

Year - 1		Highway Rat		Summer 1	
<u>ROOTS Link:</u>	Open your mind	<u>Whole School Project:</u>	-	<u>Ignites, Trips, Visits & Visitors:</u>	Hot seating Highway rat characters Creating own vehicles Highway rat spoon
<u>Vision:</u> Children to explore the nations past using 'The Highway Rat' by Julia Donaldson as a vessel to explore. Children to explore how people travelled in the past and compare it to how we travel today. Children learn key historical events and are able to compare their lives now to those in the past.				<u>Key Texts:</u> The Highway Rat- Julia Donaldson My Rules by Shell Silverstein The Legend of Tim Turpin Peter Bernfield	
History/ Geography					
NC Links		Knowledge		Skills	
<ul style="list-style-type: none"> 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 		<p>Dick Turpin was a highway man</p> <p>Highwaymen would rob people while they were travelling on the road on horseback or in carriages.</p> <p>Highway men pistol had been invented in the 17th century which made it easier for highwaymen to threaten travellers and force them to give up their belongings.</p> <p>Transport became safer over time.</p> <p>OL: Can I understand what a highway man was?</p> <p>OL: Can I explain why highway men made it unsafe to travel?</p> <p>OL: Can I understand why we do not have the threat of highway men today?</p>		<p>Use artefacts, pictures, stories, online resources 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> <p>Describe significant people from the past</p> <p>Show an understanding of the concept of nation and the nation's history.</p> <p>OL: Can I explain the life of Dick Turpin?</p> <p>OL: Can I make a timeline of different forms of transport?</p>	

English				
<p><u>Weeks 1-3</u> <u>Writing Focus:</u> The Highway rat (Narrative journey tale) <u>Cold Write:</u> Write a short story of Charles the Bear's journey around the UK <u>WAGOLL:</u> The Highway rat (abridged version) <u>Hot Write:</u> Write own version using a new animal (i.e. The Highway Duck) <u>Week 4-6</u> <u>Writing Focus:</u> Cake Recipe (Based on the ending of the Highway rat) <u>Cold Write:</u> How to make a crispy cake recipe <u>WAGOLL:</u> Recipe of a vanilla cake <u>Hot Write:</u> Children to write own cake recipe based on a new flavour (i.e. chocolate, lemon, orange)</p>			<p><u>Short Bursts:</u></p> <ul style="list-style-type: none"> ● Character description (of Highway Rat) ● Wanted poster (using Highway Rat) ● Letter ● Job advert ● Scene description 	
NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)		
<ul style="list-style-type: none"> ● leaving spaces between words ● joining words and joining clauses using and ● 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 ● re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> ● 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' 	<ul style="list-style-type: none"> ● Can use upper/lower case letters to demarcate sentences accurately along with proper nouns ● Have an understanding of what rhyme ● Understands the structure of a simple story (problem/resolution/protagonist). 		
Speaking & Listening				
Speaking & Listening		Presentation		

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- 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
- Speak audibly and fluently with an increasing command of standard English
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

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

Spelling & Phonics

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● using letter names to distinguish between alternative spellings of the same sound and name the letters of the alphabet (in order) ● add prefixes and suffixes: <ul style="list-style-type: none"> - using the spelling rule for adding -s or -es as the plural marker for nouns and - the third person singular marker for verbs - using the prefix un- - using -ing, -ed, -er and -est where no change is needed in the spelling of root 	<ul style="list-style-type: none"> ● To know and apply all phases of phonics sounds ● Use spellings rules taught in their written work 	Apply the following spelling rules: Vowel diagraphs: /ow/ ou Words ending with /y/ but sound /ee/ (happy) Vowel diagraphs /or/aw/au Vowel trigraphs /air/are/ear

words [for example, helping, helped, helper, eating, quicker, quickest]		
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 ● Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> ● Know upper and lower case letters ● To know letter families within the letter join scheme ● 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- On Safari	
<p><u>Enquiry Questions:</u></p> <p>How many invertebrates do you think there are on Earth?</p> <p>What do you think is the biggest invertebrate?</p> <p>How do you think bees are similar and different to humans?</p> <p>How could you find out which invertebrates live in your school grounds?</p> <p>Are invertebrates living things? How do you know?</p> <p>What do invertebrates need to live?</p> <p>How are invertebrates different to ourselves?</p> <p>What do invertebrates need to live in their habitats?</p>	<p><u>Key Vocabulary:</u></p> <p>Abdomen-this is the third, last part, of an insect.</p> <p>-Antennae- feelers on the head that sense the surroundings and can be used to see, taste, smell and hear.</p> <p>-Exoskeleton-an external hard body covering, providing protection and support.</p> <p>-Food chain- the order that organisms are eaten by each other, most food chains start with a green plant.</p> <p>-Habitat- a habitat is where an animal lives.</p> <p>-Head-this is the first part of an insect, which has the eyes, mouthparts and antennae</p> <p>-Insects- insects are invertebrate animals that have three main parts to their body, head, thorax and abdomen, three pairs of legs and a pair of antennae on their head and usually two pairs of wings.</p> <p>-Invertebrate- are animals without backbones</p> <p>-Thorax- this is the middle part of an insects body</p>

		that's has the legs and wings. -Vertebrate - animals that have backbones e.g. fish, birds and mammals.
NC Links	Knowledge	Skills
<p><u>Work scientifically by:</u></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 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) 	<p>Children go on safari to explore invertebrates and other plants and animals in the local area.</p> <p>OL: Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>OL: Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>OL: Can I identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>OL: Can I describe and compare the common structure of a variety of common animals</p>	<p>Ask simple questions and recognise that they can be answered in different ways- Ask and decide questions by gathering and recording data and performing simple tests to answer questions.</p> <p>Observe closely- Observe different invertebrates and explain what they look like and how they move.</p> <p>Identify and classify- Name and identify all the objects in their rucksack and explain what they are used for.</p>

