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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 |
| FRENCH | PSHE | MUSIC |
|  | |  | | --- | | * I can set simple goals * I can identify my successes and achievements |  |  | | --- | | * I can set a goal and work out how to achieve it * I can tell you how I learn best |  |  | | --- | | * I understand how to work well with a partner * I can celebrate achievement with my partner |  |  | | --- | | * 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 |  |  | | --- | | * 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 |  |  | | --- | | * 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 | | * 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 * 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 |