and thickness?</p> <p>Painting Can they name the colours they use, including shades? Can they create moods in their paintings? Can they use thick and thin brushes? Can they name the primary and secondary colours?</p> <p>Collage Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need?</p> <p>Use of IT Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?</p>	<p>Drawing Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p> <p>Printing Can they print with sponges, vegetables and fruit? Can they print onto paper and textile? Can they design their own printing block? Can they create a repeating pattern?</p> <p>Knowledge of Art Can they describe what they can see and like in the work of another artist? Can they ask sensible questions about a piece of art?</p> <p>Painting Can they choose to use thick and thin brushes as appropriate? Can they name the primary and secondary colours?</p>
British Values & Art 	<p>The Art curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating children actively in artistic and creative activities.</p> <p>Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging children to support each other.</p> <p>Discussing and working in the style and using the techniques of a wide variety of artists and designers. British art is promoted in all year groups.</p> <p>We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art.</p>	
DT		Textiles

<p>British Values & DT</p> 	<p>Pupils are taught about the moral choices facing designers and manufacturers when deciding on materials. Pupils focus on recycling in food and how to manage portion sizes to minimise waste and help pupils to connect with the dilemmas of those who do not have an abundance of food. Pupils develop an awareness of Health & Safety for themselves and others within their work area. Pupils are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group.</p> <p>Exploring how products contribute to lifestyle and consumer choices.</p> <p>Understanding how products evolve according to users' and designers' needs, beliefs, ethics, and values.</p> <p>Resistant materials: Pupils study iconic British designer and art & design movements</p> <p>Food: Pupils look at cultural influences on the food we cook and the diversity of ingredients for us to cook with. They also learn about staple foods of other countries.</p>	<p>Can they describe how different textiles feel? Can they make a product from textiles by gluing?</p>
<p>Computing</p>	<p>Data Retrieving and Organising</p> <p>Can they capture images with a camera? Can they print out a photograph from a camera with help? Can they record a sound and play it back? Can they enter information into a template to make a graph? Can they talk about the results shown on a graph?</p> <p>Challenging</p> <p>Can they record pupils' voices as a voice over?</p>	
<p>Computing & British Values</p> 	<p>Within Computing we promote tolerance through different people's ideas that may be built on cultural diversity which promotes mutual respect. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks. When working in groups children are expected to share ideas and resources and encourage and support each other. By promoting high expectations through the setting of ground rules, pupils are rewarded for positive behaviour using Class Dojo.</p>	
<p>Music</p>		<p>Performing</p> <p>Can they use instruments to perform? Do they look at their audience when they are performing? Can they clap short rhythmic patterns? Can they copy sounds? Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated?</p> <p>Composing</p> <p>Can they make different sounds with instruments? Can they identify changes in sounds? Can they change the sound?</p>

		<p>Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds? Can they show sounds by using pictures?</p> <p>Appraising</p> <p>Can they respond to different moods in music? Can they say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different things? Can they recognise repeated patterns?</p>
<p>Music & British Values</p> 	<p>The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world.</p>	
<p>PE</p>	<p>Dance</p> <p>Can they explore and perform basic body actions? Do they use different parts of the body singly and in combination? Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance? Do they choose appropriate movements for different dance ideas? Can they remember and repeat short dance phrases and simple dances? Do they move with control? Do they vary the way they use space? Do they describe how their lungs and heart work when dancing? Do they describe basic body actions and simple expressive and dynamic qualities of movement?</p> <p>Games</p> <p>Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways?</p>	<p>Gym</p> <p>Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they climb safely? Can they stretch in different ways? Can they curl in different ways?</p> <p>Games</p> <p>Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways?</p>

