

Year - 1		The adventures of Bear and the King		Autumn 1	
<u>ROOTS</u> <u>Link:</u>	Respect all	<u>Whole School Project:</u>	-Tree Week	<u>Ignites, Trips, Visits & Visitors:</u>	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><u>Vision:</u> 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><u>Key Texts:</u> Katie Goes to London- James Mayhew The King'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 Use map of United Kingdom to label</p>	

<p>Name, locate and identify characteristics of London and Milton Keynes.</p> <p><u>Place Knowledge</u></p> <p>Use world maps, atlases and globes to identify London and Milton Keynes.</p>	<p><u>History</u></p> <p>King Charles III is the King of the United Kingdom and the other Commonwealth realms</p> <p>King Charles III was coronated on 6th May 2023</p> <p>King Charles III was born 14th November 1948</p> <p>He is the son of Queen Elizabeth II and Prince Phillip</p> <p>He grew up in Buckingham Palace.</p> <p>That the next monarch is Prince William.</p> <p>OL: Can I recount changes that have occurred in my own life?</p> <p>OL: Can I compare my family tree to King Charles III?</p> <p>OL: Can I compare my childhood to King Charles III?</p> <p>OL: Can I understand the timeline of King Charles III reign?</p> <p>OL: Can I describe the coronation of King Charles III?</p> <p>OL: Can I show where King Charles III is the king of?</p>	<p>England and the capital city of London.</p> <p>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

<p><u>Weeks 1-3</u></p> <p><u>Writing Focus:</u> Katie goes to London (Journey story)</p> <p><u>Cold Write:</u> Write a sentence about a journey you have been on</p>	<p><u>Short Bursts:</u></p> <ul style="list-style-type: none"> • Description of London • First, Next, Then & Finally • Recipe • Instructions
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WAGOLL: Katie goes to London (abridged version)

Hot Write: Write a sentence changing the character of the story

Weeks 3-7

Writing Focus: The Kings Hat

Cold Write: Write a letter to a friend

WAGOLL: An letter from the king

Hot Write: Letter reply to the king

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?

<p><u>Enquiry Questions:</u> How do we know what our food tastes like? Does food taste sour or sweet?</p>	<p><u>Key Vocabulary:</u> Backbone Joints Vertebrate Spine Senses Animals Human Body</p>
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NC Links	Knowledge	Skills
<p><u>Work scientifically by:</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense 	<p>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.</p> <p>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?</p>	<ul style="list-style-type: none"> 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-

KAPOW

UNIT Pulse
and rhythm:
All About
me

Key

Vocabulary: Tuned, intuned, repeat, pulse rhythm, percussion

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • To know that rhythm means a pattern of long and short notes. • To know that pulse is the regular beat that goes through music. • To understand that the pulse of music can get faster or slower. • To know that a piece of music can have more than one section, e.g. a verse and a chorus. <p>1: OL: Can I use my voice and hands to make music? 2: OL: Can I clap and play in time with music? 3: OL: Can I play simple rhythms on an instrument? 4: OL: Can I listen to and repeat short rhythmic patterns? 5: OL: Can I understand the difference between pulse and rhythm?</p>	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Describing the character, mood, or 'story' of the music they listen to (verbally or through movement). • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Combining instrumental and vocal sounds within a given structure. • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. • Copying back short rhythmic and melodic phrases on percussion instruments.

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</p> <p>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?</p> <p>OL: Can I describe the property of an object and find similar objects?</p> <p>OL: Can I decide how to group objects, compare the groups and share my findings?</p>	<p>OL: Can I count and group objects?</p> <p>OL: Can I group objects in more than one way?</p> <p>OL: Can I choose how to group objects and record how many are in the group?</p>
RE		
NC Links	Knowledge	Skills
<p>See RE guidance non-statutory 2010</p>	<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

Art		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Shape: Know a range of 2D shapes and confidently draw these.</p> <p>Line: Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Line: Know lines can represent movement in drawings.</p> <p>Texture: Know that texture means 'what something feels like'.</p> <p>Texture: Know different marks can be used to represent the textures of objects.</p> <p>Texture: Know different drawing tools make different marks. Artists choose materials that suit what they want to make.</p>	<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to hold and use drawing tools in different ways to create different lines and marks.</p> <p>How to create marks by responding to different stimulus such as music.</p> <p>How to overlap shapes to create new ones.</p> <p>How to use mark making to replicate texture.</p> <p>How to look carefully to make an observational drawing.</p> <p>How to complete a continuous line drawing.</p>

PE		
NC Links	Knowledge	Skills
Master basic movements, balance, agility and coordination	Engage in cooperative physical activities Master basic jumping actions Develop fundamental movement skills. Extend agility balance and coordination	<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? • OL: Can I improve my performance from last week?

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 ● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, 	<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

and missing number problems such as
 $7 = - 9.$

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