

Stillness Infant School –Yearly Overview– Year 1

Topic	English: Writing/ Grammar/ Punctuation	English: Reading	Maths	Science	Computing	History / Geography	Art / DT	RE	SMSC / PSHE/safeguarding	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.</p> <p>Common exception words.</p> <p>Naming the letters of the alphabet in order.</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</p> <p>Teach children to: Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>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.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<table border="1"> <thead> <tr> <th>Autumn One</th> <th>Sounds covered</th> <th>HFV/CEW</th> </tr> </thead> <tbody> <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, I, 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> </tbody> </table> <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>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Whole Class Reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>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:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <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>	Autumn One	Sounds covered	HFV/CEW	1	Baseline Assessment of phonic knowledge		2	j v w x	no, go the, I, 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 of Computing Suite</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 Investigating patterns, rhythms in nature, change, growth and the cycle of life.</p> <p>Artists: Kandinsky Jack Coulter Melissa McCracken Henry Fraser</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 Month- October Assemblies and International Day</p> <p>Supporting the charity Macmillan- wear green and assembly- 24th Sept.</p> <p>Values: Manners Trust</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>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> <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. 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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 and mammals, including pets.)</p> <p>Scientists: Jane Goodall, David Attenborough, Steve Irwin & Roger Arliner Young.</p> <p>Seasonal Changes: Autumn – Observe and describe weather associated with the seasons and how day length varies.</p> <p>Nature Explorers: hibernation of hedgehogs and trip to Ladywell Fields to make observations about Autumn.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</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 refer to key physical features and key human features. Use world maps, atlases and globes to identify the United Kingdom and it's countries as well as the countries, continents and oceans studied at this key stage.</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- construction materials- according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Build a puppet, exploring how it can be made stronger, stiffer and more stable. Explore and use mechanisms to make the puppet move.</p>	<p>Christianity Unit 1 – The Bible and Christmas Jesus as God's Son, the bible as a special book, the Christian celebration of Christmas.</p> <p>What makes us special? L8&9, R8&9 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 Taught through what a good friend is and does.</p> <p>Link to the Values of equality, friendship, responsibility and individuality- helping children to stand up to negative peer pressure.</p> <p>Voluntary Services Lewisham Christmas Appeal Values: Responsibility Community</p>	<p>Get Set 4 PE Dance and gymnastics</p> <p><u>Dance</u> 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 terminology to do so.</p> <p><u>Gymnastics</u> Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling,</p>	<p>Rhythm In The Way We Walk/The Banana Rap</p> <p>Steps 1-3 Listen and Appraise ● Rhythm In The Way We Walk by Joanna Mangona ● The Planets, Mars by Gustav Holst ● Tubular Bells by Mike Oldfield</p> <p>Steps 4-6 Learn the Banana Rap an action song/rap about the dimensions of music but focussing on pitch;</p> <p>Listen and Appraise. ● The Banana Rap by Jane Sebba ● Happy by Pharrell Williams ● When I'm 64 by The Beatles</p> <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual) b. Learn to Sing the Song: Vocal warm-ups and singing 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>
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<p>Spring 1: 1960s</p> <p>3 days and 5 weeks</p> <p>Moon Week 24.1.22</p>	<p>•Sentence: Joining words and joining clauses using and.</p> <p>•Punctuation: names and for the personal pronoun I.</p> <p>•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.</p> <p>•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 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. 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It will also link to the 'diverse community' key driver.</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. 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>DT; Fairtrade Fruit Salad- understand where food comes from.</p>	<p>Islam Unit 1 - Prophet Muhammad (pbuh) Messenger of Allah Who is Allah? Living as a Muslim and the Qu'ran.</p>	<p>E-safety week – starts with KS1 assembly, followed up in class.</p> <p>How do we keep safe? Keeping safe in familiar and unfamiliar situations;</p> <p>Values: Determination Positivity</p>	<p>Get Set 4 PE Invasion and Ball Skills</p> <p><u>Invasion</u> Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><u>Ball Skills</u></p>	<p>Charanga</p> <p>In the Groove</p> <p>Listen & Appraise</p> <p>Musical Activities ●</p> <ul style="list-style-type: none"> ● Singing ● Playing - percussion ● Improvisation – <p>Perform/Share</p> <p>Playing/singing in different styles and learning about those styles. Mixed styles:</p> <ul style="list-style-type: none"> ● In The Groove by Joanna Mangona (Blues, Baroque, Latin, Bhangra, Folk and Funk). ● How Blue Can You Get by B.B. King (Blues) ● Let The Bright Seraphim by Handel (Baroque) ● Livin' La Vida Loca by Ricky Martin (Latin/Pop) ● Jai Ho by J.R. Rahman (Bhangra/Bollywood) ● Lord Of The Dance by Ronan Hardiman (Irish) ● Diggin' On James Brown by Tower Of Power (Funk)
