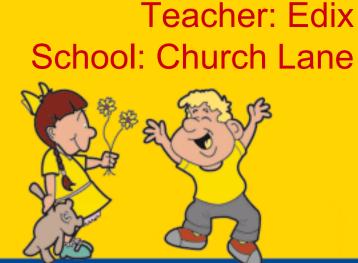


Wow Starter: Trip to Yorkshire Wildlife Park Final Event: Watch the film "Rio".



MATHEMATICS AND COMPUTING

Number - number and place value KS1 m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given

- · m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- m3 given a number, identify one more and one less · m4 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- m5 read and write numbers from 1 to 20 in numerals and words.

Number - addition and subtraction KS1 m6 read write and interpret mathematical statements involving addition (+), subtraction (-) and

equals (=) signs • m7 represent and use number bonds and related subtraction facts within 20 • m8 add and subtract one-digit and two-digit

numbers to 20, including zero · m9 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 and division KS1

· m10 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.

Number - fractions KS1

· m11 recognise, find and name a half as one of two equal parts of an object, shape or quantity · m12 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

- · col I know that an algorithm is an instruction in a computer program
- · co2 I know that programs control digital toys · co3 I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- · co4 I can write a simple computer program • co5 I can find and correct a problem in my
- · co6 I can predict what will happen by 'reading' a

UNDERSTANDING THE WORLD

Working scientifically KS1

- sc2 asking simple questions and recognising that they can be answered in different ways
- sc3 observing closely, using simple equipment • sc5 identifying and classifying • sc6 using their observations and ideas to suggest
- sc7 gathering and recording data to help in answering questions.

Animals, including humans KS1

- · sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- · sc11 identify and name a variety of common animals that are carnivores, herbivores and
- sc12 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Maths we will be going back over the learning from the beginning

year to see our progress. We will be revisiting place value, addition, subtract, multiplication and division, this time with hands on learning opportunities to enhance our understanding and to develop our reasoning and explanation skills.

In Computing we will be writing a simple program to control a

will be able to find and change a problem and begin to predict what

happen when we read a program.

In English we will continue to use and to extend our vocabulary, writing, understanding and composition by practising and writing about interesting subject matter, this half term being the rainforest. We will write fiction stories about the animals of the rainforest and also write non-fiction facts and information. We will continue to look at poetry and other key

as well as revise our knowledge of spelling, punctuation and grammar

In Science we will be looking closely at animals, classifying into groups and naming their body parts and structures. We will also be comparing across groups and to ourselves, noting similarities and differences

as reminding ourselves of human senses.

It's a Jungle Out There (Y1T6)

We will continue to work on questioning style and listening to others.

will give full attention to our peers and begin to justify our answers, particularly when reasoning for mastery in maths.

In PE this term the children will be learning through Athletics and In Athletics the children will be developing their running style,

combination of jumps, pull throw, push throw. In dance they will be developing short movement patterns with a In Art we will be designing and making items to sell at the Summer We will continue to practice our singing during singing assemblies sing songs in the classroom to help us with our daily routines.

PHYSICAL EDUCATION

others' needs

pe1.1 I can jump over obstacles safely and with

control, and off apparatus knowing how to land safely pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of

• pe3 I can respond to music with controlled • pel I can run safely, controlling my speed and movements, creating and repeating simple dance sequences to express and communicate ideas and

PSHE includes SRE this half term, learning about body parts and differences between boys and girls. It is also about keeping clean developing good personal hygiene and why that is important. We will continue to develop our understanding of what is right and wrong

relationships with each other and with adults.

LITERACY

Reading - word reading KS1

• e1 apply phonic knowledge and skills as the route to decode words • e2 respond speedily with the correct sound to

graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

• e3 read accurately by blending sounds in unfamiliar words containing GPCs that have been

• e4 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

 e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

• e6 read other words of more than one syllable that contain taught GPCs • e7 read words with contractions [for example,

I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • e8 read aloud accurately books that are consistent

with their developing phonic knowledge and that do not require them to use other strategies to work

• e9 re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

• e10 develop pleasure in reading, motivation to read, vocabulary and understanding by: · e14 recognising and joining in with predictable

• e16 discussing word meanings, linking new

meanings to those already known • e19 checking that the text makes sense to them as they read and correcting inaccurate reading • e21 making inferences on the basis of what is

being said and done · e22 predicting what might happen on the basis of what has been read so far

• e23 participate in discussion about what is read to them, taking turns and listening to what others say

Writing - transcription - Spelling KS1 • e25 words containing each of the 40+ phonemes already taught

· e26 common exception words

• e27 the days of the week

• e28 name the letters of the alphabet:

· e29 naming the letters of the alphabet in order • e30 using letter names to distinguish between alternative spellings of the same sound

• e31 add prefixes and suffixes: • e32 using the spelling rule for adding -s or -es as the plural marker for nouns and the third person

singular marker for verbs • e33 using the prefix un-

• e34 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]

• e35 apply simple spelling rules and guidance, as listed in English Appendix 1 • e36 write from memory simple sentences dictated

by the teacher that include words using the GPCs and common exception words taught so far.

