

Stillness Infant School –Yearly Overview– Year 1

Topic	English: Writing/ Grammar/ Punctuation	English: Reading			Maths	Science	Computing	History / Geography	Art / DT	RE	SMSC / PSHE/safe guarding	PE	Music																									
<p>Autumn 1: Super Senses!</p> <p>1 day and 7 weeks</p> <p>Macmillan-wear green 24th September</p> <p>October 14th WHO Sight Day</p> <p>Black History Month-Proud to Be</p>	<p>•Sentence: How words can combine to make sentences.</p> <p>•Punctuation: Separation of words with spaces.</p> <p>•Punctuation: Introduction to capital letters and full stops to demarcate sentences.</p> <p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. Naming the letters of the alphabet in order. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting Teach children to: Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters</p>	<table border="1"> <tr> <td>Autumn One</td> <td>Sounds covered</td> <td>HFV/CE W</td> </tr> <tr> <td>1</td> <td>Baseline Assessment of phonic knowledge</td> <td></td> </tr> <tr> <td>2</td> <td>j v w x</td> <td>no, go the, l, to</td> </tr> <tr> <td>3</td> <td>y z zz qu ch</td> <td>he, she</td> </tr> <tr> <td>4</td> <td>sh th th ng</td> <td>we, me, be</td> </tr> <tr> <td>5</td> <td>ai ee igh oa</td> <td>was</td> </tr> <tr> <td>6</td> <td>oo oo ar or</td> <td>my</td> </tr> <tr> <td>7</td> <td>ur ow oi ear</td> <td>you</td> </tr> <tr> <td>8</td> <td>air ure er</td> <td>they</td> </tr> </table>	Autumn One	Sounds covered	HFV/CE W	1	Baseline Assessment of phonic knowledge		2	j v w x	no, go the, l, to	3	y z zz qu ch	he, she	4	sh th th ng	we, me, be	5	ai ee igh oa	was	6	oo oo ar or	my	7	ur ow oi ear	you	8	air ure er	they	<p>Week 1: Digit focus- 0-9. Consolidation with resources.</p> <p>Week 2: Number. Counting on and back assessment.</p> <p>Count, identify and represent numbers</p> <p>Week 3: Number and place value (10) Numerals and names to 10.</p> <p>Week 4: Number and Place Value (10) One more.</p> <p>Week 5: Number and Place Value (10) One less.</p> <p>Week 6: Number and Place Value (10) Comparing.</p> <p>Week 7: Number and Place Value (10) Ordering objects, numbers</p> <p>Week 8: Number and Place Value (10) Identifying and representing numbers – use of the number line</p>	<p>Animals, including humans- Identifying parts of the human body and say which part of the body is associated with each sense. Exploring the senses through carrying out simple tests and making observations from first hand experiences.</p> <p>Patricia Bath scientist- laser eye surgery.</p> <p>Nature Explorers session: introduction to the seasons- Observe changes across the four seasons.</p>	<p>So, What is a Computer Anyway?</p> <p>Information Technology outside of the home.</p> <p>The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work</p> <p>recognise common uses of information technology beyond school</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>All of this unit taught outside</p>	<p>History: Lives of significant individuals in the past who have contributed to international/ national achievements. Use them to compare aspects of life in different periods.</p> <p>Mary Seacole/ Florence Nightingale/ Jenny Worth/ now- pandemic.</p> <p>Geography: Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>ART: To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, Line and shape.</p> <p>To learn about the work of Kandinsky, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Artists: Kandinsky Jack Coulter Melissa McCracken Henry Fraser</p>	<p>The Natural World Unit</p> <p>Investigating patterns, rhythms in nature, change, growth and the cycle of life.</p> <p>School Council - introduce children to the idea that there is a way to make your voice heard in our country (by voting for the government you choose) and at school you can have your say through the School council and by voting form a rep. Link to Prevent Strategy. Black History</p>	<p>How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p> <p>School Council - introduce children to the idea that there is a way to make your voice heard in our country (by voting for the government you choose) and at school you can have your say through the School council and by voting form a rep. Link to Prevent Strategy. Black History</p>	<p>Get Set 4 PE Team Building and Fundamentals</p> <p><u>Team Building</u> Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.</p> <p><u>Fundamentals</u> Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination.</p>	<p>Hey You!</p> <p>1. Listen and Appraise the song Hey You! and other Hip Hop songs:</p> <ul style="list-style-type: none"> • Hey You! by Joanna Mangona • Me, Myself And I by De La Soul • Fresh Prince Of Bel Air by Will Smith • Rapper's Delight by The Sugarhill Gang • U Can't Touch This by MC Hammer • It's Like That by Run DMC <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song <p>3. Perform the Song</p>
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	<p>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.</p> <p>Teach children to 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.</p>	<p>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.</p> <p>Whole Class Reading Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to 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.</p>			of Computing Suite				<p>Month-October Assemblies and International Day</p> <p>Supporting the charity Macmillan-wear green and assembly-24th Sept.</p> <p>Values: Manners Trust</p>		
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		<p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>																															
<p>Autumn 2: Go Wild!</p> <p>7 weeks</p> <p>Christmas Concert</p>	<p>•Sentence: How words can combine to make sentences.</p> <p>•Punctuation: Separation of words with spaces.</p> <p>•Punctuation: Introduction to capital letters and full stops to demarcate sentences.</p> <p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. Name the letters of the alphabet. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<table border="1"> <tr> <td>Autumn Two</td> <td>Sounds covered</td> <td>HFW/CEW</td> </tr> <tr> <td>1</td> <td>Final consonant blends</td> <td>here, all, are</td> </tr> <tr> <td>2</td> <td>Initial consonant blends</td> <td>her, said, have, like</td> </tr> <tr> <td>3</td> <td>Consonant blends</td> <td>come, some, were</td> </tr> <tr> <td>4</td> <td></td> <td>there, little, one</td> </tr> <tr> <td>5</td> <td rowspan="3">Revision of phonics 3 and 4</td> <td>when, out, what</td> </tr> <tr> <td>6</td> <td>So, do, of</td> </tr> <tr> <td>7</td> <td>Revision n</td> </tr> </table> <p>One to One Reading</p>	Autumn Two	Sounds covered	HFW/CEW	1	Final consonant blends	here, all, are	2	Initial consonant blends	her, said, have, like	3	Consonant blends	come, some, were	4		there, little, one	5	Revision of phonics 3 and 4	when, out, what	6	So, do, of	7	Revision n	<p>Week 1: Addition and Fact Families (10)</p> <p>Week 2: Number bonds within 10</p> <p>Week 3: Systematic Number bonds within and of 10</p> <p>Week 4: Addition (10)</p> <p>Week 5: Subtraction (10)</p> <p>Week 6: Subtraction (10)</p> <p>Week 7: Addition and Subtraction (Fact Families)</p>	<p>Animals including humans- Identifying, comparing and classifying animals by their features, including mammals, birds, reptiles, fish and amphibians. Naming, identifying, comparing and classifying animals by what they eat: carnivores, herbivores & omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds</p>	<p>Photography: Take a Picture, Change a Picture</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>The children will explore the art of photography and then edit and manipulate their pictures.</p> <p>This unit will support logging on, saving, opening and mouse skills.</p>	<p>History: Events from beyond living memory that are significant nationally or globally- Significance of Remembrance Day as part of a whole school study.</p> <p>Geography: Name and locate the world's 7 continents and 5 seas. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use basic geographical vocabulary to</p>	<p>DT: Wild Puppets! Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking and drawing.</p> <p>Select from and use a range of tools and equipment for cutting, shaping, joining and finishing. Select from and use a wide range of materials and components-</p>	<p>Christianity Unit 1 – The Bible and Christmas</p> <p>Jesus as God's Son, the bible as a special book, the Christian celebration of Christmas.</p> <p>Fireworks Safety</p> <p>Anti-bullying week</p> <p>Taught through what a good friend is and does.</p>	<p>What makes us special? L8&9, R8&9</p> <p>Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p> <p>Fireworks Safety</p> <p>Anti-bullying week</p> <p>Taught through what a good friend is and does.</p>	<p>Get Set 4 PE Dance and gymnastics</p> <p><u>Dance</u></p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance</p>	<p>Rhythm In The Way We Walk/The Banana Rap</p> <p>Steps 1-3</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● Rhythm In The Way We Walk by Joanna Mangona ● The Planets, Mars by Gustav Holst ● Tubular Bells by Mike Oldfield <p>Steps 4-6</p> <p>Learn the Banana Rap an action song/rap about the dimensions of music but focussing on pitch;</p> <p>Listen and Appraise.</p> <ul style="list-style-type: none"> ● The Banana Rap by Jane Sebba ● Happy by Pharrell Williams ● When I'm 64 by The Beatles <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated</p>
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	heard by their peers and the teacher.	Understand both the books they can already read accurately and fluently and those they listen to 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.				including trees.							
