

Year 1	Term: Spring 1	<b>Topic: Time Travellers: London's Burning!</b> <b>SHINE VALUE: Success (determination, perseverance, ambition)</b>			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
<b>English</b>	<b>Fiction:</b> Journey Story				
	<b>Word Aware Words:</b> dusty, surprise, stone, noticed, Grandpa, magic, beauty, noticed, city, crooked, unexpected, tiptoes, concrete, awning, unwanted, boring				
<b>Spoken language:</b> Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role-play, improvisations and debates  <b>Reading comprehension:</b> Link what is read or heard to own experiences Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Draw on what they already know Discuss the significance of the title and events 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 discussions about what has been read to them Explain clearly their understanding of what is read to them  <b>Writing composition:</b> Say out loud what is going to be written about Compose a sentence orally before writing	<b>Grandpa's Gift</b> by Fiona Lumbers 	<b>Gateway keys</b> <ul style="list-style-type: none"> <li>Compose a sentence orally before writing it</li> <li>Join words using and</li> <li>Use plural noun suffixes -s and -es</li> <li>Punctuate sentences using a capital letter and a full stop</li> <li>Use capital letters for names of people and places</li> <li>Leave spaces between words</li> </ul> <b>Mastery keys</b> <ul style="list-style-type: none"> <li>Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</li> <li>Join words and clauses using and</li> <li>Some accurate use of the prefix un-</li> <li>Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</li> </ul> <b>Feature keys</b> <ul style="list-style-type: none"> <li>Use some story language</li> <li>Include and describe new characters</li> <li>Include and describe the setting</li> <li>Write simple sentences in sequence (link ideas with pronouns)</li> <li>Include a beginning, middle and end</li> </ul>	<b>Writing outcome:</b> To write a story about a character who finds magic in everyday things based on the structure of the text. Change the main character and the setting.  <b>Greater depth writing outcome:</b> To write a story about a character who finds magic in everyday things based on the structure of the text. Change both characters and the setting.		

	<p>it Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p> <p>Spell words containing phonemes already taught</p> <p>Spell common exception words</p>		
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<b>Maths</b>	<b>Place Value:</b> within 20 <b>Addition and Subtraction:</b> within 20		
	<b>Word Aware Words:</b> estimate, compare, double, addition, subtraction, number bond		
	<p><b>Place Value</b> Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Read and write numbers from 1 to 20 in numerals and words Given a number, identify 1 more and 1 less</p> <p><b>Addition and Subtraction</b> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract 1-digit and 2-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20</p> <ul style="list-style-type: none"> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and</li> </ul>	<p><b>Place Value</b> Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Read and write numbers from 1 to 20 in numerals and words Given a number, identify 1 more and 1 less</p> <p><b>Addition and Subtraction</b> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<p><b>Place Value</b> Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Read and write numbers from 1 to 20 in numerals and words Given a number, identify 1 more and 1 less</p> <p><b>Addition and Subtraction</b> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>

	<p>missing number problems such as <math>7 = ? - 9</math></p>	<p>Add and subtract 1-digit and 2-digit numbers to 20, including zero</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></p>	
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<b>History</b> <b>DT</b> <b>Science</b> <b>Computing</b>	<h2>The Big Question: What happened in Pudding Lane?</h2>		
	<h3>Word Aware Words: fire, great, London, sequence, event, past, bakery,</h3>		
	<p><b>In History:</b></p> <p><b>Know and understand about:</b></p> <ul style="list-style-type: none"> <li>Changes within living memory</li> <li>Events beyond living memory that are significant nationally or globally</li> </ul> <p><b>In Computing:</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school</li> <li>Online safety Lesson 3 (links with PSHE)</li> </ul> <p><b>In DT (joins)</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>	<p><b>Websites:</b></p> <p><a href="https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/#:~:text=The%20Great%20Fire%20of%20London%20started%20on%20Sunday%2C%202%20September%201666%20was%20a%20blazing%20inferno.">https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/#:~:text=The%20Great%20Fire%20of%20London%20started%20on%20Sunday%2C%202%20September%201666%20was%20a%20blazing%20inferno.</a></p> <p><a href="https://www.literacyshed.com/puddinglane.html#">The Great Fire of London 1666 - YouTube</a></p> <p><a href="https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdttmfr">https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdttmfr</a></p> <p><b>Magic Grandad</b></p> <p><a href="https://www.youtube.com/watch?v=VarSSAwimU">https://www.youtube.com/watch?v=VarSSAwimU</a></p>	<ul style="list-style-type: none"> <li>Know the key events of the Great Fire of London (2<sup>nd</sup> September 1666, started in a bakery in Pudding Lane. Thomas Farynor owned the bakery, it was a long, dry Summer and wind spread the fire, the houses burnt quickly, it took 4 days to extinguish, they used buckets of water and fire hooks, most of London was destroyed)</li> <li>Understand that houses, streets and bakeries were different in 1666 to now</li> <li>Know the hazards of fire and how to stay safe</li> <li>Know how to use iPad Apps</li> </ul> <ul style="list-style-type: none"> <li>Compare the past with now</li> <li>Create a time line of events</li> <li>Insert an image</li> <li>Add text</li> <li>Change the font style, size and colour</li> <li>Save and retrieve digital content</li> <li>Design a product, thinking carefully about the colour, pattern and shape.</li> <li>Use a running stitch to sew fabric together</li> </ul>
			Double page spread

	<ul style="list-style-type: none"> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Evaluate their ideas and products against design criteria</li> </ul> <p><b>In Science:</b></p> <p>BREAD INVESTIGATION</p> <ul style="list-style-type: none"> <li>• Observe closely, using simple equipment</li> <li>• performing simple tests</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help in answering questions</li> </ul>		<ul style="list-style-type: none"> <li>• Popplet, Pic Collage</li> <li>• Use Augmented Reality technology</li> <li>• Know that bread changes when it is left out.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of design techniques to make a product.</li> <li>• Make observations</li> <li>• Ask and answer questions</li> </ul>	
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**Computing**  
**(SPRING TERM)**

## Programming 1: Algorithms unplugged

**Word Aware Words:** algorithm, bug, debug, input, instructions, programming, problem, sequence, steps

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs

### *Kapow Primary Algorithms unplugged*

To understand that an algorithm is when instructions are put in an exact order.

To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.

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To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.

Recognise that some devices are input devices and others are output devices.

Learn that decomposition means breaking a problem down into smaller parts. Use decomposition to solve unplugged challenges.

Develop the skills associated with sequencing in unplugged activities.

Follow a basic set of instructions.

Explain what an algorithm is.  
Write clear algorithms.

Follow an algorithm.

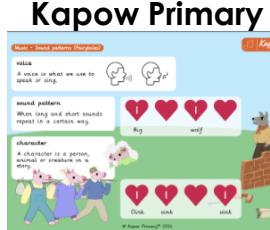
Explain what inputs and outputs are.

Create an achievable program.

Decompose a design into steps.

Identify bugs in an algorithm and how to fix them.

				Assemble instructions into a simple algorithm.	
				Learn to debug instructions when things go wrong.	
				Learn to debug an algorithm in an unplugged scenario.	

<b>Music</b>  <b>Weekly</b>	<b>Sound Patterns: Fairy Tales</b>				
	<b>Word Aware Words: character, voice, sound pattern</b>				
	<ul style="list-style-type: none"> <li>Use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality (live) and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>		<p>Know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p>	<p><b>Listening and evaluating</b> Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy).</p> <p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud").</p> <p>Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).</p>	<p>Chant in time with others.</p> <p>Make changes to the dynamics (volume) of their voice to represent a character.</p> <p>Respond to hand signals when playing an instrument.</p> <p>Choose a suitable sound to represent a point in the story.</p> <p>Read simple rhythmic patterns comprising one beat sounds and one beat rests.</p> <p>Clap or play a rhythmic pattern along with spoken words.</p> <p>Play given sound patterns in time with the pulse.</p> <p>Follow instructions during a performance.</p> <p>Join in with repeated phrases using a character voice.</p>

