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| **YEAR GROUP: 1** | **TERM: Spring 2** | **TITLE: Dinosaur Planet** |
| ENGLISH | MATHS | SCIENCE |
| **Spoken Language** * 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
* participate in discussions, presentations, performances, role play, improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication

 **Reading: Word Reading** * apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
* read other words of more than one syllable that contain taught GPCs
* read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
* re-read these books to build up their fluency and confidence in word reading

Reading: Comprehension * develop pleasure in reading, motivation to read, vocabulary and understanding
* listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
* being encouraged to link what they read or hear read to their own experiences
* becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
* recognising and joining in with predictable phrases
* learning to appreciate rhymes and poems, and to recite some by heart
* discussing word meanings, linking new meanings to those already known
* understand what they read, in books they can read independently, by: drawing on what they already know or on background information and vocabulary provided by the teacher
* checking that the text makes sense to them as they read and correcting inaccurate reading
* discussing the significance of the title and events
* making inferences on the basis of what is being said and done
* predicting what might happen on the basis of what has been read so far
* participate in discussion about what is read to them, taking turns and listening to what others say
* explain clearly their understanding of what is read to them

Writing: Transcription Spell: * words containing each of the 40+ phonemes already taught
* common exception words
* the days of the week
* name the letters of the alphabet
* naming the letters of the alphabet in order
* using letter names to distinguish between alternative spellings of the same sound 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 words [for example, helping, helped, helper, eating, quicker, quickest]
* apply simple spelling rules and guidance, as listed in English Appendix
* write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

**Writing: Handwriting** 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 form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these**Writing: Composition** Write sentences by* saying out loud what they are going to write about
* 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
* discuss what they have written with the teacher or other pupils
* read aloud their writing clearly enough to be heard by their peers and the teacher

Writing: Vocabulary, Grammar & Punctuation* leaving spaces between words •
* joining words and joining clauses using and
* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
* using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
 |  **Number: Multiplication & Division** * 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

**Number: Fractions** * 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
 | Plants * 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

Seasonal Changes * observe changes across the four seasons
* describe weather associated with the seasons and how day length varies
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| COMPUTING | RE | PE |
| * use technology safely and respectfully, keeping personal information private
* identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
* 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
 | * listen to and ask questions about stories of individuals and their relationship with God
* identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies
* reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions
 | * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
* begin to apply these in a range of activities
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| FRENCH | PSHE | MUSIC |
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| * I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
* I feel good about myself when I make healthy choices
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| * I know how to make healthy lifestyle choices
* I feel good about myself when I make healthy choices
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| * I know how to keep myself clean and healthy, and understand how germs cause disease/ illness
* I know that all household products including medicines can be harmful if not used properly
* I am special so I keep myself safe
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| * I understand that medicines can help me if I feel poorly and I know how to use them safely
* I know some ways to help myself when I feel poorly
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| * I know how to keep safe when crossing the road, and about people who can help me to stay safe
* I can recognise when I feel frightened and know who to ask for help
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| * I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
* I can recognise how being healthy helps me to feel happy
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 | * to use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and detuned 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
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| ART/DT | HISTORY | GEOGRAPHY |
| * 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
* 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
 | * the lives of significant individuals in the past who have contributed to national and international achievements
* some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
 | * name and locate the world’s seven continents and five oceans
* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
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