

Year – 1		The adventures of Bear and the Queen		Autumn 1
ROOTS Link: Respect all	Whole School Project: -Tree Week	Ignites, Trips, Visits & Visitors:	Welcoming the class bear Local walk Visit to the local Church / Christ the Cornerstone -compare Sculpture walk around Milton Keynes Visits from Religious leaders in the community Local woodlands trust walks	
<p>Vision: For this project we will need to show the children an understanding of the area that they live in (Great Linford) the town that is in (Milton Keynes) where they live in England. Learn about our capital city and the country they live in. This will be supported with local trips that look at our surrounding area and compare that to Milton Keynes and then London. The children will learn about themselves during science and how they are now part of the GLPS family in PSHE.</p> <p>Computing learners will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p>			<p>Key Texts: Katie Goes to London- James Mayhew The Queen’s Hat – Steve Antony George & Flora’s Big Party- Jo Elworthy & Ley Honor Roberts</p>	
History/ Geography				
NC Links	Knowledge		Skills	
<p><u>Changes within living memory.</u> Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><u>Significant historical events</u> Recount changes that have occurred in their own lives.</p> <p><u>Locational knowledge</u></p>	<p><u>Geography</u> Capital cities- London United Kingdom Key landmarks of Great Linford, Milton Keynes, London & England- Buckingham Palace <u>England</u> - Buckingham Place, Stone Henge, Angel of the North</p>		<p><u>Geography</u> Use aerial photographs to recognise landmarks of Great Linford, Milton Keynes, London and England. Use map of United Kingdom to label Great Linford, Milton Keynes and London</p>	

<p>Name, locate and identify characteristics of <i>London and Milton Keynes</i>.</p> <p><u>Place Knowledge</u></p> <p>Use world maps, atlases and globes to identify <i>London and Milton Keynes</i>.</p>	<p><u>History</u></p> <p><i>Elizabeth II</i> is the <i>Queen</i> of the United Kingdom and the other Commonwealth realms</p> <p>Queen Elizabeth II was coronated on 2nd June 1953</p> <p>Queen Elizabeth II was born 21st April 1926</p> <p>She is the daughter of King George VI and Queen Elizabeth</p> <p>When she was 10 she moved into Buckingham Palace</p> <p>That the next monarch is Prince Charles</p> <p>OL: Can I recount changes that have occurred in my own life?</p> <p>OL: Can I compare my family tree to Queen Elizabeth II?</p> <p>OL: Can I compare my childhood to Queen Elizabeth II?</p> <p>OL: Can I compare artifacts from Queen Elizabeth II reign?</p> <p>OL: Can I understand the timeline of Queen Elizabeth II reign?</p> <p>OL: Can I describe the coronation of Queen Elizabeth II?</p> <p>OL: Can I show where Queen Elizabeth is the queen of?</p>	<p>Use map of United Kingdom to label England and the capital city of London. To make observations from pictures, videos about the characteristics of Great Linford, Milton Keynes and London.</p> <p><u>History</u></p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Show an understanding of the concept of nation and a nation's history. Use artefacts, pictured, stories, online sources and databases to find out about the past.</p> <p>Ask questions such as: What was It like for people? What happened? How long ago?</p>
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English

Weeks 1-3

Writing Focus: Katie goes to London (Journey story)

Cold Write: Write a sentence about a journey you have been on

Short Bursts:

- Description of London

	<ul style="list-style-type: none"> • First, Next, Then & Finally • Recipe • <u>I</u>nstructions 	
NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<ul style="list-style-type: none"> • leaving spaces between words • beginning to punctuate sentences using a capital letter and a full stop, question • using a capital letter for names and at the start of a sentence • composing a sentence orally before writing it • sequencing sentences to form short narratives 	<p>Grammar and Spelling Knowledge:</p> <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. • Use of capital letters and full stops to demarcate sentences. • Question marks to demarcate sentences and write own questions. • Use and understand the grammatical terminology (in English Appendix 2) in discussing their writing, <p>Understands term phoneme and grapheme</p>	<p>Grammar and Spelling Knowledge:</p> <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. • Use of capital letters and full stops to demarcate sentences. • Question marks to demarcate sentences and write own questions. • Use and understand the grammatical terminology (in English Appendix 2) in discussing their writing, <p>Understands term phoneme and grapheme</p>

Speaking & Listening		
Speaking & Listening	Presentation	
<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Consider and evaluate different viewpoints, attending to and building on the contributions of others Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Select and use appropriate registers for effective communication 		
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Not taught in Autumn 1 		
Handwriting		
NC Links	Knowledge	Skills
<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>Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these.</p>	<ul style="list-style-type: none"> Know upper and lower case letters To know letter families within the Think Write scheme (i.e. Harriet the Cow) To know when to use a capital letter 	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly form lowercase letters in the correct direction, starting and finishing in the right place form capital letters

Science- Who Am I?

Enquiry Questions:

How do we know what our food tastes like?
Does food taste sweet or sour?

Key Vocabulary:

Backbone- the bones that run along the centre of the back; this is also called the spine.
Joints - where bones meet, e.g. knee, elbow, shoulder, hips, ankle.
Vertebrae: the small bones that make up the backbone

NC Links

Knowledge

Skills

Work scientifically by:

- Identify, name, draw and label the basic parts of the human body.
- Say which part of the body is associated with each sense

The children will be learning all about their body and the important job that it does in allowing us to access the world around us using our senses.

OL: Can I explore my senses?
OL: Can I identify the body parts my senses come from?
OL: Can I investigate height?
OL: Can I identify taste buds?
OL: Can I explore seeing and hearing in more depth?

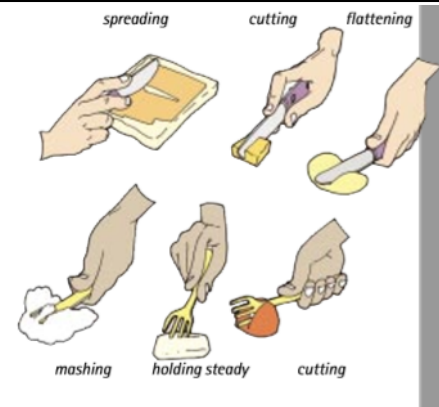
- Measuring using different equipment.
- Identifying the key parts of the body on our own body.
- Comparing heights to other members of our class.
- Trying different foods and explaining how they taste.

Music- Performance	
Termly Focus: Singing	Key Vocabulary: High, Middle, Low, voice, note, diction, expression, loud, quiet.
NC Links	Knowledge & Skills
	<p>Copy H/M/L sounds vocally (soh-me-lah-doh)</p> <p>Respond to H/M/L sounds with movement and hand signs</p> <p>Children sing and play in school performances and assemblies in unison or canon</p> <p>They sing with good diction, expression and confidence</p> <p>Children copy soh-me-lah and soh-me-doh phrases accurately in groups or individually.</p> <p>Some voices are not yet developed but follow the contours of the melody.</p> <p>Children sing songs from C to C' confidently and accurately and explore a greater range through games</p> <p>They sing in unison, canon and with a sung ostinato</p> <p>Follow pictorial cues and puppets to show changes in pitch, duration and dynamics</p> <p>file:///G:/My%20Drive/Shared/Subjects/Music/2020%20Planning%20and%20Resources/Y1/Autumn/Year%201.pdf</p>

Computing		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>Grouping data This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p> <p>OL: Can I describe objects using labels and match objects to those groups? OL: Can I describe the property of an object and find similar objects? OL: Can I decide how to group objects, compare the groups and share my findings?</p>	<p>OL: Can I count and group objects? OL: Can I group objects in more than one way? OL: Can I choose how to group objects and record how many are in the group?</p>
RE		
NC Links	Knowledge	Skills
See RE guidance non-statutory 2010	<p>Key question: Does God want Christians to look after the world?</p> <p>We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<ul style="list-style-type: none"> OL: Can I reflect on my own creation and explain how this makes me feel? OL: Can I discuss where I believe objects came from? OL: Can I act out the creation story? OL: Can I discuss why I think God created the world how he did?