				<p>Stating what they enjoyed about their peers' performances.</p> <p><b>Creating sound</b> Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>Using bilateral and hand-eye coordination to play/hold instruments using both hands.</p> <p>Starting to understand how to produce different sounds on pitched instruments.</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p><b>Composing and improvising</b> Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</p> <p>Selecting objects and/or instruments to create sounds to represent a given idea or character.</p> <p>Playing and combining sounds under the direction of a leader (the teacher).</p> <p><b>Performing</b></p>	
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				Offering positive feedback on others' performances.  Keeping instruments still until their part in the performance.	
RE	<b>The Ultimate Question: What is God's job?</b>				
Weekly	<b>Word Aware Words:</b> job, skills, attributes, protect, care, create, kindness, nurture, create, creation				
	<b>Peterborough Agreed Syllabus:</b>  <b>PT1 - Knowledge &amp; Understanding pf Religion and World Views:</b> <ul style="list-style-type: none"> <li>• Be familiar with key words and vocabulary related to Christianity, Islam and Judaism.</li> <li>• Begin to name the different beliefs and practices of Christianity, Islam and Judaism</li> </ul> <b>PT2 – Responding to Religion and Worldviews:</b> <ul style="list-style-type: none"> <li>• Begin to talk about different beliefs and practices using the correct vocabulary.</li> <li>• Express own ideas about belief and practices creatively.</li> </ul>			<ul style="list-style-type: none"> <li>• Discuss opinions about beliefs about what God does while respecting others' views.</li> <li>• Recognise that for many Jewish people, God is believed to have a special relationship with them and explore stories to understand this relationship.</li> <li>• Discuss why stories about miracles performed by Jesus are important to people who follow the Christian worldview.</li> <li>• Discuss why stories about Muhammed (pbuh) are important to people who follow the Muslim worldview.</li> <li>• Make thoughtful observations about how this belief influences moral choices in daily life.</li> </ul>	
PSHE Computing	<b>Citizenship</b>				
Weekly	<b>Word Aware Words:</b> care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote				
	<b>British values:</b> Democracy, Rule of Law, Mutual respect, Tolerance of different cultures and religions.  <b>Online safety:</b> Always be kind and considerate	<b>Kapow Primary Citizenship</b>	<b>Kapow Primary Computing</b>	<ul style="list-style-type: none"> <li>• To know the rules in school.</li> <li>• To know that different pets have different needs.</li> <li>• To understand the needs of younger children and that these change over time.</li> <li>• To know that voting is a fair way to make a decision.</li> <li>• To understand that people are all different.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising why rules are necessary.</li> <li>• Discussing how to meet the needs of different pets.</li> <li>• Exploring the differences between people.</li> <li>• Recognising the groups that we belong to.</li> <li>• </li> </ul>

<b>PE</b>	<b>Games: Multi-skills</b>		
	<b>Word Aware:</b> dribble, hitting, kicking, grip		
Weekly	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.	<b>Cambridgeshire Scheme of Work for Primary Schools</b> Year 1	<ul style="list-style-type: none"> <li>• Fundamentals of how to dribble a ball and the technique of keeping it on the ground.</li> <li>• Kicking the ball - introduce a target to aim at.</li> <li>• How to grip and a hold a tennis racket</li> <li>• Balancing a ball on the tennis racket without it falling off</li> <li>• Use a tennis racket to bounce a ball</li> <li>• Use a tennis racket to hit a ball (on the floor)</li> </ul>
	<b>Gymnastics: Jumping</b>		
<b>Word Aware:</b> take off, power, landing, shapes, tuck			
Develop balance, agility and co-ordination		<b>Premier Sports Coach</b>	<ul style="list-style-type: none"> <li>• Take off and landing - focus on how to ensure a safe landing.</li> <li>• Shapes - focus on formation of shapes.</li> <li>• Bunny hopping</li> <li>• Creating and performing a sequence including balancing and jumping on the floor.</li> <li>• Creating and performing a sequence on the apparatus with balancing and jumping</li> </ul>