<p>PE & British Values</p> 	<p>Within the PE Curriculum children have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Children need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again.</p> <p>Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules.</p>	
<p>PSHE</p>	<p>Self Awareness/ Keeping safe and healthy</p> <p>I can talk about how I am the same and different from my friends</p> <p>I can say what I'm good at or what I enjoy doing at school or as a hobby</p> <p>I can explain why I like or dislike something</p> <p>I can talk and write about special or important events and occasions in my life</p> <p>I can describe my favourite place and say why it's special to me</p> <p>I can describe my family and the place where I live</p> <p>I can describe how to keep safe at home</p> <p>I can describe how to keep safe 'out and about', including road safety rules</p> <p>I can describe rules for special occasions, e.g. Bonfire Night</p> <p>I can describe healthy and unhealthy food</p> <p>I can explain how to keep fit</p> <p>I can explain the importance of washing my hands before I eat</p> <p>I can explain the importance of cleaning my teeth</p> <p>I can explain why I disagree with something</p> <p>I can work well on my own for short amounts of time and ask for help when needed</p>	<p>Environmental awareness and Global Citizenship</p> <p>I can describe how people live in different parts of the world</p> <p>I can describe how people can be similar or different</p> <p>I can describe how people in different parts of the world may depend on each other</p> <p>I can describe how we can care for our surroundings or what may spoil them</p> <p>I can suggest sensible rules for our school or classroom</p> <p>I can talk about the network of people who help us in the local area and in my community</p> <p>I can talk about the different jobs people may have</p>
<p>British Values & PSHE</p> 	<p>We endeavour to ensure that all students:</p> <p>Are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/ different to others' faith, feelings and values.</p> <p>Show an interest in investigation and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p> <p>Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities.</p> <p>Recognise the difference between right and wrong, understanding that actions have consequences, and apply this in their own lives by respecting the law.</p> <p>Cooperate well, celebrate diversity and resolve conflicts effectively.</p> <p>Engage positively with life in a democracy.</p> <p>Understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared</p>	

	experience of life in modern Britain.	
Subject Spring Term	<p>KS1 Geography: use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>KS1 History: Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present</p> <p><u>Explorers of the Kingdom</u></p> <p>Where do and did the wheels on the bus go?</p> <p>Stunning start: Take a bus tour of the immediate area and go to two contrasting places: village and a town or city.</p>	<p>KS1 History: Changes within living memory-revealing aspects of change in national life</p> <p><u>The Great Game Race</u></p> <p>Why is the Wii more fun than Grandma and Grandad's old toys?</p> <p>Stunning start: Set up Wii consoles in the classroom and invite grandparents to come in and challenge the learners on different Wii games.</p>
Learning Challenges	<p>How far have you travelled around the United Kingdom?</p> <p>How many different ways could you travel around our country?</p> <p>Has it always been easy to travel around our country?</p> <p>Marvellous Middle: Can you design and make a vehicle that can move?</p> <p>How have cars, buses, trains and bicycles changed since your grandparents were little?</p> <p>Fantastic Finish: Work in groups to put together a presentation on what they know about their country.</p>	<p>Who will win the Wii challenge?</p> <p>What was on Grandma and Grandad's Christmas and birthday list?</p> <p>Would there have been a Toys R Us around when Grandad was a boy?</p> <p>Marvellous Middle: Which toy will you be in Toy Story?</p> <p>What would your Christmas have been like without batteries?</p> <p>Would you choose your toys before your grandparents' toys?</p> <p>Fantastic Finish: How can you make a moving toy?</p>
Literacy Links	<p>Many opportunities for descriptive writing through learning challenges.</p> <p>There are also many opportunities to carry out research about old and new vehicles.</p>	<p>Children could think of a range of questions they would like to ask their grandparents and then interview them. Their recording would be used back in school for research.</p>
Grammar Texts	<p>I want my hat back</p> <p>We're going on a bear hunt</p> <p>Where the wild things are</p>	<p>Knuffle bunny</p>
Literacy	<p>Describe Fairytale characters</p> <p>I have described physical features accurately and used adjectives</p> <p>I have used appropriate words to describe a character's personality</p>	<p>Instructions</p> <p>My title explains what the instructions will help you to do</p> <p>My 'What you need' box lists materials in order</p> <p>My instructions are written in clear, sequenced steps</p> <p>My instructions are written in the imperative (giving an order)</p>

	<p>I have used a capital letter for 'I'</p> <p>I can refer back to the text for evidence</p> <p>Poems with a pattern</p> <p>I can use rhyme</p> <p>I can use words that start with the same letter (alliteration)</p> <p>My poem uses a 'chorus' or repeated line</p> <p>It includes describing words</p> <p>It uses correct punctuation</p> <p>My writing makes sense</p> <p>I have carefully selected words to create strong images</p> <p>My poem includes onomatopoeia (words that sound like their meaning)</p> <p>It includes personification (making it into a person)</p> <p>I have used a capital letter at the beginning of every line</p> <p>My writing makes sense</p> <p>http://www.literacyshed.com/the-poetry-shed.html - Stream School (introduce children to personification)</p> <p>Lists and Captions</p> <p>My list is written with each item on a new line, one beneath the other</p> <p>My list is not written in full sentences</p> <p>My list uses no punctuation</p> <p>My caption includes a clear picture</p> <p>My first sentence tells the reader what the object is</p> <p>My second sentence gives more information</p>	<p>My instructions are written in short sentences</p> <p>I have used language to show the order ('first' 'then' 'next')</p> <p>My beginning statement interests the reader</p> <p>My end statement wraps up my writing</p> <p>My instructions can be used successfully</p> <p>Story with a familiar setting</p> <p>I used a capital letter for the word 'I'</p> <p>I used a capital letter at the beginning of each sentence</p> <p>I used a full stop at the end of each sentence</p> <p>My work makes sense</p> <p>I wrote as if 'telling the story' of what happened</p>
<p>Maths Links</p>	<p>There could easily be an opportunity to carry out a traffic survey</p>	<p>Children could keep a record of the points accumulated by each child and grandparent. This could lead to graph work.</p>
<p>Science</p>	<p>Plants</p> <p>Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?</p> <p>Can they identify and name a range of common plants and trees?</p> <p>Can they recognise deciduous and evergreen trees?</p> <p>Can they name the trunk, branches and root of a tree?</p> <p>Can they describe the parts of a plant (roots, stem, leaves, flowers?)</p>	<p>Everyday materials (classifying and grouping)</p> <p>Can they distinguish between an object and the material from which it is made?</p> <p>Can they describe materials using their senses?</p> <p>Can they describe materials using their senses, using specific scientific words?</p> <p>Can they explain what material objects are made from?</p> <p>Can they explain why a material might be useful for a specific job?</p> <p>Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock</p> <p>Can they sort materials into groups by a given criteria?</p>

		<p>Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?</p>
<p>History</p>	<p>Chronological understanding Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like: <i>'old, new and a long time ago'</i>? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them happened a long time ago? Do they know that some objects belonged to the past?</p> <p>Historical enquiry Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past?</p> <p>Challenging Can they begin to identify the main differences between old and new objects? Can they answer questions using a range of artefacts/ photographs provided?</p>	<p>Chronological understanding Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like: <i>'old', 'new and a long time ago'</i>? Can they tell me about things that happened when they were little? Do they know that some objects belonged to the past?</p> <p>Challenging Can they use words and phrases like: <i>'very old', 'when mummy and daddy were little'</i>? Can they use the words <i>'before'</i> and <i>'after'</i> correctly? Can they say why they think a story was set in the past?</p> <p>Knowledge and interpretation Do they appreciate that some famous people have helped our lives be better today?</p> <p>Challenging Can they explain why certain objects were different in the past, e.g. iron, music systems, and televisions? Can they explain differences between past and present in their life and that of other children from a different time in history?</p> <p>Historical enquiry Can they ask and answer questions about old and new objects? Can they spot old and new objects in a picture? Can they answer questions using an artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past?</p> <p>Challenging Can they begin to identify the main differences between old and new objects? Can they answer questions using a range of artefacts/ photographs provided? Can they identify objects from the past, such as vinyl records?</p>

<p>Geography</p>	<p>Geographical Enquiry Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about <a locality>?</p> <p>Physical Geography Can they tell someone their address? Can they describe <a locality> using words and pictures? Can they name key features associated with a town or village, e.g. church, farm, shop, and house?</p> <p>Geographical Knowledge Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom?</p> <p>Challenging Can they name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house? Can they name a few towns in the south and north of the UK?</p>	
<p>Art</p>	<p>3D Can they add texture by using tools? Can they make different kinds of shapes? Can they cut, roll and coil materials such as clay or dough?</p>	<p>Textiles Can they sort threads and fabrics? Can they group fabrics and threads by colour and texture? Can they weave with fabric and thread?</p>
<p>DT</p>	<p>Developing, planning and communicating ideas Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?</p> <p>Working with tools, equipment, materials and components to make quality products Can they explain what they are making? Which tools are they using?</p> <p>Evaluating processes and products Can they describe how something works?</p>	<p>Developing, planning and communicating ideas Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?</p> <p>Working with tools, equipment, materials and components to make quality products Can they explain what they are making? Can they explain which tools are they using?</p> <p>Evaluating processes and products Can they describe how something works?</p>