Spring 1: Unique UK 3 days and 5 weeks Baxter Bear workshop- 5th January	<ul style="list-style-type: none"> •Sentence: Joining words and joining clauses using and. •Punctuation: names and for the personal pronoun I. •Word: Regular plural noun suffixes – s or – es (for example, dog, 	Spring One	Sounds covered	HFW/CEW	Week 1: 3 DAYS Geometry: 2D & 3D Shape Week 2: Number and Place Value (20)	Seasonal Changes: Winter- Observe and describe weather associated with the seasons and	Celebration Card! use technology purposefully to create, organise, store, manipulate and retrieve digital content	Geography: Name, locate and identify characteristic of the four countries and capital cities of the United Kingdom and it's surrounding seas.	ART: Dragon's Eyes Use clay creatively to design and make a Dragon's Eye. Use sculpture to develop and share	Islam Unit 1 - Prophet Muham mad (pbuh) Messenger of Allah Who is Allah?	E-safety week – starts with KS1 assembly, followed up in class. How do we keep safe?	Get Set 4 PE Invasion and Ball Skills <u>Invasion</u> Pupils develop the basic skills required in invasion games such as sending, receiving and	Charanga In the Groove Listen & Appraise Musical Activities • Games • Singing • Playing - percussion • Improvisation –

<p>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.</p> <p>Teach children to 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.</p>	<p>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.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to 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.</p>									<p>ideas in response to tasks.</p>	
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<p>Spring 2: Back to the Future! 6 weeks</p> <p>Fairtrade Fortnight 21st Feb-6th March</p> <p>Unicorn Theatre-Wild</p> <p>Sport Relief 7th – 11th March TBC</p> <p>World Book Day 3rd March</p> <p>Spring Concert</p>	<p>•Sentence: Joining words and joining clauses using and. •Punctuation: names and for the personal pronoun I. •Word: Regular plural noun suffixes – s or – es (for example, dog, dogs: wish, wishes), including the effects of these suffixes on the meaning of the noun. •Text: Sequencing sentences to form short narratives.</p> <p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. The days of the week. Use letter names to distinguish between alternative spellings of the same sound Write from memory simple sentences dictated by the teacher that include words using the GPCs and common</p>	<table border="1" data-bbox="389 209 674 815"> <tr> <td data-bbox="389 209 465 357">Spring Two</td> <td data-bbox="465 209 562 357">Sound covered</td> <td data-bbox="562 209 674 357">HFW/CE W</td> </tr> <tr> <td data-bbox="389 357 465 469">1</td> <td data-bbox="465 357 562 469">Revision of ph 5</td> <td data-bbox="562 357 674 469">people, looked</td> </tr> <tr> <td data-bbox="389 469 465 549">2</td> <td data-bbox="465 469 562 549">Ou ir</td> <td data-bbox="562 469 674 549">called, asked</td> </tr> <tr> <td data-bbox="389 549 465 628">3</td> <td data-bbox="465 549 562 628">Ue ew</td> <td data-bbox="562 549 674 628">water, where</td> </tr> <tr> <td data-bbox="389 628 465 676">4</td> <td data-bbox="465 628 562 676">Aw au</td> <td data-bbox="562 628 674 676">who</td> </tr> <tr> <td data-bbox="389 676 465 756">5</td> <td data-bbox="465 676 562 756">Ow oe</td> <td data-bbox="562 676 674 756">again</td> </tr> <tr> <td data-bbox="389 756 465 815">6</td> <td data-bbox="465 756 562 815">Ea ie</td> <td data-bbox="562 756 674 815">work</td> </tr> </table> <p>Reading Teach children to: 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)</p>	Spring Two	Sound covered	HFW/CE W	1	Revision of ph 5	people, looked	2	Ou ir	called, asked	3	Ue ew	water, where	4	Aw au	who	5	Ow oe	again	6	Ea ie	work	<p>Week 1: Number and Place value (50)</p> <p>Week 2: Number and Place value (50)</p> <p>Week 3: Number and Place value (50) Multiples – 2s & 5s</p> <p>Week 4: Measurement: Length & Height</p> <p>Week 5: Measurement: Weight</p> <p>Week 6: Measurement: Volume</p>	<p>Science Week- Ducklings visit- learning about how ducklings grow.</p> <p>Seasonal Changes: Spring-gathering data about the weather, temperature and day length.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Word Processing</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>This will link to the main topic and Art; Lichtenstein.</p> <p>The children will use Word to display and comment on a piece of Lichtenstein's work.</p> <p>This will support, logging on, saving, opening, mouse and keyboard skills.</p>	<p>History: Changes within living memory - changes in national life-surveys filled out by grandparents, talking about what life was like for them in 60s, looking at schools, food and leisure time specifically.</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Use to compare aspects of life in different periods.</p> <p>Geography: Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>ART: To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, Line and shape.