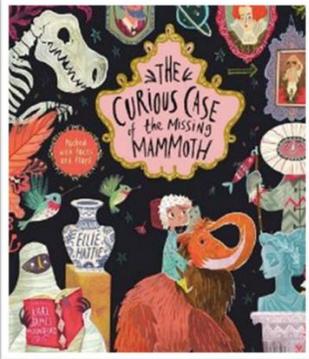
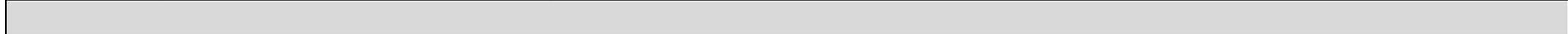


Year 1	Term: Spring 2	Topic: Time Travellers: Digging for Dinosaurs SHINE VALUE: Independent (resilience, responsibility)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
English	Fiction: Adventure story				
	Word Aware Words: peep, gasp, toot, thunderous, din, regal, mutter, tramp, struck, unusual, wild, statue, midnight, mammoth, museum, exhibition/exhibits, underwater, portrait, carnivore, extinct, endangered				
	<p>Spoken language:</p> <p>Ask relevant questions Build vocabulary Articulate and justify answers</p> <p>Use spoken language:</p> <p>Speculating, hypothesising, imagining and exploring ideas</p> <p>Reading comprehension:</p> <p>Retell stories and consider their particular characteristics</p> <p>Learn to appreciate rhymes and poems</p> <p>Recite some rhymes and poems by heart</p> <p>Draw on what they already know Check that the text makes sense Make inferences on the basis on what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Writing composition:</p> <p>Say out loud what is going to be written about</p>	<p>The Curious Case of the Missing Mammoth</p> 	<p>Gateway keys</p> <ul style="list-style-type: none"> Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks Use 'and' between words and some clauses Some accurate use of the prefix un- Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Leave spaces between words <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 <p>Feature keys</p>	<p>Writing outcome:</p> <p>To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character</p> <p>Greater depth writing outcome:</p> <p>To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting</p>	

	<p>Compose a sentence orally before writing it</p> <p>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>		<ul style="list-style-type: none"> • Use some story language • Include and describe a character • Include and describe the setting (new setting for greater depth) • Write simple sentences in sequence • Include a beginning, middle and end 	
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<p>Year 1 Maths</p>	<p>Place Value: within 50 Measurement: length and height, mass and volume</p>			
	<p>Word Aware Words: partition, estimate, length, height, measure, heavier, lighter, mass, volume, capacity, compare</p>			
	<p>Place Value: 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 Given a number, identify 1 more and 1 less</p>	<p><i>White Rose</i> Year 1 Spring Block 3,4,& 5 NCETM - teaching for mastery</p>	<p>Place Value: Count from 20 to 50 Count by making groups of tens Make groups of tens and ones Partition into tens and ones Estimate on a number line to 50 Find 1 more, 1 less</p> <p>Measurement: Compare lengths and heights Measure length using objects Measure length in centimetres Understand heavier and lighter Measure mass</p>	

	Measurement: Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time		Compare mass Understand full and empty Compare volume Measure capacity Compare capacity
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Year 1 History/ Science Computing	The Big Question: How do we know dinosaurs existed?			
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Year 1 History/ Science Computing	Word Aware Words: fossil, bones, dig, archaeologist, clues, dinosaur, carnivore, omnivore, herbivore, palaeontologist			
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Year 1 History/ Science Computing	The Big Question: How do we know dinosaurs existed?				
	Word Aware Words: fossil, bones, dig, archaeologist, clues, dinosaur, carnivore, omnivore, herbivore, palaeontologist				
	History <ul style="list-style-type: none"> Changes within living memory. Events beyond living memory that are significant nationally or globally. the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality. Science: Animals including humans <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Computing: Presentation skills <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	The National History Museum https://www.nhm.ac.uk/ 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?	History <ul style="list-style-type: none"> Know that historians look for clues to find out about the past Know facts about five familiar dinosaurs including: <ul style="list-style-type: none"> What were they called? What did they look like? How big (or small) were they? Where might they have lived? What did they eat? Who might eat them? Know that dinosaurs lived millions of years before people Know that Mary Anning was a fossil hunter Know that fossils are the remains of plants and animals that lived a long time ago. Know that fossils help palaeologists know what 	History <ul style="list-style-type: none"> Identify things from the past and present Ask and answer questions about the past. Use different sources e.g. books, computers and artefacts. Classify and compare Science <ul style="list-style-type: none"> Observe closely. Identify and classify Use their observations and ideas to suggest answers to questions. Computing Use Apps Popplet, Pic Collage Use AR	Forest School: Dinosaur dig/hot chocolate over fire PROJECT: create a video (news of a new find) PROJECT: create a PicCollage dinosaur fact file Double page spread

			<p>life was like a long time ago</p> <p>Science:</p> <ul style="list-style-type: none"> • Know that animals are not all the same • Animals share some characteristics e.g. number of legs, arms, habitats, food. • Humans are mammals • Understand the terms omnivores, carnivores, herbivores <p>Computing:</p> <ul style="list-style-type: none"> • Know that technology can be used to find out information and share information with others 	<ul style="list-style-type: none"> • Insert text and images • Organise text and pictures for others to read • Store and retrieve photos, videos, images and presentations 	
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<p>Year 1 RE Weekly</p>	<p>The Ultimate Question: Why should we care for the world?</p>				
	<p>Word Aware Words: custodians protect, care, respect, Christian, Jesus, Easter</p>				
	<p>Peterborough Agreed Syllabus: PT1 - Knowledge & Understanding of Religion and World Views: PT1 – listen to a variety of religious and moral stories. PT1 – begin to name the different beliefs and practices of Christianity – EASTER.</p> <p>PT2 – Responding to Religion and Worldviews: PT2 – begin to suggest meaning behind religious stories. PT2 – begin to talk about different beliefs and practices using the correct vocabulary. PT2 – ask or respond to questions about how individuals and faith communities live.</p>	<p>Stories: Prophet and the Ants Crying Camel The story of Easter</p>	<p>Recognise why only humans can care for the world.</p> <p>Identify the belief that God created humans as stewards over nature through scripture.</p> <p>Recognise what some stories about Muhammad (pbuh) tell us about looking after the world.</p> <p>Identify reasons why it is important to care for the world.</p> <p>Understand that Christians believe that Easter is important and why.</p>		

Year 1 PSHE	Whole School Behaviour Curriculum: Be Ready, Be Safe, Be Respectful		
	Word Aware Words: ready, safe, respectful, control,		
Weekly	See separate Behaviour Curriculum planning (includes online safety)		

Year 1 PE	Games: Net and Wall			
	Word Aware: pass, racket			
	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"> Recap how to hold and balance a ball using a tennis racket Practise basic racket skills Pass an object between one another and over a net Hit the ball on the move - the ball is moving Hit the ball into a targeted area using rackets Hit the ball between each other using rackets. 	Hit a ball between each other using rackets
	Dance: Interpretive Dance: Dinosaurs			
Word Aware: Slow, fast, pace, high, low, levels				
<ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns. 		<ul style="list-style-type: none"> Explore moving in unison Follow and copy a partner Move and freeze with control and coordination Choose different movements to tell a story Create a simple dance motif. Observe and talk about each other's dances. 	Perform a dance using simple movement patterns	