

Year – 1		Sustainability		Spring 2
<b>ROOTS Link:</b> Overcoming challenges	<b>Whole School Project:</b> -	<b>Ignites, Trips, Visits &amp; Visitors:</b> Recycling centre Parks trust Litter pick-local area		
<b>Vision:</b> For the children to understand the impact that we as humans have on the planet. Learn ways in which they can become a global citizen and encourage others to do the same. The importance of recycling and the impact that not recycling can have not only now but in the future.		<b>Key Texts:</b> Fish- Brendon Kearney Somebody Swallowed Stanley- Sarah Roberts <b>Michael Recycle – Ellie Bethel</b> One World- Michel Foreman Flotsam- David Wiesner <b>Greta &amp; the Giants – Zoe Tucker</b> Pandora Victoria Turnbull		
History/ Geography				
NC Links		Knowledge		Skills
<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>		To understand what happens to our rubbish when we throw it away. To understand how we recycle and why it is important. To know the significance of the impact of waste on planet. To understand that we are global citizens and all have responsibility to look after the planet. OL: Can I explain what happens to our rubbish when we throw it away? OL: Can I explain the process of recycling? OL: Can I explain why it is so important to recycle plastic? OL: Can I understand the impact of not recycling is having on other parts of the world? OL: Can I explain what my role is as a global citizen?		To make observations from pictures, videos to compare two contracting countries.  To use aerial photographs basic human and physical features of a locations.  To make a alternative use of a object that is identify as rubbish—upcycling.
English				
<b>Weeks 1-3</b> <b>Writing Focus:</b> Michael Recycle		<b>Short Bursts:</b> Write a caption to the story Re-count of a time they were brave		

**Cold Write:** Write a letter to their favourite Superhero  
**WAGOLL:** Letter to Prime Minister about recycling  
**Hot Write:** Write a letter to their carer/parent persuading them to recycle

Weeks 4-6

**Writing Focus:** Greta and the Giants  
**Cold Write:** Write their own story about being brave  
**WAGOLL:** Sequence tale  
**Hot Write:** To re-create their own sequences story

To write a list of how we recycle  
 Thinking of questions and writing them in a letter

NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<ul style="list-style-type: none"> <li>● leaving spaces between words</li> <li>● joining words and joining clauses using and</li> <li>● beginning to punctuate sentences using a capital letter and a full stop, question</li> <li>● using a capital letter for names and at the start of a sentence</li> <li>● composing a sentence orally before writing it</li> <li>● sequencing sentences to form short narratives</li> <li>● re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>● Is able to explain the term 'noun' and 'adjective'</li> </ul>	<ul style="list-style-type: none"> <li>● Can use upper/lower case letters to demarcate sentences accurately along with proper nouns</li> <li>● Have an understanding of what rhyme</li> <li>● Understands the structure of a simple story (problem/resolution/protagonist).</li> </ul>

### Speaking & Listening

#### Speaking & Listening

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

#### Presentation

- Participate in discussions, presentations, performances, role play, improvisations and debates

### Spelling & Phonics

#### NC Links

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants
- guidance and rules which have been taught

#### Knowledge

- To know and apply all phases of phonics sounds
- Use spellings rules taught in their written work

#### Skills

Apply the following spelling rules:

The sound /k/ spelt with 'k' not 'c', before e, i and y

The split vowel digraphs 'a-e' and 'e-e'

The split vowel digraphs 'i-e' 'o-e'

The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'

The vowel digraph 'oo' – very few words have oo at the end

The sounds /oo/ and /yoo/ spelt with 'ue' 'ew'

### Handwriting

#### NC Links

#### Knowledge

#### Skills

- 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
- Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these.

- 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

- Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word
- Is able to explain the term 'noun' and 'adjective'
- form digits 0-9

Science- Holiday

Enquiry Questions:

How are sunglasses different from ordinary glasses?  
 What is it like at the beach?  
 What will you pack in your bag to go to the seaside? Why?  
 How would you stop an ice lolly from melting in the sun?

Key Vocabulary:

Habitat- a habitat is the place where a plant or animal lives.  
 Marine biologist- a marine biologist finds out about things that live in the sea  
 Pollution- an example is when humans leave waste in the environment which harms the habitats and living things in it.  
 Sunburn- is when the skin is damaged and goes red because of too much sunlight.

NC Links

Knowledge

Skills

Work scientifically by:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Children will plan what they need to pack for a holiday and explore the different animals they might encounter at the seaside and the human impact on the environment

OL: Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

OL: Can I identify and name a variety of common animals that are carnivores, herbivores and omnivores.

OL: Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

OL: Can I identify and name a variety of everyday materials, and describe the simple physical properties

OL: Can I describe and compare the structure of a fish with humans and some other animals.

To ask simple questions and recognise that they can be answered in different ways.

To observe closely, using simple equipment.

To perform simple tests.

To identify and classify.

To use observations and ideas to suggest answers to questions.

To gather and record data to help in answering questions.