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<p>Spring 2: Unique UK 6 weeks</p> <p>Fairtrade Fortnight 21st Feb- 6th March 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 exception words taught so far.</p> <p>Handwriting Teach children to: Sit correctly at a table, holding a pencil comfortably and correctly. 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Discuss what they have written with the teacher or other pupils.</p>	<table border="1"> <thead> <tr> <th>Spring Two</th> <th>Sounds covered</th> <th>HFV/CEW</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Revision of ph 5</td> <td>people, looked</td> </tr> <tr> <td>2</td> <td>Ou ir</td> <td>called, asked</td> </tr> <tr> <td>3</td> <td>Ue ew</td> <td>water, where</td> </tr> <tr> <td>4</td> <td>Aw au</td> <td>who</td> </tr> <tr> <td>5</td> <td>Ow oe</td> <td>again</td> </tr> <tr> <td>6</td> <td>Ea ie</td> <td>work</td> </tr> </tbody> </table> <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. 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:</p>	Spring Two	Sounds covered	HFV/CEW	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, specifically UK landmarks. The children will choose a landmark, copy and paste the image into a Word document, then write some text about it, experiment with font, borders and other layout elements.</p> <p>This will support, logging on, saving, opening, mouse and keyboard skills.</p>	<p>Geography: Name, locate and identify characteristic of the four countries and capital cities of the United Kingdom and it's surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to the key physical features and key human features. Use world maps, atlases and globes to identify the United Kingdom and it's countries as well as the countries, continents and oceans studied at this key stage. Use simple compass directions 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.</p>	<p>ART: Dragon's Eyes</p> <p>Use clay creatively to design and make a Dragon's Eye. Use sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, shape, form and space. Learn 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.</p> <p>DT: Harvest Soup- Understand where food comes from.</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 importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>Pupils earn 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>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</p>	<p>New Model Curriculum</p> <p>How does music help us to understand our neighbours?</p> <p>Listen & Appraise)</p> <p>Musical Activities</p> <p>Tempo: 98 bpp Time Signature: 4/4 Key Signature: A minor Rhythmic Patterns using: Minims, crotchets and quavers. Melodic Patterns: A, E.</p> <p>Through- • Games • Singing • Playing - Percussion • Improvisation - option after Step 3 • Composition - option after Step 4</p> <p>Perform/Share</p> <p>Musical Styles: Jazz/Swing - Days of the week Pop – Name Song Waltz – Cuckoo Waltz – Upside Down Lullaby- Hush Little Baby Pop – Who took the cookie. 20th Century Orchestral. Mars – The Planet Holst.</p>
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	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>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>themselves and others safe.</p> <p>Striking and Fielding Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including 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>																					
<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 •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 or undoing, untie the boat)</p> <p>Teach children to spell: Words containing each of the 40+ 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.</p>	<table border="1" data-bbox="587 1283 905 1707"> <thead> <tr> <th>Summer One</th> <th>Sounds covered</th> <th>HFV/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 sounds</td> <td>friends</td> </tr> <tr> <td>6</td> <td>once</td> </tr> </tbody> </table> <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.</p>	Summer One	Sounds covered	HFV/CEW	1	Ch wh	many	2	ph tch	because	3	g c	any	4	y	eyes	5	Revision of sounds	friends	6	once	<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>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>Janaki Ammal (sugar cane)</p> <p>Outdoor learning sessions- planting seeds and trip to</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 different</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 •about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>Pupils learn: •about different kinds of feelings •simple strategies to manage feelings •about how it feels when there is change or loss</p> <p>Values: Friendship</p>	<p>Get Set 4 PE Fitness and Athletics</p> <p>Fitness 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</p>	<p>Your Imagination</p> <p>1. Listen and Appraise the song Your Imagination and other songs about using your imagination: • 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>
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<p>Summer 2: Turrets and Tiaras</p> <p>6 weeks and 3 days</p> <p>London Walk</p> <p>Sports Day</p> <p>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 or undoing, untie the boat)</p> <p>Teach children to spell: Words containing each of the 40+ phonemes already taught. Common exception words. 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 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.</p>	<table border="1" data-bbox="546 1346 842 1829"> <tr> <td>Summer Two</td> <td>Sounds covered</td> <td>HFV/CEW</td> </tr> <tr> <td>1 (Gov screening)</td> <td rowspan="2">Revision of sounds</td> <td>more, before</td> </tr> <tr> <td>2</td> <td>different</td> </tr> <tr> <td>3</td> <td>Adding-ing and -er</td> <td>also</td> </tr> <tr> <td>4</td> <td>Adding-ed</td> <td>school</td> </tr> <tr> <td>5</td> <td>Adding-s and -es</td> <td>know</td> </tr> <tr> <td>6</td> <td>Adding prefix -un</td> <td>other</td> </tr> <tr> <td>7</td> <td></td> <td>whole</td> </tr> </table> <p>One to One Reading Teach children to: Apply phonic knowledge and skills as the route to decode words.</p>	Summer Two	Sounds covered	HFV/CEW	1 (Gov screening)	Revision of sounds	more, before	2	different	3	Adding-ing and -er	also	4	Adding-ed	school	5	Adding-s and -es	know	6	Adding prefix -un	other	7		whole	<p>Week 1: Fractions</p> <p>Week 2: Geometry: Position and Direction</p> <p>Week 3: Time</p> <p>Week 4: Time</p> <p>Week 5: Measurement: Money</p> <p>Week 6: Assess and review week</p> <p>3 days Week 7: Problem Solving and Reasoning Activities</p>	<p>Everyday Materials-</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Data Collection and Display – School's favourite sandwich!</p> <p>Links to DT, the children will collect data about sandwich fillings and use data visualisation to display what they found out.</p> <p>Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems</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.</p> <p>Geography: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features- aerial map of London walk.</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.</p> <p>Select from and use a range of tools and equipment for making a sandwich. Select from and use a</p>	<p>Islam Unit 2 – Five Pillars of Islam Worship of Allah, The Muslim Home, The Place of Worship- mosque.</p>	<p>What can we do with money? Where money comes from; spending; saving; keeping money safe.</p> <p>Values: Communication Creativity</p>	<p>Get Set 4 PE Net and Wall Target Games</p> <p><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</p>	<p>Reflect - Rewind and Replay.</p> <p>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.</p> <p><u>Musical Learning Focus</u></p> <p>Listen and appraise Classical Music</p>
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NB: British values: democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths