


Year 1	Term: Summer 2	Topic: Where the Wild Things Grow! SHINE VALUE: Nurture (kindness, caring, cooperation)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
English	Narrative – Traditional tale: Goldilocks and Just the One Bear				
	Word Aware Words: lolloping, nip (into), peeked, pleasant, frothy, nodded off, pottering, familiar, penny, dropped, plonked, bear, wood, minute, twigs, leaves, cactus, duvet				
	<p>Spoken language:</p> <ul style="list-style-type: none"> Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> Become familiar with key stories, fairy tales and traditional tales Retell stories and consider their particular characteristics 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 <p>Writing composition:</p> <ul style="list-style-type: none"> 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 	<p>Goldilocks and just the One Bear by Leigh Hodgkinson</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 Change the meaning of verbs and adjectives by adding the prefix un- <p>Mastery Keys</p> <ul style="list-style-type: none"> Join words and clauses using and Use simple description Sequence sentences to form short narratives (link ideas or events by pronouns) Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark <p>Feature Keys</p> <ul style="list-style-type: none"> Story language Simple description for character and setting Sequence of events Include a beginning, middle and end Past tense 	<p>Writing outcome: To write a new version of the story with a new character or new setting</p> <p>Greater depth writing outcome: To write a new version of the story with a new character and a new setting</p> <p>Additional writing opportunity: To write a non-chronological report about bears</p>	

- Spell words containing phonemes already taught
- Spell common exception words

Maths

Number: Place Value (within 100) **Measure:** Money, Time **Geometry:** Position and direction

Word Aware Words: o'clock, coins, left, right, turn

Place Value:

- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- 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

Money:

- Recognise and know the value of different denominations of coins and notes
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

Time:

- 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
- Compare, describe and solve practical problems for time

**White Rose
Year 1**

Summer Block 3,4,5,6

NCETM - teaching for mastery

Place Value:

- Count from 50 to 100
- Count in tens to 100
- Partition into tens and ones
- The number line to 100
- 1 more, 1 less
- Compare numbers with the same number of tens
- Compare any two numbers

Money:

- Unitising
- Recognise coins
- Recognise notes
- Count in coins

Time:

- Before and after
- Days of the week
- Months of the year
- Hours, minutes, and seconds
- Tell the time to the hour.
- Tell the time to the half hour.

Position and Direction:

- Describe turns
- Describe position – left and right
- Describe position – forwards and backward
- Describe position – above and below
- Ordinal numbers

	<ul style="list-style-type: none"> • Measure and begin to record time (hours, minutes, seconds) • Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times <p>Position and Direction:</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 backwards, inside and outside (non-statutory guidance) • Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance) 		
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Science Art Computing DT	The Big Question: How does a plant grow?			
	Tier 2 words: plant, flower, leaf, stem, root, tree, seed, senses, observe			
	Tier 3 words: deciduous, evergreen			
	<p>In Science: PLANTS</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees. • Say which part of the body is associated with each sense. <p>In Computing: Programming BeeBots (Play & Learn)</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and 	<p>Explorify Stem.org BBC Bitesize Outstanding Science Beebots</p>	<p>In Science:</p> <ul style="list-style-type: none"> • Name common wild and garden plants: daisy, buttercup, lavender, grass, dandelion, oak tree, silver birch tree, horse chestnut tree • Identify parts of a plant • Know the difference between an evergreen and a deciduous tree • Observe how a seed grows • Know what a plant needs to grow • Know which part of the body is associated with which sense <p>In Computing: BeeBots:</p> <ul style="list-style-type: none"> • Know the basic functions of a Bee-Bot. 	<p>In Science:</p> <ul style="list-style-type: none"> • Ask simple questions and recognising that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. • Use senses to explore healthy foods

	<p>that programs execute by following precise and unambiguous instructions.</p> <ul style="list-style-type: none"> • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Recognise common uses of information technology beyond school. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>In Art: OBSERVATIONAL DRAWINGS</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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>In DT:</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, 		<ul style="list-style-type: none"> • Know that algorithms move a Bee-Bot accurately to a chosen destination. <p>In Art:</p> <ul style="list-style-type: none"> • Know that pressing harder creates a darker shade and pressing light create a lighter shade when using a pencil • Understand that observational drawing is what is actually seen in front of you rather than drawing from memory or imagination <p>In DT:</p> <ul style="list-style-type: none"> • Know the name of a range of tools and equipment to perform practical tasks (knife, skewer) • Know how to safely prepare vegetables for a healthy meal 	<p>In Computing: BeeBots:</p> <ul style="list-style-type: none"> • Use positional and directional language to reach a destination • Use logical reasoning to predict the behaviour of simple programs. • Follow a basic set of instructions. • Assemble instructions into a simple algorithm. • Program a floor robot to follow a planned route. • Learn to debug instructions when things go wrong. • Use programming language to explain how a floor robot works. • Learn to debug an algorithm in an unplugged scenario <p>In Art:</p> <ul style="list-style-type: none"> • Use lines, shapes and patterns to draw real objects • Use mark making techniques such a stippling and crosshatching to create images • Use a variety of tools and techniques including the use of different brush sizes. • Begin to discuss and mix secondary colours and shades (using black and white paint). 	
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	cutting, shaping, joining and finishing]			In DT: <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to design a healthy snack- Vegetable kebab Use the claw grip to cut vegetables Evaluate a healthy snack from criteria 	
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RE	The Ultimate Question: What makes a special place for Sikhs?				
	Tier 2 words: pray, worship Tier 3 words: Gurdwara, Sikh, Sikhism, Nishan Sahib, Khanda, Manji Sahib, Guru Granth Sahib, Divan Hall, Langar				
	Peterborough Agreed Syllabus: PT1 - Knowledge & Understanding of Religion and World Views: Be familiar with key words and vocabulary related to Sikhism. Begin to name the different beliefs and practices of Sikhism. PT2 – Responding to Religion and Worldviews: Begin to talk about different beliefs and practices using the correct vocabulary. Ask or respond to questions about individuals and faith communities live.	VR Headsets A visit to a gurdwara - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize	To understand that a Gurdwara is a special place of worship for Sikhs. To know the features of a Gurdwara. To know what happens in a Gurdwara.	To name some of the main features of a Gurdwara. To explain the features and uses of a Gurdwara. To explain what happens in a Gurdwara.	Talk about the features of a Gurwara and explain what happens inside.

PSHE	Strengths & Transition			
	Word Aware Words: move, strength, skills			
	Year 1 transition	Kapow/behaviour curriculum	To understand their own strengths and to prepare for their move to a new class	I can understand that everyone has different strengths.

				I can explain some of the skills I have developed in Year 1. I can identify the positives and challenges of moving to a new class.
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PE	Athletics			
	Word Aware: distance, accurate, obstacle			
	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.	Premier Sports Coach	<ul style="list-style-type: none"> • Run at different speeds and over obstacles • Throw for distance (accuracy) • Jump for distance 	Mini Olympics focusing on skills learnt
	Interpretive Dance: Plants			
	Word Aware: grow, glide, spiral, explode, dynamics			
Perform dances using simple movement patterns		<ul style="list-style-type: none"> • Move in a controlled manner, at different speeds and directions • Respond appropriately to a range of weather stimuli. • Explore movements of a plant as they grow. • Use different movements to represent a seed being dispersed. • Create own movement phrase in small groups to represent a plant growing and seed being dispersed. • Develop movement phrase by adding in actions to represent the weather. • Perform and give peer feedback. 	To create, practise, remember and perform simple movement sequences.	