Music		
<u>KAPOW UNIT:</u>	Timbre and Rhythmic Patterns: Fairy tales	<u>Key Vocabulary:</u> Timbre, high, low phrase repetition phrase, pattern.
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 	<ul style="list-style-type: none"> To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the 	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch

<ul style="list-style-type: none"> • 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. 	<p>same pitch.</p> <ul style="list-style-type: none"> • To know that music has layers called 'texture'. <ol style="list-style-type: none"> 1. OL: Can I create different character voices? 2. OL: Can I select and play appropriate instruments? 3. OL: Can I collect rhythmic patterns and phrases to perform parts of a story? 4. OL: Can I use timbre to represent different characters? 5. OL: Can I perform focus on pulse and rhythm? 	<p>changes.</p> <ul style="list-style-type: none"> • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
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Computing Moving a Robot		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ● Create and debug simple programs ● Use logical reasoning to predict the behaviour of simple programs 	<p>Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p> <p>Can I explain what a given command can do? Can I act out a given word? Can I combine forwards and backwards commands to make a sequence? Can I combine four direction commands to make a sequence? Can I plan a simple programme? Can I find more than one solution to a problem?</p>	<ul style="list-style-type: none"> ● Predict the outcome of a command on a device ● Match a command to an outcome ● Run a command on a device ● Follow an instruction ● Recall words that can be acted out ● Give directions ● Compare forward and backward movements ● Start a sequence from the same place ● Predict the outcome of a sequence involving 'forwards' and 'backwards' commands ● Compare left and right turns ● Experiment with 'turn' and 'move' commands to move a robot ● Predict the outcome of a sequence involving up to four commands. ● Explain what my program should do ● Choose the order of commands in a sequence ● Debug my program ● Identify several possible solutions ● Plan two programs ● Use two different programs to get to the same place

RE Hinduism		
NC Links	Knowledge	Skills
See RE guidance non-statutory 2010	What do Hindu's celebrate? OL: Can I find out what Hindu's believe? OL: Can I find out about special occasions in a Hindu childhood? OL: Can I explore that happens at a Hindu wedding? OL: Can I find out about the Hindu festival of Diwali? OL: Can I find out about the Hindu festival of Raksha Bandhan? OL: Can I find out about the Hindu festival of Ganesh Chaturthi?	<ul style="list-style-type: none"> • Children will explore where and when the Hindu religion began. • Children will read the story of Rama and Sita and understand the importance for Hindu's. • Children will explore how Hindu festivals are celebrated and traditions that take place. • Children will be able to compare Hindu religion to their own or other religions.

PSHE Relationships		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<u>Focus:</u> - <ul style="list-style-type: none"> • Children will learn why someone is special to them • To be able to identify who is special to them • To learn how to express how they feel about someone that is special to them. 	OL: Can I identify the members of my family and understand that there are different types of families. OL: Can I identify what a good friend means to me? OL: Can I recognise what forms of physical contact are acceptable and unacceptable to me? OL: Can I know when I need help and know how to ask for it? OL: Can I know ways to praise myself? OL: Can I express how I feel about someone special to me?

Design Technology			
<u>KAPOW UNIT:</u>	Mechanisms: Wheels and Axles	<u>Key Vocabulary:</u>	<ul style="list-style-type: none"> • Axle • Axle holder • Diagram • Mechanism • Wheel • Dowel • Test • Evaluate • Manipulate • Construct
NC Links		Knowledge	Skills
<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria 		<ul style="list-style-type: none"> • To know that wheels need to be round to rotate and move. • To understand that for a wheel to move it must be attached to a rotating axle. • To know that an axle moves within an axle holder which is fixed to the vehicle or toy. • To know that the frame of a vehicle (chassis) needs to be balanced. 	<ul style="list-style-type: none"> • Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. • Creating clearly labelled drawings that illustrate movement. • Adapting mechanisms, when: <ul style="list-style-type: none"> - they do not work as they should. - to fit their vehicle design. - to improve how they work after testing their vehicle • Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move

<ul style="list-style-type: none"> ● Build structures, exploring how they can be made stronger, stiffer and more stable ● Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		
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PE		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● To develop control and co-ordination in large and small movements, move confidently in a range of ways, safely negotiating space and handle equipment effectively. 	<p>Focus: Invasion game skills. To develop understanding of what these skills (Fundamentals) are & how to develop them. We have chosen to focus on the coordination skills used for invasion skills within this unit and to teach them in isolation first. The hope is that teachers will have a good understanding of what they are and be able to integrate them and develop them further throughout all PE units of work.</p>	<ul style="list-style-type: none"> ● To slide a bean bag towards a target To describe a partner's rolling action ● To dribble a ball with control ● To throw accurately underarm to a target ● To catch a ball with 2 hands consistently from close distance ● To control a moving ball with dominant foot ● To move a ball towards a target with control ● To be able to control the rugby ball on move

Maths		
NC Links	Knowledge	Skills
<p>Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>Number- multiplication and division</p> <p>Number- fractions</p> <p>Geometry- position and direction</p>	<ul style="list-style-type: none"> Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups- grouping Make equal groups- sharing Find a $\frac{1}{2}$ Find a $\frac{1}{4}$ Describe turns Describe position