

Title: Shropshire and Me

Class: Rea

Cycle Year: 1

Term: Autumn

Educational Visits:

We will develop our English skills through the stimuli of:

- Develop our English skills through the stimuli of:
- An adapted story of "On the Way Back Home" by Jill Murphy (narrative)
- Letter writing to Santa. (letter)
- Animal riddles about reptiles. (riddles)
- A character description in the form of a missing poster based on Beegu by Alexis Deacon. (description)
- Instructions for printing. (Instructions)

Please see our writing progression sheets for further guidance.

Phonics is taught in line with Little Wandle progression. https://stottesdon-school.co.uk/media/40580/programme-overview_reception-and-year-1-1.pdf

Our reading spine texts are:

Beegu by Alexis Deacon (Pie Corbett reading spine)
Tuesday by Andy Wiesner (Pie Corbett reading spine)
Poem: Ning Nang Nong Spike Milligan (resistant texts)
The building boy Ross Montgomery (complexity of plot/symbol)
On the Way Home by Jill Murphy
The Tiger Who Came to Tea by Judith Kerr (complexity of plot/symbol)
The Little House by Virginia Lee Burton (archaic)
Voices in the Park by Anthony Brown (Non-Linear Time Sequences) (Complexity of the narrator)
Not Now Bernard (resistant text)
I Doko, The Tale of a Basket by Ed Young (complexity of the narrator).
Please see skills and knowledge in year group assessment grids.

We will develop our Maths skills through key foci of:

Developing the automaticity and fluency of number facts through mastering number.

In line with the Herts for learning guidance:

- Positional Language and Sequencing (turns, patterns and sequences)
 - Subitising – Leading to More and Fewer
 - Number Magnitude, Estimation and Comparison (equal to, more than, less than, fewer, more, most, least using number lines and other representations).
 - Place Value – Making Ten(s) and Some More
 - Time – Estimating, Sequencing and Comparing (days of the week, months, years and time).
 - Additive Reasoning – the Understanding and Language of Operations
 - Part Whole (number bonds to 20 for year 1 and the inverse relationship between addition and subtraction for year 2)
 - Equality and Comparison
 - Measures – Length, Height and Mass
 - Using maths across the curriculum by:
 - Make patterns using our knowledge of counting in twos, fives and tens within our artwork.
- Please see skills and knowledge in year group assessment grids.

As scientists we will focus on:

Work scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.
- Display results using simple diagrams and writing.
- Find out information using secondary sources.
- Use appropriate scientific vocabulary in their explanations.

Seasons:

- Observe changes from Summer to Autumn.
- Observe, describe and investigate "How do bulbs grow and turn into mature plants?" . (Observations over time investigations).
- Observe and describe weather associated with the seasons
- Observe how day length varies (Observations over time).

Materials:

- Distinguish between an object and the material from which it is made.
- Research, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials (throughout all investigations).
- Compare and group together a variety of everyday materials based on their simple physical properties.
- Investigate "Which material will make the best road safety reflector – dull/shiny?" (comparative investigation).
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Investigate "Which material will be most suitable for an umbrella? – How can we keep Stotty bear dry?" (comparative investigation).
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (identifying and classifying)

STEM activity

- Investigate how washing up liquid makes things clean through a magic milk stem activity (Identifying and classifying investigation)

P.E.

Physical activities and sports development in the areas below (following our progression of skills):

- Multi-skills: bat and ball, throwing and catching games; kicking, passing and dribbling games
- Dance: response to music; simple patterns; pair, group and unison work (BBC time to move?)
- Gymnastics: balance, jumps, roll, travel and applying to sequences

Please see our PE progression skills for further guidance.

As experts in computing we will:

Explore Online safety (Keeping information private 1.1)
Explore Purple Mash (Saving in their own space 1.1)
Consider how to search effectively on browsers (2.5)
Be Lego builders considering the importance of accurate instructions.
We will then correct and write our own simple algorithms (1.4 2 DIY)
Explore technology outside school (1.9)Group and sort items on computers (1.2 2DIY)
Please see computing skills sheets for further guidance.

R.E.

What is the Trinity and why is it important for Christians?

Make sense of belief:

Recognise what a Gospel is and give examples of the kind of stories it contains – stories about the life and work of Jesus, Christmas and Easter stories.

Offer suggestions about what baptism and the Trinity mean.

Understand the impact:

Describe how Christians show their belief about God the Trinity in worship in different ways – baptism, prayer – and in the way they live.

Make connections:

Make links between Bible texts studied in class and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

PSHE

Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:

Being Me in My world

- Hopes and fears for the year
- Rights and responsibilities
- Rewards and consequences
- Safe and fair learning environment
- Valuing contributions
- Choices
- Recognising feelings

Celebrating Differences

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends

As historians we will:

- Learn that a decade is 10 years and Century is 100 years (year 2 only)
- Remember we have a King called Charles III and know some symbols of monarchy.
- Learn that many toys today are similar to those played with by grandparents but some might be different. Examples might include that Some grandparents didn't have the electronic toys you have today or that toys today are usually made from different materials than in the past.
- Learn that shops today are usually much bigger than when some grandparents were children.
- Learn that school was different for grandparents, that for children today. Examples might include the subjects are different.
- Learn that the devices people have in their homes today are different to the devices people have had in their homes in the past, for examples ovens, televisions, computers.
- Learn that Historians can learn about the past from talking to people who were alive then.

As geographers we will:

- Know about the local area including the school, and can name and locate key landmarks.
- Locate local landmarks on a map using images or drawings, using a simple key.
- Use observation to recognise a natural environment and describes it using key vocabulary (physical features).
- Describe a journey in the local area using simple compass directions and locational and directional language, and describe the location of features on a map.

As artists we will explore drawing and sketchbooks

Spirals

Disciplines: Drawing, Collage, Sketchbooks

Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)

Artists: Molly Haslund

Draw from my fingertips, my wrist, my elbow, my shoulder, my body.

- Make a drawing using a continuous line.
- Draw from observation.
- Make different marks with soft pencil, a graphite stick and a handwriting pen.
- Explore how water affects the graphite and pen, use a brush to make new marks.
- Make choices about which colours.
- See the work of an artist and listen to how the artist made the work and share how I feel about the work.
- Talk about what I like in my drawings, and what I'd like to try again.

As designers we will focus on the aspect of Structures

Focus: Free Standing Structures

Technical knowledge and understanding

- Know how to make freestanding structures stronger, stiffer and more stable.
- Know and use technical vocabulary relevant to the project.

Designing

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through talking, mock-ups and drawings.

Making

- Plan by suggesting what to do next.
- Select and use tools, skills and techniques, explaining their choices.
- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

Evaluating

- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

As musicians we will:

- Perform (sing and play) with increasing pitching control and an awareness of some musical elements (pitch; tempo; dynamics; duration).
- Follow and respond physically to pitch change in short melodic phrases (including matching voices/tuned percussion to graphic notation);
- Listen and describe music and its images using: high/low; loud/quiet; fast/slow; thoughts/feelings
- Experiment with instrument timbres (incl. voice); matching them to sounds; record, evaluate and improve our performances