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| **YEAR GROUP: 1** | **TERM: Summer 2** | **TITLE: The Enchanted Woodland** |
| 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 words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)
* 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 1
* 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’
* learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing
 | **Measurement** * compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • 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] • time [for example, quicker, slower, earlier, later]
* measure and begin to record the following: lengths and heights; mass/ weight; capacity and volume
* recognise and know the value of different denominations of coins and notes
 | **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. Animals (including humans)
* identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

**Seasonal Changes** * observe changes across the four seasons • and 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
 | * explore the preparations for and find out about the celebration of festivals
* identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies
* identify and ask questions about customs associated with particular religious communities
 | * participate in team games, developing simple tactics for attacking and defending
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| FRENCH | PSHE | MUSIC |
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| * I am starting to understand the life cycles of animals and humans
* I understand that changes happen as we grow and that this is OK
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| * I can tell you some things about me that have changed and some things about me that have stayed the same
* I know that changes are OK and that sometimes they will happen whether I want them to or not
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| * I can tell you how my body has changed since I was a baby
* I understand that growing up is natural and that everybody grows at different rates
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| * I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina
* I respect my body and understand which parts are private
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| * I understand that every time I learn something new I change a little bit
* I enjoy learning new things
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| * I can tell you about changes that have happened in my life
* I know some ways to cope with changes
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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 |
| * 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
* Find out 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

 **Cooking & Nutrition**: * use the basic principles of a healthy and varied diet to prepare dishes
* understand where food comes from
 |  | * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
* 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
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