

Year – 1		Highway Rat		Summer 1
ROOTS Link: Open your mind	Whole School Project: -	Ignites, Trips, Visits & Visitors: Visit Stony Stratford Milton Keynes Museum Make their own 'Highway man spoon' Horse and Carriage visit!		
Vision:		Key Texts: 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? OL: Can I explain why highway men made it unsafe to travel? 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

Weeks 1-2

Writing Focus: The Highway rat (Narrative journey tale)

Cold Write: Write a short story by carrying on the opening part of the story

WAGOLL: The Highway rat (abridged version)

Hot Write: Write own version using a new animal (i.e. The Highway Duck)

Week 3

Writing Focus: My Rules by Shell Silverstein (Poetry and rhyme)

Cold Write: Give children x2 opening verses and children write next two (see English overview)

WAGOLL: Poem (My Rules)

Hot Write: Children to write own poem using given writing frame (see English overview)

Weeks 4-6

Writing Focus: The Legend of Tim Turpin (Narrative warning tale)

Cold Write: Write own warning tale using writing frame

WAGOLL: Legend of Tim Turpin

Hot Write: Replace main character and setting (to train)

Short Bursts:

- Character description (of Highway Rat)
- Wanted poster (using Highway Rat)
- Letter to Tim Turpin

NC Links

- 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

Knowledge (Grammar)

- 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'

Skills (Punctuation, Composition)

- 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

- 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

Presentation

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

Spelling & Phonics

NC Links

- 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:
 - 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

Knowledge

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

Skills

Apply the following spelling rules:
 Vowel digraphs: /ow/ ou
 Words ending with /y/ but sound /ee/ (happy)
 Vowel digraphs /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 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- On Safari

Enquiry Questions:

How many invertebrates do you think there are on Earth?
 What do you think is the biggest invertebrate?
 How do you think bees are similar and different to humans?
 How could you find out which invertebrates live in your school grounds?
 Are invertebrates living things? How do you know?
 What do invertebrates need to live?
 How are invertebrates different to ourselves?
 What do invertebrates need to live in their habitats?

Key Vocabulary:

Abdomen–this is the third, last part, of an insect.
 –Antennae– feelers on the head that sense the surroundings and can be used to see, taste, smell and hear.
 –Exoskeleton–an external hard body covering, providing protection and support.
 –Food chain– the order that organisms are eaten by each other, most food chains start with a green plant.
 –Habitat– a habitat is where an animal lives.
 –Head–this is the first part of an insect, which has the eyes, mouthparts and antennae
 –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.
 –Invertebrate– are animals without backbones
 –Thorax– this is the middle part of an insects body that’s has the legs and wings.
 –Vertebrate – animals that have backbones e.g. fish, birds and mammals.

NC Links

Knowledge

Skills

Work scientifically by:

- 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)

Children go on safari to explore invertebrates and other plants and animals in the local area.

OL: Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

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 common structure of a variety of common animals

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.

Observe closely– Observe different invertebrates and explain what they look like and how they move.

Identify and classify– Name and identify all the objects in their rucksack and explain what they are used for.

Music

Termly Focus: Classic music, dynamic and tempos. Theme: Animals

Key Vocabulary: Pulse, ostinato, timbre, graphic score, compose, sounds, timbre, instruments, sequence, sounds, duration, pace.

NC Links

Pupils should be taught to:

- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Use their voices expressively and creatively by singing songs and speaking chants and rhythms.
- Play tuned and untuned instruments musically.

Knowledge & Skills

- I can move my body appropriated when music is played.
- I can experiment with percussive instruments to make sounds for different animals.
- I can explain the sounds I have chosen for different animals.
- I can suggest ways to improve my performance.
- I can stay in time.
- I can sing back a melody line.
- I can clap a simple rhythm
- I can identify which parts I should sing loudly and quietly.
- I know what it is to 'perform'
- I can change the tempo when playing an instrument.
- I can change the dynamics when playing an instrument.
- I can play my instrument at the right time.
- I can play in a group performance.

Computing		
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>This unit introduces learners 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 floor robot command 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>OL: Can I predict, match and run a command on a device?</p>	<p>OL: Can I give and follow an instruction?</p> <p>OL: Can I combine forward and backward commands to make a sequence?</p> <p>OL: Can I combine four direction commands to make a sequence?</p> <p>OL: Can I plan a simple programme?</p> <p>OL: Can I find more than one solution to a programming problem?</p>
RE		
NC Links	Knowledge	Skills
<p>See RE guidance non-statutory 2010</p>	<p>What do Hindu's celebrate?</p> <p>OL: Can I find out what Hindu's believe?</p> <p>OL: Can I find out about special occasions in a Hindu childhood?</p> <p>OL: Can I explore that happens at a Hindu wedding?</p> <p>OL: Can I find out about the Hindu festival of Diwali?</p> <p>OL: Can I find out about the Hindu festival of Raksha Bandhan?</p> <p>OL: Can I find out about the Hindu festival of Ganesh Chaturthi?</p>	<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		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<p>Focus: -</p> <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. 	<p>OL: Can I identify the members of my family and understand that there are different types of families.</p> <p>OL: Can I identify what a good friend means to me?</p> <p>OL: Can I recognise what forms of physical contact are acceptable and unacceptable to me?</p> <p>OL: Can I know when I need help and know how to ask for it?</p> <p>OL: Can I know ways to praise myself?</p> <p>OL: Can I express how I feel about someone special to me?</p>

Art and Design

NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● Explore and evaluate a range of existing products. ● Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. ● Design purposeful, function, 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 technology. ● Select from and use a range of tools and equipment to perform practical tasks. ● Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> ● To understand that sliders and mechanisms. ● To know that sliders make things move. ● To use directional language to describe movement. ● To label the movement of each type of slider. ● To understand how to problem solve when a slider is not working. ● To understand how to evaluate my own work. 	<ul style="list-style-type: none"> ● To explore making mechanisms. ● To create a sliding mechanism. ● To design a moving story book. ● To construct a moving picture. ● To evaluate my product.

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: Games - Pupils try new activities, play cooperatively, taking turns with others, follow instructions involving several ideas or actions. They work as part of a group and understand and follow the rules</p> <p>OL: Can I understand the expectation in PE?</p>	<p>OL: Can I share the area safely and move safely around others?</p> <p>OL: Can I develop a control of movements when moving at speed?</p> <p>OL: Can I develop my aiming and throwing skills?</p> <p>OL: Can I develop my kicking and trapping skills?</p>

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>Number- multiplication and division</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
<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>Number- fractions</p>	<ul style="list-style-type: none"> • Find a $\frac{1}{2}$ • Find a $\frac{1}{4}$
<p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>Geometry- position and direction</p>	<ul style="list-style-type: none"> • Describe turns • Describe position