Music

KAPOW UNIT:

Pitch and Tempo: Superheroes

Key Vocabulary:

Accelerando high pitched low pitch perform performance pitch  
pitch pattern tempo

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>use their 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 inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that tempo can be used to represent mood or help tell a story.</li> <li>To understand that 'tuned' instruments play more than one pitch of notes.</li> <li>To know that following a leader when we perform helps everyone play together accurately.</li> </ul> <ol style="list-style-type: none"> <li>OL: Can I understand the concept of pitch?</li> <li>OL: Can I create a pattern using two pitches?</li> <li>OL: Can I understand the concept of tempo?</li> <li>OL: Can I create a superhero theme tune?</li> <li>OL: Can I perform confidently as part of a group?</li> </ol>	<ul style="list-style-type: none"> <li>Recognising basic tempo, dynamic and pitch changes.</li> <li>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music (like/dislike).</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Creating simple melodies using a few notes.</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> <li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul>

Computing

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate etc and retrieve digital content.</li> </ul>	<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</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>

	<p>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>	
<b>RE</b>		
<b>NC Links</b>	<b>Knowledge</b>	<b>Skills</b>
<p>See RE guidance non-statutory 2010</p>	<p>Key question: What did Jesus teach us?</p> <ul style="list-style-type: none"> <li>● Children will understand that Jesus lived a long time ago but people still remember him and believe he was the son of God.</li> <li>● Children will identify a parable as a story with a teachable lesson.</li> <li>● Children will identify the different lessons Jesus taught and how he taught them.</li> <li>● Children will start to understand what Christian's today learnt from the actions of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>● Can I find out about the life of Jesus?</li> <li>● Can I find out about the parable of the lost son?</li> <li>● Can I find out about the parable of the Good Samaritan?</li> <li>● Can I explore what Jesus taught at the Sermon on the Mount?</li> <li>● To explore what we can learn from the actions of Jesus.</li> </ul>

PSHE- Healthy Me

PSHE- Healthy Me		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<p><b>Focus:</b> -</p> <ul style="list-style-type: none"> <li>• Children will learn that their body is 'amazing'</li> <li>• They will identify ways to keep their body safe and healthy.</li> <li>• To understand that some things may harm your body if you are not careful.</li> </ul>	<ul style="list-style-type: none"> <li>• OL: Can I learn how to make healthy lifestyle choices</li> <li>• OL: Can I understand the difference between healthy and unhealthy.</li> <li>• OL: Can I understand that household products can be harmful if not used properly?</li> <li>• OL: Can I understand that medicines can help me if I feel poorly and I know how to use them safely?</li> <li>• OL: Can I understand how to keep safe when crossing the road, and about people who can help me to stay safe?</li> </ul>

DT

DT		
NC Links	Knowledge	Skills
<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>KAPOW unit - Windmills</p> <ul style="list-style-type: none"> <li>• To understand that the shape of materials can be changed to improve the strength and stiffness of structures.</li> <li>• To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses).</li> <li>• To understand that axles are used in structures and mechanisms to make parts turn in a circle.</li> <li>• To begin to understand that different structures are used for different purposes.</li> <li>• To know that a structure is something that has been made and put together.</li> <li>• To know that a client is the person I am designing for.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the importance of clear design criteria.</li> <li>• Including individual preferences and requirements in a design.</li> <li>• Making stable structures from card, tape and glue.</li> <li>• Learning how to turn 2D nets into 3D structures.</li> <li>• Following instructions to cut and assemble the supporting structure of a windmill.</li> <li>• Making functioning turbines and axles which are assembled into a main supporting structure</li> <li>• Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't.</li> <li>• Suggest points for improvements</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that design criteria is a list of points to ensure the product meets the clients needs and wants.</li> <li>• To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity.</li> <li>• To know that windmill turbines use wind to turn and make the machines inside work.</li> <li>• To know that a windmill is a structure with sails that are moved by the wind.</li> <li>• To know the three main parts of a windmill are the turbine, axle and structure.</li> </ul>	
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PE- Dance (Toys)		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>• Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimuli</li> </ul>	<p><b>Focus:</b> Toys</p> <ul style="list-style-type: none"> <li>• To know how what the word control means.</li> <li>• To know what a change of direction is</li> <li>• To know what rhythm means</li> <li>• To know how to combine movements to make a sequence.</li> <li>• To know what happens to their heartbeat after</li> <li>• dance &amp; also describe the basic body actions.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to perform controlled movement actions</li> <li>• To be able to turn and move in time with a tambourine</li> <li>• To move from high to low with control</li> <li>• To be able to take off and land with control</li> <li>• To link 3 similar moves together</li> <li>• To be able to start and stop, with control, in time to the tambourine</li> </ul>

Maths		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>● given a number, identify one more and one less</li> <li>● 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</li> <li>● read and write numbers from 1 to 20 in numerals and words</li> <li>● compare, describe and solve practical problems for:</li> <li>● lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>● mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>● capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>● time [for example, quicker, slower, earlier, later]</li> <li>● measure and begin to record the following: lengths and heights, mass/weight, capacity and volume and time (hours, minutes, seconds)</li> </ul>	<p>-Number and place value (50)- (spring 1 / 2)</p> <p>-Measurement- length and height</p> <p>-Measurement: weight and volume</p>	<p>-Numbers to 50</p> <p>-Tens and ones</p> <p>-Represent numbers to 50</p> <p>-One more one less</p> <p>-Compare objects within 50</p> <p>-Compare numbers within 50</p> <p>-Order numbers within 50</p> <p>-Count in 2s</p> <p>-Count in 5s</p> <p>-compare lengths and heights</p> <p>-measure length</p> <p>-understand weight and mass</p> <p>-measure mass</p> <p>-compare mass</p> <p>-introduction of capacity and volume</p> <p>-measure capacity</p> <p>-compare capacity</p>