

To lead and deliver an **ambitious, creative** and **language-rich** curriculum, which inspires **curiosity** and **develops** each and every pupil to reach their full potential.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Text type: Non-fiction: recounts Children will know: what a recount is. They will know some of the specific features of a recount including the use of time conjunctions. Children will be able to: explain some of the features of recounts. They will be able to use drama techniques to act out a recount. They will be able to follow a	Text type: Non-fiction: recounts Children will know: some more features of the text type including the past tense, 1st person and the use of adjectives to describe emotions. Children will be able to: explain some more of the features of recounts. They will be able to contribute to making a shared class text map and shared piece	Text type: Non-fiction: recounts Children will know: that recounts have to be told and written in chronological order. They will know how to change a text map for their own recount. They will know how to write a recount. Children will be able to: sequence the events from their school trip. They will be able to use a text map to help them their recount.	Text type: Non-fiction: letters Children will know: what a letter is and how it is structured. They will know some of the specific features of a letter. Children will be able to: explain some of the features of a letter including addressing it to someone, present tense, paragraphs. They will be able to use drama techniques to get into the role of a character.	Text type: Non-fiction: letters Children will know: how to plan a class shared letter effectively. Children will be able to: contribute to planning and writing a class shared letter including writing the beginning, middle and end of it.	Text type: Non-fiction: letters Children will know: what information goes in a letter. Children will be able to: plan and write a letter in the role of a character. They will be able to edit and improve their letter.

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	text map of a recount.	of writing for a recount.	RECAP WRITE - TRADITIONAL TALE			
Reading	Skill: I can read words containing suffixes.	Skill: I can listen to and enjoy a range of non-fiction texts.	Skill: I can read my own work and edit it.	Skill: I can discuss new word meanings.	Skill: I can link what I read to my own experiences.	Skill: I can enjoy reading a range of texts.
GPS	To be able to use adjectives to describe emotions.	To use the 1st person and present tense correctly.	To edit and improve my writing.	To use proper nouns for names.	To spell red words correctly.	To edit and improve sentences.

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Maths	(Unit 11) Approach 4: Using Money & Equivalence	(Unit 12) Approach 1/2/3: Multiplying by 2, 5 and 10.	(Unit 13) Approach 1: Length	(Unit 13) Approach 2: Mass	(Unit 13) Approach 3: Capacity	(Unit 14) Approach 1: Division
Unit 11: Reasoning with measures (money)	Children will know: how to count out a given amount in pennies and then exchange for a different coin.	Children will know: how to count in multiples of 2, 5 and 10 find these on a 100 square	Children will know: how to measure distances and record using standard units. How to make predictions about length and say which object is longer by comparing.	Children will know: how to measure and record using scales. How to make predictions about mass and say which object is heavier by comparing.	Children will know: how to measure and record using standard units. How to make predictions about capacity and say which object holds more.	Children will know: how to divide by 2, 5 and 10.
Unit 12 Multiplication and Division	Children will be able to: find coins that are worth the same amount.	Children will be able to: solve one step problems involving multiplication and division by calculating the answer using concrete apparatus and pictorial representations. Also to use arrays with adult support.	Children will be able to: compare, describe, measure, begin to record and solve practical problems involving length	Children will be able to: compare, describe, measure, begin to record and solve practical problems involving mass.	Children will be able to: compare, describe, measure, begin to record and solve practical problems involving capacity.	Children will be able to: divide by 2, 5 and 10 using a sharing or grouping method.
Unit 13: Measure	Key skills: addition to within 20, counting in multiples of 2, 5 and 10 for larger amounts.		Key skills: Measuring length using standard	Key skills: Measuring mass using standard units, compare and predict	Key skills: Measuring capacity using standard units,	Key skills: Dividing by 2, 5 and 10.
Unit 14: Division		They will do this by arranging objects into equal groups				

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and counting efficiently in 2s, 5s and 10s.

units, compare and predict.

compare and predict

Children will also learn to use the language '4 lots of 2' and '4 groups of 5' to explain multiplication.

Recognise what an array looks like.