Writing - handwriting KS1

• e37 sit correctly at a table, holding a pencil comfortably and correctly

• e38 begin to form lower-case letters in the correct direction, starting and finishing in the right

• e39 form capital letters

• **e40** form digits 0-9

• e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - composition KS1

• e43 saying out loud what they are going to write

• e44 composing a sentence orally before writing it • e45 sequencing sentences to form short

• e46 re-reading what they have written to check

that it makes sense • e47 discuss what they have written with the

• e48 read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing - vocabulary, grammar and punctuation

• e50 leaving spaces between words

• e51 joining words and joining clauses using and • e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or

· e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

• e54 learning the grammar for year 1 in English Appendix 2

• e55 use the grammatical terminology in English Appendix 2 in discussing their writing.

COMMUNICATION AND LANGUAGE

EXPRESSIVE ARTS AND DESIGN

· sl1 listen and respond appropriately to adults and

their peers

· sl2 ask relevant questions to extend their understanding and knowledge

· sl3 use relevant strategies to build their vocabulary

· sl4 articulate and justify answers, arguments and

· sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

· s18 speak audibly and fluently with an increasing command of Standard English

• s19 participate in discussions, presentations. performances, role play, improvisations and debates · sl10 gain, maintain and monitor the interest of the

 \cdot ad1 I can use different materials to design and

· ad2 I can use drawing to share my ideas.

· ad3 I can use painting to share my ideas.

• ad4 I can use sculpture to share my ideas. • ad5 I can use colour, texture and pattern in my

 ad8 I can talk about different ways of creating work and which ways I have tried and which I liked

• dt9 I can select the appropriate materials and tools for my design

Evaluate KS1 · dt17 I can talk about what worked well with my

product and how it could be improved

· mu1 I can sing songs using my voice to show the meaning of the words and tune

· mu2 I can repeat chants and rhymes with

It's a Jungle Out There (Y1T6) - Stage Cov MATHEMATICS AND COMPUTING UNDERSTANDING THE WORLD Working scientifically KS1 Number - number and place value KS1 sc2 asking simple questions and recognising that • m1 count to and across 100, forwards and they can be answered in different ways backwards, beginning with 0 or 1, or from any given sc3 observing closely, using simple equipment • m2 count, read and write numbers to 100 in • sc5 identifying and classifying sc6 using their observations and ideas to suggest numerals; count in multiples of twos, fives and tens • m3 given a number, identify one more and one less answers to questions sc7 gathering and recording data to help in m4 identify and represent numbers using objects answering questions. and pictorial representations including the number line, and use the language of: equal to, more than,

less than (fewer), most, least

subtraction facts within 20

numbers to 20, including zero

numerals and words.

equals (=) signs

as 7 = ? - 9.

• m5 read and write numbers from 1 to 20 in

Number - addition and subtraction KS1

m6 read, write and interpret mathematical

• m8 add and subtract one-digit and two-digit

Number - multiplication and division KS1

• m10 solve one-step problems involving

arrays with the support of the teacher.

equal parts of an object, shape or quantity

co1 understand what algorithms are

precise and unambiguous instructions

programs on digital devices

co4 create simple programsco5 debug simple programs

of simple programs

Number - fractions KS1

statements involving addition (+), subtraction (-) and

• m7 represent and use number bonds and related

m9 solve one-step problems that involve addition

and subtraction, using concrete objects and pictorial

representations, and missing number problems such

multiplication and division, by calculating the answer

using concrete objects, pictorial representations and

• m11 recognise, find and name a half as one of two

• m12 recognise, find and name a quarter as one of

co2 understand how algorithms are implemented as

co3 understand that programs execute by following

• co6 use logical reasoning to predict the behaviour

four equal parts of an object, shape or quantity.

Animals, including humans KS1

mammals

omnivores

• sc10 identify and name a variety of common

sc11 identify and name a variety of common

• sc12 describe and compare the structure of a

variety of common animals (fish, amphibians,

reptiles, birds and mammals, including pets)

animals that are carnivores, herbivores and

animals including fish, amphibians, reptiles, birds and

verage	
PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN
• pe1 master basic movements including running • pe1.1 master basic movements including jumping • pe1.5 master basic movements and begin to apply these in a range of activities • pe3 perform dances using simple movement patterns.	 Ad1 to use a range of materials creatively to de and make products ad2 to use drawing to develop and share their ideas, experiences and imagination ad3 to use painting to develop and share their ideas, experiences and imagination ad4 to use sculpture to develop and share their ideas, experiences and imagination ad5 to develop a wide range of art and design techniques in using colour, pattern, texture, ad8 about the differences and similarities between their ideas, experiences and disciplines, and making lire to their own work.
	 Make KS1 dt6 select from and use a range of tools and equipment to perform practical tasks such as cut and shaping dt8 select from and use a range of tools and equipment to perform practical tasks such as finishing dt9 select from and use a range of tools and equipment to perform practical tasks Evaluate KS1
	 dt17 evaluate their products against design crit KS1 mu1 use their voices expressively by singing some mu2 use their voices expressively by speaking chants and rhymes mu3 use their voices creatively mu6 listen with concentration and understanding a range of high-quality live music mu7 listen with concentration and understanding a range of high-quality recorded music

PRESSIVE ARTS AND DESIGN LITERACY Reading - word reading KS1 use a range of materials creatively to design • e1 apply phonic knowledge and skills as the route to decode words use drawing to develop and share their • e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative o use painting to develop and share their sounds for graphemes • e3 read accurately by blending sounds in unfamiliar o use sculpture to develop and share their words containing GPCs that have been taught • e4 read common exception words, noting unusual correspondences between spelling and sound and bout the differences and similarities between where these occur in the word nt practices and disciplines, and making links • e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • e6 read other words of more than one syllable that contain taught GPCs • e7 read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe ent to perform practical tasks such as cutting represents the omitted letter(s) • e8 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 • e9 re-read these books to build up their fluency and confidence in word reading. evaluate their products against design criteria Reading - comprehension KS1 • e10 develop pleasure in reading, motivation to read, vocabulary and understanding by: use their voices expressively by singing songs • e14 recognising and joining in with predictable use their voices expressively by speaking phrases • e16 discussing word meanings, linking new meanings to those already known isten with concentration and understanding to • e19 checking that the text makes sense to them as they read and correcting inaccurate reading • e21 making inferences on the basis of what is being isten with concentration and understanding to said and done • e22 predicting what might happen on the basis of what has been read so far • e23 participate in discussion about what is read to them, taking turns and listening to what others say Writing - transcription - Spelling KS1 • e25 words containing each of the 40+ phonemes already taught • e26 common exception words • e27 the days of the week e28 name the letters of the alphabet: • e29 naming the letters of the alphabet in order • e30 using letter names to distinguish between alternative spellings of the same sound • e31 add prefixes and suffixes: • e32 using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • e33 using the prefix un-• e34 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] • e35 apply simple spelling rules and guidance, as listed in English Appendix 1 • e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Writing - handwriting KS1 • e37 sit correctly at a table, holding a pencil comfortably and correctly • e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place • e39 form capital letters • **e40** form digits 0-9 • e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Writing - composition KS1 • e43 saying out loud what they are going to write e44 composing a sentence orally before writing it e45 sequencing sentences to form short narratives • e46 re-reading what they have written to check that it makes sense • e47 discuss what they have written with the teacher or other pupils

• e48 read aloud their writing clearly enough to be

heard by their peers and the teacher.

COMMUNICATION AND LANGUAGE PSED & RELIGIOUS EDUCATION PSED Preparing to play an active role as citizens • sl1 listen and respond appropriately to adults and • pa5 Continue to develop empathy for others. their peers sl2 ask relevant questions to extend their pa6 Recognise what is right and wrong. understanding and knowledge pa7 Agree and follow rules for their group and sl3 use relevant strategies to build their vocabulary sI4 articulate and justify answers, arguments and • pa8 Know how to apologise and make amends. pa9 Realise that people and other living things have • sl6 maintain attention and participate actively in collaborative conversations, staying on topic and pa10 Develop understanding of groups they belong initiating and responding to comments • sl8 speak audibly and fluently with an increasing command of Standard English **PSED Developing confidence and responsibility** and making the most of their abilities KS1 sl9 participate in discussions, presentations, pc18 Take and share responsibility, for example, for performances, role play, improvisations and debates • sl10 gain, maintain and monitor the interest of the their own behaviour. pc19 Make classroom rules and follow them. listener(s) pc20 Recognise what they like and dislike, what is fair and unfair, and what is right and wrong. • ph4 Begin to make simple choices that improve their health and well being. PSED Developing a healthy, safer lifestyle KS1 ph5 Begin to maintain personal hygiene. ph6 Begin to understand that certain actions spread disease. ph7 Identify the main parts of the body. **PSED Developing good relationships and** respecting the differences between people KS1 • pr17 Greet and talk with adults. • pr19 Be able to ask for help from an 'appropriate'

