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| **YEAR GROUP: 1** | **TERM: Summer 1** | **TITLE: Towers, Tunnels and Turrets** |
| 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: Number & Place Value**   * 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• 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 including the number line * 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   **Number: Addition & Subtraction**   * 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 = – 9   **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 | * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to question * gathering and recording data to help in answering questions * 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 |

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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 |
| FRENCH | PSHE | MUSIC |
|  | |  | | --- | | * I can identify the members of my family and understand that there are lots of different types of families * I know how it feels to belong to a family and care about the people who are important to me |  |  | | --- | | * I can identify what being a good friend means to me * I know how to make a new friend |  |  | | --- | | * I know appropriate ways of physical contact to greet my friends and know which ways I prefer * I can recognise which forms of physical contact are acceptable and unacceptable to me |  |  | | --- | | * I know who can help me in my school community * I know when I need help and know how to ask for it |  |  | | --- | | * I can recognise my qualities as person and a friend * I know ways to praise myself |  |  | | --- | | * I can tell you why I appreciate someone who is special to me * I can express how I feel about them | | * 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 |
| 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 | * events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] * 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] * significant historical events, people and places in their own locality | * 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 |