	Local trip to St. Andrews church to explore Christian church.	<ul style="list-style-type: none"> • OL: Can I think about how God would want the Earth to be treated?
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PSHE- Being me in my world		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<ul style="list-style-type: none"> • Children will learn how to take part in Jigsaw PSHE Lessons • To learn the roles and responsibilities of the class and being part of the school. 	OL: I feel special and safe in my class OL: I know that I belong to my class OL: I know how to make my class a safe place for everybody to learn OL: I recognise how it feels to be proud of an achievement OL: I recognise the range of feelings when I face certain consequences

Design Technology		
NC Links	Knowledge	Skills
<p>Design design purposeful, functional, appealing products for themselves and other users</p> <p>Make select from and use a range of tools and equipment to perform practical tasks</p> <p>Evaluate explore and evaluate a range of existing products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable in their products.</p>	<p>DT: Fruit salad (Curriculum link to senses, science)</p> <p>Design OL: Can I design an appealing fruit salad for myself and others? OL: Can I generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology? (adapt as appropriate)</p> <p>Evaluate OL: Can I explore and evaluate a range of fruit salads?</p>	 <p>The image shows six illustrations of hands performing kitchen tasks: spreading butter on a slice of bread, cutting a slice of butter, flattening a slice of butter, mashing a potato, holding a fork steady, and cutting a tomato.</p> <p>Make OL: Can I select from and use a range of tools and equipment to make a fruit salad?</p>

	<p>OL: Can I evaluate mine and others fruit salads against the design criteria?</p>	<p>OL: Can I select the types of fruit required for my fruit salad? OL: Can I use different grips to manipulate the use of a knife? OL: Can I use different grips to manipulate the use of a spoon? OL: Can I use different grips to manipulate the use of a fork?</p>
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PE		
NC Links	Knowledge	Skills
<p>Master basic movements, balance, agility and coordination</p>	<p>Engage in cooperative physical activities Master basic jumping actions Develop fundamental movement skills. Extend agility balance and coordination</p> <p>Engage in cooperative physical activities</p>	<ul style="list-style-type: none"> • OL: Can I perform a straight jump and land in a safe landing position? • OL: Can I perform a 2 feet to 2 feet jump landing safely? • OL: Can I perform different types of jumps and to link 2 jumps together? • OL: Can I perform jumps safely whilst using apparatus? • OL: Can I create a routine combining 2 or more jumps together?

		<ul style="list-style-type: none">• OL: Can I improve my performance from last week?
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Maths		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● 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. <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Number- place value within 10 <ul style="list-style-type: none"> ● Addition and Subtraction within 10 	<ul style="list-style-type: none"> ● Sort objects ● Count objects ● Represent objects ● Count, read and write forwards from any number 0 to 10 ● Count, read and write backwards from any numbers 0-10 ● Count one more ● Count one less ● One-to-one correspondence to start to compare groups ● Comparing groups using language such as equal, more/greater, less/fewer ● Introduce <, > and = symbols ● Compare numbers ● Order groups of objects ● Order numbers ● Ordinal numbers (1st, 2nd, 3rd...) ● The number line <ul style="list-style-type: none"> ● Part-whole model ● Addition symbol ● Fact families- addition facts ● Find number bonds for numbers within 10 ● Systematic methods for number bonds within 10 ● Number bonds to 10 ● Compare number bonds ● Addition- adding together

- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.

- Addition- adding more
 - Finding a part
- Continued Autumn 2.