Key skills:

counting in 2's, 5's and 10's up to 100 and backwards from 100

Arithmetic focus

Children will learn how to count back from a number in their head.

Children will say the number that is one or two more than any number to 100

Children will say the number that is one or two less than any number to 100

Children will learn their doubles to 24 mentally and with quick recall

Children will count forwards and backwards in tens starting from a number other than 0 e.g. 2, 12, 22, 32 etc.

Children will say the number that is 5 more than a number in the 10s.

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Science	Flow 1: Compare and group carnivores, herbivores and omnivores		Flow 2: Caring for Animals		Flow 3: Animal Lifecycles	
Overarching question: How do animals survive in the wild?	Explain / Solve	Show / Do / Think	Explain / Solve	Show / Do / think	Explain / Solve	
	Children will know: what those terms mean and be able to explain the terms carnivore, omnivore and herbivore.	Children will know: what animals need to live and which animals make good pets and which don't.	Children will know: what animals need to live and which animals make good pets and which don't.	Children will know: the common features of the lifecycle of all animal lifecycles. They will know what the words 'metamorphosis', 'larva', and 'chrysalis' mean.	Children will know: the common features of the lifecycle of all animal lifecycles. They will know what the words 'metamorphosis', 'larva', and 'chrysalis' mean.	
	Children will be able to: say whether a range of animals are carnivore, herbivore or omnivores and complete sorting activities to show this.	Children will be able to: explain some reasons why some animals make good pets and others don't as well as discuss what wild animals looked after in a zoo need from humans in order to thrive.	Children will be able to: explain some reasons why some animals make good pets and others don't as well as discuss what wild animals looked after in a zoo need from humans in order to thrive	Children will be able to: focus on the lifecycle of a butterfly in order to gain a secure understanding of lifecycles.	Children will be able to: focus on the lifecycle of a butterfly in order to gain a secure understanding of lifecycles.	

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Geography

What human and physical features are in our school grounds? Which ones could be improved?

Children will know: what human and physical features are. They will know what an aerial photograph is.

Children will be able to: find examples of human and physical features on an aerial photograph of our school.

Children will know: what a fieldwork study is.

Children will be able to: take part in a fieldwork study looking at human and physical features in Ashington.

Children will know: that maps are drawings that show where you are and where you are going.

Children will be able to: use a simple map to move around the school.

Children will know: what a map is and how to draw one.

Children will be able to: draw a simple map of the school grounds, highlighting human and physical features.

Children will know: how they feel in different places in our school grounds.

Children will be able to: talk about how we feel in different parts of the school grounds and explain why they make us feel this way.

Children will know: what could be improved in our school grounds.

Children will be able to: use their map to locate and show places where they believe improvements could be made in our school grounds.

End of unit assessment

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PSHE Changing Me	Puzzle Piece 1 - lifecycles	Puzzle Piece 2 - changing me	Puzzle Piece 3 - changing bodies	Puzzle Piece 4 - body parts	Puzzle Piece 5 - learning new things	Puzzle Piece 6 - school transition
	<p>Children will know: about the life cycles of animals and humans.</p> <p>Children will be able to: understand that changes happen as we grow and that this is OK.</p>	<p>Children will know: some things about themselves that have changed and some things about themselves that have stayed the same.</p> <p>Children will be able to: explain that changes are OK and that sometimes they will happen whether I want them to or not</p>	<p>Children will know: know how their body has changed since being a baby.</p> <p>Children will be able to: understand that growing up is natural and that everybody grows at different rates.</p>	<p>Children will know: the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva and anus.</p> <p>Children will be able to: respect their body and understand which parts are private.</p>	<p>Children will know: that every time they learn something new they change a little bit.</p> <p>Children will be able to: enjoy learning new things.</p>	<p>Children will know: how to identify what they're looking forward to about moving into their new class.</p> <p>Children will be able to: think about changes they want to make when they are in year 2 and how to go about doing this.</p>

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<p>RE</p> <p>What objects and people are special to Jewish people? (Judaism)</p>	<p>Children will know:</p> <p>what the torah scroll looks like. They will know that for Jewish people, the torah scroll is a very special object.</p> <p>Children will be able to: see a photograph of the torah scroll. They will understand why the torah scroll is so special to Jews.</p>	<p>Children will know:</p> <p>what is done to show how special the torah scroll is.</p> <p>Children will be able to: describe the special ways in which the Jewish people treat the torah scroll.</p>	<p>Children will know:</p> <p>the main events in the story of Moses. They will know why Moses is so special to Jewish people.</p> <p>Children will be able to: listen and retell the story of Moses. They will be able to explain why Moses is considered so special to Jewish people.</p>	<p>Children will know:</p> <p>special foods eaten at the Seder meal during Pesach.</p> <p>Children will be able to: look at the special foods eaten during a Seder meal at Pesach.</p>	<p>Children will know:</p> <p>how the special foods relate to the story of Moses.</p> <p>Children will be able to: understand that the foods are symbolic of events that happened in the story of Moses.</p>	<p>Consolidation and assessment</p>
<p>Music</p> <p><u>Explore Sound and Create a Story</u></p> <p>How does music teach us about looking after our planet?</p>	<p>Across the half term, children will know:</p> <p>Finding and keeping a steady beat</p> <p>Simple rhythmic patterns using long and short</p> <p>Simple melodic patterns using high and low</p>					

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	<p>Children will know: To listen to music and understand the message of caring for our planet.</p>	<p>Children will know: To listen and move to the beat of music and discuss how it makes us feel.</p>	<p>Children will know: To sing together as a group, following a leader.</p>	<p>Children will know: To play an instrumental part with the song they are performing.</p>	<p>Children will know: To play together and keep the beat. To create personal musical ideas using given notes.</p>	<p>Children will know: To share music with others in a performance.</p>
	<p>Children will be able to: Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>Children will be able to: Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>Children will be able to: Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>Children will be able to: Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>Children will be able to: Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>Children will be able to: Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>
<p>Art and Design 'The Courtyard of a House in Delft' -</p>	<p>Children will know: what the term 'sculpture' means.</p>	<p>Children will know: what clay 'coils' and 'slabs' are.</p>	<p>Children will know: what 'design' means.</p>	<p>Children will know: how to create a 3D model of an item using a modelling media (clay).</p>	<p>Children will know: what 'evaluate' means.</p>	<p>Children will know: what 'evaluate' means.</p>
	<p>Children will be able to: look at pictures of</p>	<p>Children will be able to: carve, pinch and roll coils</p>	<p>Children will be able to: design an item taking</p>		<p>Children will be able to: evaluate their sculpture</p>	<p>Children will be able to: evaluate their sculpture</p>

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Sculpture and Form	sculptures and talk about which ones they like.	and slabs using a modelling media (clay). They will be able to explore making simple joins in clay.	inspiration from the painting 'The Courtyard of a House in Delft.'	Children will be able to: use clay to make a sculpture for a purpose (for pleasure).	explaining what went well and what they would improve next time.	explaining what went well and what they would improve next time.
Computing Data Handling - Introduction to data	LO: To discuss ways to balance time spent online and offline (internet safety).	LO: To represent data in different ways	LO: To use technology to represent data in different ways	LO: To collect and record data	LO: To sort data	LO: To design an intervention to gather data
	Children will know: how different activities make them feel and be able to identify these feelings.	Children will know: What the term 'data' means and how it can be shown in different ways.	Children will know: What a pictogram is and how to create one using sketchpad pictogram.	Children will know: Digitally represent information using NCES Kids' Zone graphs.	Children will know: What a branching database is and how to create one.	Children will know: That computers understand different types of inputs.
	Children will be able to: make a plan to balance their screen time with other offline activities.	Children will be able to: Represent data in different ways and answer questions about the data.	Children will be able to: Use a mouse and type on a keyboard. Create a pictogram that shows animal data.	Children will be able to: Identify different minibeasts, record the number of minibeasts they see and represent it digitally.	Children will be able to: Identify questions to sort data in the most efficient way. Create a branching database.	Children will be able to: Design a computerised invention to gather data and explain how their invention works.

Year 1 Summer 2 2024

Mapping of our school grounds



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