	<p>Can they talk about their own work and things that other people have done?</p> <p>Use of materials</p> <p>Can they make a structure/model using different materials?</p> <p>Is their work tidy?</p> <p>Can they make their model stronger if it needs to be?</p> <p>Mechanisms</p> <p>Can they make a product which moves?</p> <p>Can they cut materials using scissors?</p> <p>Can they describe the materials using different words?</p> <p>Can they say why they have chosen moving parts?</p> <p>Construction</p> <p>Can they talk with others about how they want to construct their product?</p> <p>Can they select appropriate resources and tools for their building projects?</p> <p>Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</p>	<p>Can they talk about their own work and things that other people have done?</p> <p>Mechanisms</p> <p>Can they make a product which moves?</p> <p>Can they cut materials using scissors?</p> <p>Can they describe the materials using different words?</p> <p>Can they say why they have chosen moving parts?</p>
Computing	<p>Algorithms and Programs</p> <p>Can they create a simple series of instructions -left and right?</p> <p>Can they record their routes?</p> <p>Do they understand forwards, backwards, up and down?</p> <p>Can they put two instructions together to control a programmable toy?</p> <p>Can they begin to plan and test a Bee-Bot journey?</p> <p>Can they use a teacher prepared photo story to create a slide show of photos?</p>	
Music		
PE	<p>Dance</p> <p>Can they explore and perform basic body actions?</p> <p>Do they use different parts of the body singly and in combination?</p> <p>Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?</p> <p>Do they choose appropriate movements for different dance ideas?</p> <p>Can they remember and repeat short dance phrases and simple dances?</p> <p>Do they move with control?</p>	<p>Gym</p> <p>Can they make their body tense, relaxed, curled and stretched?</p> <p>Can they control their body when travelling?</p> <p>Can they control their body when balancing?</p> <p>Can they copy sequences and repeat them?</p> <p>Can they roll in different ways?</p> <p>Can they travel in different ways?</p> <p>Can they balance in different ways?</p> <p>Can they climb safely?</p> <p>Can they stretch in different ways?</p> <p>Can they curl in different ways?</p>

	<p>Do they vary the way they use space? Do they describe how their lungs and heart work when dancing? Do they describe basic body actions and simple expressive and dynamic qualities of movement?</p> <p>Challenging Can they perform more complicated combinations of movement fluently and with control? Can they perform clearly and expressively? Do they show an awareness of phrasing and music? Can they choose movements that show a clear understanding of the dance idea? Can they say why their heart beats faster and their temperature rises when dancing? Do they talk about dance using a range of descriptive language?</p> <p>Skipping</p>	<p>Playground Games</p>
<p>PSHE</p>	<p>Skills that promote awareness of spirituality I can talk about the songs we sing in acts of collective worship I can say that there are many different kinds of religious faiths I can talk about acts of worship in our school I can talk about major religious festivals and celebrations I can respond to poetry, paintings, music and the Creation with awe and wonder</p>	<p>Managing my feelings I can talk about when I'm particularly pleased or worried I can talk about different feeling I may have and why I have them I can talk about how I feel in new situations</p>

<p>Subject Summer Term</p>	<p>KS1History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements <u>Marvellous Musicians</u> Would the Beatles have won X Factor? Stunning start: Show a brief montage of The Beatles in action and get children to discuss their music in comparison with 'One Direction'.</p>	<p>KS1History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements <u>Famous People</u> Who was famous when your mum and dad were little? Stunning start: Teacher to deliberately discriminate in favour of children with blue eyes without letting anyone know that they are doing so before getting children to discuss how they felt.</p>
<p>Learning Challenges</p>	<p>Who were The Beatles and why does almost every adult in Britain know them? Who else was famous in Britain because of their music? Marvellous Middle: If you were in a musical group, what would your music sound like? – Garage Band music production. Has Britain always had talent and who would your parents and grandparents say were famous in their day? Who are the famous people that have lived in our town/city/county and what can you find out about them? What would you like to become famous for and why?</p>	<p>What does famous mean and can you find out who your parents would say that they admire? Why do we still remember Princess Diana? Why was Diana known as 'the people's princess?' Marvellous Middle: Who is Nelson Mandela and what would you ask him if you met him? How are Nelson Mandela and Princess Diana similar? How have famous photographers and artists captured Diana? Fantastic Finish: Can you create a history 'X Factor' show which tells everyone about famous Britons?</p>
<p>Literacy</p>	<p>Traditional Story I have used a traditional story start My beginning creates a setting My beginning introduces the characters In the middle of my story one event leads to the next I have used descriptive language My story ending resolves the problem I have used a traditional story ending</p>	<p>Fantasy Story My story beginning introduces the character In the middle of my story one event leads to the next I introduce a problem for my character I have used describing words I have used simile (it was LIKE something) I have used short sentences to make my story exciting My story ending solves the problem for the character I have given my story a happy ending (possibly a traditional story ending) http://www.literacyshed.com/the-fantasy-shed.html - Something Fishy</p>
<p>Science</p>	<p>Animals including Humans Can they name the parts of the human body that they can see? Can they draw & label basic parts of the human body? Can they identify the main parts of the human body and link them to their senses? Can they name the parts of an animal's body? Can they name a range of domestic animals? Can they classify animals by what they eat? (Carnivore, herbivore, omnivore) Can they compare the bodies of different animals?</p>	

	<p>Challenging</p> <p>Can they name some parts of the human body that cannot be seen?</p> <p>Can they say why certain animals have certain characteristics?</p> <p>Can they name a range of wild animals?</p>
History	<p>Chronological understanding</p> <p>Can they put up to three objects in chronological order (recent history)?</p> <p>Can they use words and phrases like: <i>'old', 'new and a long time ago'</i>?</p> <p>Can they tell me about things that happened when they were little?</p> <p>Can they recognise that a story that is read to them happened a long time ago?</p> <p>Do they know that some objects belonged to the past?</p> <p>Can they retell a familiar story set in the past?</p> <p>Can they explain how they have changed since they were born?</p> <p>Challenging</p> <p>Can they put up to five objects/events in chronological order (recent history)?</p> <p>Can they use words and phrases like: <i>'very old, when mummy and daddy were little'</i>?</p> <p>Can they use the words <i>'before and after'</i> correctly?</p> <p>Can they say why they think a story was set in the past?</p> <p>Knowledge and interpretation</p> <p>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p> <p>Do they appreciate that some famous people have helped our lives be better today?</p> <p>Challenging</p> <p>Can they explain why certain objects were different in the past, e.g. iron, music systems, and televisions?</p> <p>Can they tell us about an important historical event that happened in the past?</p> <p>Can they explain differences between past and present in their life and that of other children from a different time in history?</p> <p>Historical enquiry</p> <p>Can they ask and answer questions about old and new objects?</p> <p>Can they spot old and new things in a picture?</p> <p>Can they answer questions using an artefact/ photograph provided?</p> <p>Can they give a plausible explanation about what an object was used for in the past?</p> <p>Challenging</p> <p>Can they begin to identify the main differences between old and new objects?</p> <p>Can they answer questions using a range of artefacts/ photographs provided?</p> <p>Can they identify objects from the past, such as vinyl records?</p> <p>Can they find out more about a famous person from the past and carry out some?</p>
Geography	

Art	Drawing Can they communicate something about themselves in their painting? Can they create moods in their paintings? Can they choose to use thick and thin brushes as appropriate?	Painting Can they communicate something about themselves in their painting? Can they create moods in their paintings? Can they choose to use thick and thin brushes as appropriate?
DT		
Computing	Communicating Do they recognise what an email address looks like? Have they joined in sending a Class email? Can they use the '@' key and type an email address? Can they word process ideas using a keyboard? Can they use the spacebar, back space, enter, shift and arrow keys? Can they print out a page from the internet?	
Music	Composing Can they make different sounds with their voice? Can they make different sounds with instruments? Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds? Challenging Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they give a reason for choosing an instrument?	
PE	Athletics Tennis	Athletics Striking & Fielding

PSHE	Social skills, Empathy and Motivation I can talk about how I should behave and how my behaviour impacts on other people I can describe why I think things are fair or unfair I can describe what bullying is and what to do if I think I am being bullied or a friend is being bullied I can describe my feelings in words and pictures I can listen to other people when they are talking to me or to my Class I can share my ideas with my group or with my Class	I can describe how to be kind to other people and help them I can talk about how to help my friends if they feel lonely or upset I can talk about how to be polite and respectful I can talk about what I could do to improve a piece of work I can describe what helps me to learn and work well
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