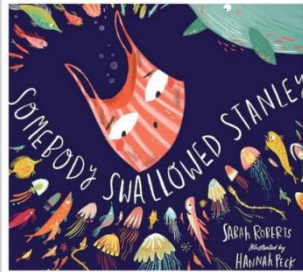
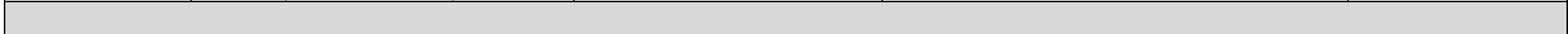


Year 1	Term: Summer 1	Topic: Where the Wild Things Grow SHINE VALUE: Enthusiastic (curiosity, imagination, motivation)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
English	Non-chronological Report				
	Word Aware Words: swept, jellyfish, tentacles, floated, ordinary, tongue, barnacles, vast, cave, creature, skimmed, hummed, brave, steam, spout, bobbed, gently, calm, carefree, beady, paddle-shaped flippers				
	<p>Spoken language:</p> <ul style="list-style-type: none"> Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> Learn to appreciate rhymes and poems. Recite some rhymes and poems by heart Discuss word meanings, linking new meanings to those already known Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them Explain clearly understanding of what is read to them <p>Writing composition:</p> <ul style="list-style-type: none"> Say out loud what is going to be written about 	<p>Somebody Swallowed Stanley By Sarah Roberts</p> 	<p>Gateway Keys</p> <ul style="list-style-type: none"> Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes where no change is needed to the root word e.g -ed, -er, -ing, -est <p>Mastery Keys</p> <ul style="list-style-type: none"> Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes where no change is needed to the root word e.g. ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the prefix un <p>Feature Keys</p> <ul style="list-style-type: none"> Write simple sentences linked to the topic Write in the present tense Link ideas through subject or pronoun e.g. Bats are black. They fly at night 	<p>Writing outcome: To write information about the sea animals looked at in the texts.</p> <p>Greater depth writing outcome: To write information about the sea animals looked at in the texts including sections on how to protect them.</p>	

	<ul style="list-style-type: none"> • Sequence sentences to form short narratives • Re-read what they have written and check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words 			
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Maths	Number: Multiplication and Division, Fractions Capacity: Volume	
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Word Aware Words: multiply, divide, double, fraction, half, quarter, left, right	
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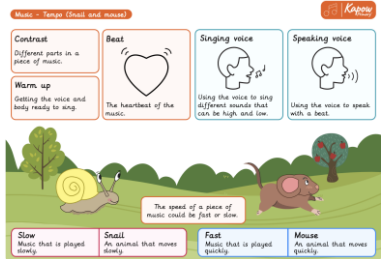
<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>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:</p> <ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three-quarter turns • Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and 	<p><i>White Rose</i> Year 1 Summer Block 1,2,3</p> <p><i>NCETM - teaching for mastery</i></p>	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Count in 2s, 10s, 5s • Make equal groups • Add equal groups • Make doubles • Make arrays <p>Fractions</p> <ul style="list-style-type: none"> • Recognise half an object or a shape • Find half an object or shape • Recognise half a quantity • Find half a quantity • Recognise quarter of an object or a shape • Find quarter of an object or shape • Recognise quarter of a quantity • Find quarter of a quantity <p>Measurement</p> <ul style="list-style-type: none"> • Understand full and empty • Compare volume • Measure capacity • Compare capacity
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	backwards, inside and outside (non-statutory guidance)		
	<ul style="list-style-type: none"> Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) 		

Science Computing	The Big Question: What do you know about the 5 animal groups?				
	Word Aware Words: mammal, reptile, fish, bird, amphibian, warm blooded, cold blooded.				
	<p>In Science: Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Scientist Focus: David Attenborough</p> <p>Computing: Presentation skills</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>https://www.bbc.co.uk/bitesize/topics/z6882hv page which has links to videos: what are mammals? What are birds? What are fish? What do animals eat? What do animals need to survive?</p>	<p>Science: Know that animals are not all the same</p> <p>Animals share some characteristics e.g. number of legs, arms, habitats, food.</p> <p>Humans are mammals</p> <p>Understand the terms omnivores, carnivores, herbivores</p> <p>Know that David Attenborough is: An explorer & storyteller He has visited every continent on Earth to film wildlife in its natural habitat</p> <p>The voice of nature: He is instantly recognizable for his calm, gentle, and enthusiastic narrating voice in nature documentaries.</p> <p>A conservationist: He teaches children and adults why it is important to take care of the environment, protect animals, and fight climate change.</p>	<p>Science Observe closely.</p> <p>Identify and classify</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Computing Use App -Pic Collage</p> <p>Use AR</p> <p>Insert text and images</p> <p>Organise text and pictures for others to read</p> <p>Store and retrieve photos, videos, images and presentations</p>	<p>Double page spread</p> <p>Forest Learning: pit traps, bird feeders, mini beast hunt</p>

Art	Artist: The Art of Benin			
	Word Aware Words: clay, push, squeeze, twist, evaluate			

