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| **YEAR GROUP: 1** | **TERM: Spring 1** | **TITLE: Paws, Claws and Whiskers** |
| 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’
 | **Measurement:*** time [for example, quicker, slower, earlier, later]
* recognise and use language relating to dates, including days of the week, weeks, months and years
* tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

**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

  **Measurement:*** lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 | **Animals (including humans)*** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* identify and name a variety of common animals that are carnivores, herbivores and omnivores
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
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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
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
 | * reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions
* listen to and ask questions about stories of individuals and their relationship with God
 | * 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 can set simple goals
* I can identify my successes and achievements
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| * I can set a goal and work out how to achieve it
* I can tell you how I learn best
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| * I understand how to work well with a partner
* I can celebrate achievement with my partner
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| * I can tackle a new challenge and understand this might stretch my learning
* I can identify how I feel when I am faced with a new challenge
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| * I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them
* I know how I feel when I see obstacles and how I feel when I overcome them
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| * I can tell you how I felt when I succeeded in a new challenge and how I celebrated it
* I know how to store the feelings of success in my internal treasure chest
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 | * 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
* build structures, exploring how they can be made stronger, stiffer and more stable
* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
 |  | * 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]
* describe the location of features and routes on a map• use aerial photographs and plan perspectives to recognise
* 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
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