

Year – 1		The Adventures of Bear		Term 2
ROOTS Link:	Speak kindly	Whole School Project:	-	Ignites, Trips, Visits & Visitors: Food tasting from around the UK Famous faces Visit a canal boat
Vision: Last half term we learnt about our local area, Milton Keynes and the Bears journey took him to London. Now we are moving on with our adventure around the rest of the United Kingdom. Where the children will learn the names of the countries, the capital city, the flag and any distinguishing landmarks.				Key Texts: The secret of kelpie Dragons Dilwyn the Red Dragon The treasure of the Loch ness monster Lari Don Katie in Scotland Finn MacCool and the Giant’s Causeway Mabel and the Mountain https://www.slideshare.net/StefanoFalsini123/welsh-dragon-tale
History/ Geography				
NC Links		Knowledge		Skills
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas · Use world maps, atlases and globes to identify the United Kingdom and its countries		United Kingdom is made up of England, Scotland, Wales and Northern Ireland Capital cities of United Kingdom nations · England - London · Wales - Cardiff · Scotland - Edinburgh · Northern Ireland - Belfast Identify flags of United Kingdom nations Key landmarks of UK · <u>England</u> - Buckingham Place, Stone Henge, Angle of North · <u>Wales</u> - Mount <u>Snowdon</u> , Cardiff Castle · <u>Scotland</u> - Edinburgh Castle, Glenfinnan Viaduct,		Use map of United Kingdom to label the four countries making up the UK Use map of United Kingdom to label the four countries & identify their capital cities. To make observations from pictures, videos about the characteristics of the four countries that make up the UK Use aerial photographs to recognise landmarks OL: Can I label a map of the United Kingdom with its 4 countries?

	<p>Forth Bridge</p> <p>OL: Can I name the 4 countries of the United Kingdom?</p> <p>OL: Can I name the capital city of Wales?</p> <p>OL: Can I name the capital city of Scotland?</p> <p>OL: Can I name the capital city of Northern Ireland?</p> <p>OL: Can I identify the 4 flags of the United Kingdom?</p> <p>OL: Can I identify key landmarks of the United Kingdom?</p>	<p>OL: Can I label a map of the United Kingdom and identify the capital cities?</p> <p>OL: Can I make observations from pictures, videos about the characteristics of the four countries that make up the UK</p> <p>OL: Can I use aerial photographs to recognise landmarks</p>
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English	
<p>Weeks 1 - 3</p> <p>Text: Katie goes to Scotland</p> <p>WAGOLL: Adapted version of Katie in Scotland – Meeting Tale</p> <p>Purpose: To entertain.</p> <p>Audience: Key Stage 1 children.</p> <p>Hot Write: Adapted character meeting a monster</p> <p>Weeks 3 – 4</p> <p>Text: Katie goes to Scotland</p> <p>WAGOLL: Persuasive advert to visit England</p> <p>Purpose: To persuade people to visit a new place.</p> <p>Audience: People interested in travelling.</p> <p>Hot Write: Persuasive advert to visit Scotland.</p>	<p><u>Short Bursts:</u></p> <ul style="list-style-type: none"> ● description of Scotland ● adjectives to describe a dragon ● setting description

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"> 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 guidance and rules which have been taught 	<ul style="list-style-type: none"> To know and apply all phases of phonics sounds Use spellings rules taught in their written work 	<p>Apply the following spelling rules:</p> <p>The sounds /f/ and /s/, spelt 'ff' and 'ss' /s/, spelt 'ff' and 'ss'</p> <p>The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'</p> <p>The sound spelt n before g 'ng' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'</p> <p>The sound 'ch'</p>
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 	<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"> 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

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| <ul style="list-style-type: none">● Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these. | | |
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Science- Everyday materials

Enquiry Questions:

- Is it tough?
- Is it absorbent?
- Is it waterproof?

Key

Vocabulary:

absorbent
data
fabric
glass
group
material
metal
object
opaque
plastic
property
rock
tough
transparent
waterproof
wood

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • 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 	<ul style="list-style-type: none"> • That objects are items or things. • That a material is what an object is made from. • A variety of everyday materials, including wood, plastic, glass, metal, water and rock. • That property refers to how a material can be described. • Materials can be grouped based on their physical properties. 	<p>Posing questions</p> <p>Responding to suggestions on how to answer questions.</p> <p>Planning</p> <p>Deciding if observations are suitable.</p> <p>Beginning to recognise how to make a test fair.</p> <p>Predicting</p>

		<p>Suggesting what might happen.</p> <p>Observing</p> <p>Using their senses to describe what they notice.</p> <p>Recording</p> <p>Recording results using simple observations.</p> <p>Grouping and classifying</p> <p>Sorting objects into groups based on observations.</p> <p>Analysing and drawing conclusions</p> <p>Using results to answer simple questions.</p> <p>Recognising when results do not match predictions.</p>
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Music		
KAPOW UNIT: Classical music, dynamics and tempo Theme: Animals		Key Vocabulary: High, Middle, Low, voice, note, diction, expression, loud, quiet.
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 understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. ● To know that sounds can help tell a story. ● To know that tempo is the speed of the music. ● To know that dynamics means how loud or soft a sound is. <p>1: OL: Can I use percussion and my body expressively in response to music? 2: OL: Can I sing a song in sections? 3: OL: Can I perform a song? 4: OL: Can I use instruments to create different sounds? 5: OL: Can I create and choose sounds?</p>	<p>Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. 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. Choosing dynamics, tempo and timbre for a piece of music. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>

Computing-Algorithms unplugged

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. 	<ul style="list-style-type: none"> • To understand that an algorithm is when instructions are put in an exact order. • To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. • To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. • To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'. 	<ul style="list-style-type: none"> • Recognising that some devices are input devices and others are output devices. • Learning that decomposition means breaking a problem down into smaller parts. • Using decomposition to solve unplugged challenges. • Developing the skills associated with sequencing in unplugged activities. • Following a basic set of instructions. • Assembling instructions into a simple algorithm. • Learning to debug instructions when things go wrong. • Learning to debug an algorithm in an unplugged scenario.

Design Technology		
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>Understand where food comes from.</p>	<ul style="list-style-type: none"> To understand the difference between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant. 	<ul style="list-style-type: none"> Designing smoothie carton packaging by-hand or on ICT software. Chopping fruit and vegetables safely to make a smoothie. Identifying if a food is a fruit or a vegetable. Learning where and how fruits and vegetables grow. Tasting and evaluating different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging.
RE		
NC Links	Knowledge	Skills
<p>See RE guidance non-statutory 2010</p>	<p>Key question for this enquiry: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?</p> <p>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p> <p>Opportunity for local visit to St. Andrews Church for carols.</p>	<ul style="list-style-type: none"> OL: Can I identify a gift I'd love and why this would be special to me? OL: Can I match the gifts to the Christmas story? OL: Can I retell the Christmas story? OL: Can I discuss what presents Jesus may have got in the current day? OL: Can I decide on a gift that I would give Jesus and explain why?

PSHE-Celebrating difference		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<ul style="list-style-type: none"> ● Children will learn how people are different ● To understand some ways in which they are different to their friends ● To know that these differences make us special and unique. 	<p>OL: Can I identify similarities between people in my class?</p> <p>OL: Can I identify differences between people in my class?</p> <p>OL: Can I tell you what bullying is?</p> <p>OL: Can I understand who I would talk to if was feeling unhappy or being bullied?</p> <p>OL: Can I know how to make new friends?</p> <p>OL: Can I tell you some ways I am different from my friends?</p>

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- Gymnastics Rock & Roll		
NC Links	Knowledge	Skills
<p>National curriculum links: Master basic movements, balance, agility and coordination</p>	<p>Focus: Choose 2–3 different rocking and rolling actions and link them together into a short movement phrase. Make sure you move smoothly between the actions adding other actions to help as necessary</p> <p>Rocking and rolling actions – rocking/rolling in different body shapes. Short movement phrases – linking rocking and rolling actions. Smooth transitions – flowing from 1 skill to another using other additional actions as necessary</p>	<p>OL: Can I perform one rocking action showing control?</p> <p>OL: Can I link together 2 rocking actions showing a smooth transition?</p> <p>OL: Can I perform one rolling action showing good control and a quality in rotation?</p> <p>OL: Can I link together 2 rolling actions and adding other logical actions?</p> <p>OL: Can I create a sequence combining a rocking action to a rolling action?</p> <p>OL: Can I repeat and improve on my sequence?</p>

Maths		
NC Links	Knowledge	Skills
<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, and missing number problems such as $7 = \square - 9$. ● recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> ● 2-D shapes [for example, rectangles (including squares), circles and triangles] ● 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] ● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ● given a number, identify one more and one less ● identify and represent numbers using objects and pictorial representations 	<ul style="list-style-type: none"> ● Addition and Subtraction within 10 (continued) ● Geometry: Shape ● Place value- within 20 	<ul style="list-style-type: none"> ● Subtraction- Taking away, how many left? Crossing out. ● Subtraction- taking away, how many left?- subtraction symbol ● Subtraction- finding a part, breaking apart ● Fact families- the 8 facts ● Subtraction- counting back ● Subtraction- finding the difference ● Comparing addition and subtraction statements $a + b < c$ ● Comparing addition and subtraction statements $a + b > c + d$ ● Recognise and name 3-D shapes ● Sort 3-D shapes ● Recognise and name 2-D shapes ● Sort 2-D shapes ● Patterns with 3-D and 2-D shapes ● Count forwards and backwards and write numbers to 20 in numerals and words ● Numbers from 11-20 ● Tens and ones ● Count one more and one less ● Compare groups of objects ● Compare numbers ● Order groups of objects ● Order numbers

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.