	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Web links: Art of Benin https://www.bbc.co.uk/bitesize/topics/zpvckat/articles/z84fvcw</p> <p>Images: </p>	<p>Know that the people of Benin made different types of art</p> <p>Know that Benin art used clay, wood, metal and leather.</p> <p>Benin art was of people, animals and Gods.</p> <p>Understand that Benin art represented life in Benin</p>	<p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Explore and develop painting and sculpture techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>To create a clay 3D model in the style of the art of Benin.</p>
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<p>Music</p>	<p>Classic Music: tempo</p>				
	<p>Word Aware Words: beat, fast, singing, voice, slow, speaking voice, warm up</p>				
<p>Use their voices expressively and creatively by singing songs</p> <p>Combine sounds using the inter-related dimensions of music – <i>Duration</i>.</p>	<p>Kapow Primary Theme: Snail and the Mouse</p> 	<p>That sound can help tell a story.</p> <p>That an instrument or voice can be played at different speeds.</p> <p>That pulse can be fast and slow.</p>	<p>Recognising basic tempo changes.</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</p> <p>Describing the differences between two pieces of music.</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Demonstrate slow and fast with their bodies and voices.</p> <p>Demonstrate slow and fast beats while saying a rhyme and using an instrument.</p> <p>Perform a song using a singing voice.</p> <p>Perform with an instrument.</p> <p>Observe others and move, speak, sing and play appropriately.</p> <p>Sing in time from memory, with some accuracy.</p> <p>Keep a steady pulse.</p> <p>Move, speak, sing and play demonstrating slow and fast beats.</p>	

				<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Responding to simple musical instructions such as tempo changes.</p> <p>Competently singing songs with a very small pitch range (two notes that are different but close together).</p>	
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RE	The Ultimate Question: What makes a place special for Muslims?				
	Word Aware Words: Mosque, Muslim, pray, worship, dome, Minaret, washroom, Qibla Wall, Mihrab, Prayer room, Quran				
	<p>Peterborough Agreed Syllabus: PT1 - Knowledge & Understanding of Religion and World Views: Be familiar with key words and vocabulary related to Christianity, Islam and Hinduism. Encounter a variety of religious and moral stories from Christianity, one other religion and world views. Show how individuals and communities celebrate life events. Begin to name the different beliefs and practices of Christianity, Islam and Hinduism.</p> <p>PT2 – Responding to Religion and Worldviews: Begin to talk about different beliefs and practices using the correct vocabulary. Begin to suggest meanings behind religious and moral stories. Ask or respond to questions about individuals and faith communities live. Express own ideas about belief and practices creatively.</p>	<p>BBC Two - My Life, My Religion, Islam, Prayer</p> <p>VR Headsets – explore Grand Mosque Abu Dhabi</p>	<p>To know that a Mosque is a special place for Muslims.</p> <p>To name some of the features of a Mosque and explain what they are.</p> <p>To be able to say what happens in a Mosque.</p>	<p>Explain the features and uses of a Mosque.</p>	

PSHE

Keeping safe: Safety and the changing body

Word Aware Words: accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust

Statutory Relationships Education, Relationships and Sex Education (RSE):

Know that that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Know how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know

Know how to recognise and report feelings of being unsafe or feeling bad about any adult

Know how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Know how to make a clear and efficient call to emergency services if necessary

Kapow Primary



To know that some types of physical contact are never appropriate.

To know what to do if I get lost.

To know that a hazard is something which could cause an accident or injury.

To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.

To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.

To know that emergency services are the police, fire service and the ambulance service.

To know that some types of physical contact are never acceptable.

Practising what to do if I get lost.

Identifying hazards that may be found at home.

Understanding people's roles within the local community that help keep us safe.

Learning what is and is not safe to put in or on our bodies.

Practising making an emergency phone call.

Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.

Understand ways to keep safe and not get lost and know the steps to take if they do get lost.

Know the number for the emergency services and their own address.

Understand that some types of physical contact are never acceptable.

Know what can go into or onto the body and when they should check with an adult.

Understand that there are hazards in houses and know how to avoid them.

Understand and name jobs that people do to help keep us safe.

PE

Invasion Games

Word Aware: invade, speed, retrieve

Weekly	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending 	Premier Sports Coach	<ul style="list-style-type: none"> Moving in and out of a space safely and with control Chasing and invading Invading to retrieve an object - giving a purpose to invade Small invasion games introducing basic rules 	Play small invasion games using skills taught
Gymnastics: Rolling				
Word Aware: strong body, roll, rock, change				
	Develop balance, agility and co-ordination.	Cambridgeshire Scheme of Work for Primary Schools Year 1 <ul style="list-style-type: none"> Create an egg roll Create a pencil roll Sequence rolls Create a sequence of a roll and a balance Create and perform a Sequence of a roll, a balance and a jump 	<ul style="list-style-type: none"> Create an egg roll Create a pencil roll Sequence rolls Create a sequence of a roll and a balance Create and perform a Sequence of a roll, a balance and a jump 	Create and perform a sequence to include a roll, balance and jump