</p> <p>To learn about the work of Roy Lichtenstein describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Belonging – Who am I? Understanding of what it means to belong and relate to how children are given a sense of belonging in Christianity, Hinduism and Islam. Investigate how children are welcome in these religions, how people show they belong and what is special for them about belonging.</p>	<p>Fair Trade and Sport Relief. 26th Feb assemblies and cooking activities.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>About the ways that pupils can help the people who look after them to more easily protect them</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the</p>	<p>Get Set 4 PE Sending and Receiving Striking and Fielding</p> <p><u>Sending and Receiving</u> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p> <p><u>Striking and Fielding</u> Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including</p>	<p>Round and Round Listen & Appraise)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing - Percussion • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Perform/Share</p> <p>Latin and Mixed Styles:</p> <ul style="list-style-type: none"> • Round And Round (Bossa Nova) • Livin' La Vida Loca by Ricky Martin (Latin/Pop) • Imperial War March by John Williams (Film) • It Had Better Be Tonight by Michael Bubl� (Latin/Big Band) • Why Don't You by Gramophonedzie (Big Band/Dance) • Oya Como Va by Santana (Latin/Jazz)
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6	Ea ie	work																														

<p>exception words taught so far.</p> <p>Handwriting Teach children to: 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.</p> <p>Teach children to 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</p>	<p>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.</p> <p>Whole Class Reading Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to 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.</p>													<p>importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>Pupils learn how to ask for help if they are worried about something About the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid Values: Appreciation Curiosity</p>	<p>throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p>			
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	enough to be heard by their peers and the teacher.																															
<p>Summer 1: Nature Detectives</p> <p>4 days and 5 weeks</p>	<p>•Punctuation: Revision of capital letters and full stops and introducing question marks and exclamation marks to demarcate sentences</p> <p>•Word: Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg: helping, helped, helper)</p> <p>•How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind or undoing, untie the boat)</p> <p>Teach children to spell: Words containing each of the 40+</p>	<table border="1"> <thead> <tr> <th>Summer One</th> <th>Sound covered</th> <th>HFW/CEW</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ch wh</td> <td>many</td> </tr> <tr> <td>2</td> <td>ph tch</td> <td>because</td> </tr> <tr> <td>3</td> <td>g c</td> <td>any</td> </tr> <tr> <td>4</td> <td>y</td> <td>eyes</td> </tr> <tr> <td>5</td> <td rowspan="2">Revision of sound s</td> <td>friends</td> </tr> <tr> <td>6</td> <td>once</td> </tr> </tbody> </table>	Summer One	Sound covered	HFW/CEW	1	Ch wh	many	2	ph tch	because	3	g c	any	4	y	eyes	5	Revision of sound s	friends	6	once	<p>One to One Reading</p> <p>Teach children to: 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.</p>	<p>Week 1: 4 days Number and Place Value (100)</p> <p>Week 2: Number and Place Value (100)</p> <p>Week 3: Multiplication and Division Revisit counting in 2's,5's Count in 10's</p> <p>Week 4: Number: Multiplication and Division</p> <p>Week 5: Number: Multiplication and Division</p> <p>Week 6: Fractions</p>	<p>Plants- Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Scientists: Wangari Maathai, Jeanne Baret</p>	<p>PowerPoint – Blythe Hill Trees!</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>The children will use PowerPoint to record and reflect on everything they've learnt at Blythe Hill this school year.</p> <p>Strong links to Science</p>	<p>Geography: Identify seasonal and daily weather patterns in the United Kingdom. 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 it's grounds and the key human and physical features of it's surrounding environment.</p>	<p>ART: Use printing techniques creatively to design and make products. Use drawing and printing to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, line and shape. Learn about the work of William Morris and Georgia O'Keefe, describing the differences and similarities between</p>	<p>Christianity Unit 2- Church Visit</p> <p>Church buildings as places where Christians worship together and how Christians try to follow the example of Jesus.</p>	<p>•about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>•about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>Pupils learn:</p>	<p>Get Set 4 PE Fitness and Athletics</p> <p><u>Fitness</u> pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p> <p><u>Athletics</u> pupils will develop skills required in athletic activities</p>	<p>Your Imagination</p> <p>1. Listen and Appraise the song Your Imagination and other songs about using your imagination:</p> <ul style="list-style-type: none"> • Your Imagination by Joanna Mangona and Pete Readman • Supercalifragilisticexpialidocious from Mary Poppins • Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack • Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin. <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing
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<p>phonemes already taught. Common exception words. Use letter names to distinguish between alternative spellings of the same sound</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting Teach children to: 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.</p> <p>Teach children to write sentences by:</p>	<p>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.</p> <p>Whole Class Reading Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>			<p>Janaki Ammal (sugar cane)</p> <p>Outdoor learning sessions- planting seeds and trip to Ladywell Fields to make observations about spring.</p>			<p>different practices and disciplines, and making links to their own work.</p>		<ul style="list-style-type: none"> •about different kinds of feelings •simple strategies to manage feelings •about how it feels when there is change or loss <p>Values: Friendship</p>	<p>such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>	<ul style="list-style-type: none"> ● Playing - Percussion ● Improvisation - option after Step 3 ● Composition - option after Step 4 <p>Performance Sing Play Instruments</p> <p>Include compositions</p>
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	<p>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.</p>	<p>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.</p>																								
<p>Summer 2: Turrets and Tiaras 6 weeks and 3 days London Walk Sports Day Summer Concert</p>	<p>•Punctuation: Revision of capital letters and full stops and introducing question marks and exclamation marks to demarcate sentences •Word: Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg: helping, helped, helper) •How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind</p>	<table border="1"> <tr> <td>Summer Two</td> <td>Sound covered</td> <td>HFW/CE W</td> </tr> <tr> <td>1 (Gov screenin g)</td> <td>Revisi on of sound</td> <td>more, before</td> </tr> <tr> <td>2</td> <td>s</td> <td>different</td> </tr> <tr> <td>3</td> <td>Addin g -ing and -er</td> <td>also</td> </tr> <tr> <td>4</td> <td>Addin g -ed</td> <td>school</td> </tr> </table>	Summer Two	Sound covered	HFW/CE W	1 (Gov screenin g)	Revisi on of sound	more, before	2	s	different	3	Addin g -ing and -er	also	4	Addin g -ed	school	<p>Week 1: Fractions Week 2: Geometry: Position and Direction Week 3: Time Week 4: Time Week 5: Measurement: Money Week 6: Assess and review week 3 days Week 7: Problem Solving and Reasoning Activities</p>	<p>Everyday Materials- 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.</p>	<p>Data Collection and Display – School’s favourite sandwich! Links to DT, the children will collect data about sandwich fillings and use data visualisation to display what they found out. Computing has deep links with mathematics, science, and technology, and provides insights</p>	<p>History: Local History-significant historical events, people and places in their own locality- Buckingham Palace, Houses of Parliament, Tower Bridge, Tower of London, The Globe. Queen Elizabeth 1st and 2nd, Queen Victoria, Guy Fawkes, Shakespeare. Geography: Use aerial photographs</p>	<p>DT: Sandwich fit for a Queen Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking and drawing. Select from and use a range of tools</p>	<p>Islam Unit 2 – Five Pillars of Islam Worship of Allah, The Muslim Home, The Place of Worship - mosque. Values: Communication Creativity</p>	<p>What can we do with money? Where money comes from; spending; keeping money safe. Values: Communication Creativity</p>	<p>Get Set 4 PE Net and Wall Target Games <u>Net and Wall</u> Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They</p>	<p>Reflect - Rewind and Replay. Consolidate. This unit of work consolidates the learning that has occurred through the year. All the learning is focussed around revisiting songs and musical activities, a context for the history of Music and the beginnings of the Language of Music. <u>Musical Learning Focus</u> Listen and appraise Classical Music</p>
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	6	Addin g prefix -un	other						
	7		whole						
<p>One to One Reading Teach children to: 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.</p>									

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NB: British values: democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths