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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 |
| FRENCH | PSHE | MUSIC |
|  | |  | | --- | | * 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 |  |  | | --- | | * 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 |  |  | | --- | | * 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 |  |  | | --- | | * 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 |  |  | | --- | | * I understand that every time I learn something new I change a little bit * I enjoy learning new things |  |  | | --- | | * I can tell you about changes that have happened in my life * I know some ways to cope with changes | | * 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 * 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 |