

Enchanted woodland Year One

Skills/objectives	Possible contexts for teaching/using and applying in this theme
<p>EnS&L *Listen and respond appropriately to adults and their peers. *Ask relevant questions to extend their understanding and knowledge *Articulate and justify answers, arguments and opinions. *Speak audibly and fluently. *Participate in discussions, role play and improvisations</p> <p>EnR Pupils should be taught 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. 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 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>EnW Pupils should be taught to spell: *Words containing each of the 40+ phonemes already taught *Common exception words *The days of the week *Naming the letters of the alphabet in order *Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: *Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs *Using the prefix un- *Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] *Apply simple spelling rules and guidance, as listed in English Appendix 1 *Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far *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 - 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 -Develop their understanding of the concepts set out in English Appendix 2 by: *Leaving spaces between words *Joining words and joining clauses using and *Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' *Learning the grammar for year 1 in English Appendix 2 *Use</p>	<p>Reading: In Literacy lessons- The worst Princess-understanding settings and characters, making predictions Emily Brown and the thing-Using adjectives, retelling and editing a story, using imaginations The three little pigs-alternative version and newspaper report The stick man-Christmas time, retelling of the story</p> <p>In guided reading- A bit lost, Owl babies</p> <p>Writing: Non-fiction writing in the style of a poster, fact file or leaflet Fiction writing creating own short stories Sequencing and retelling a story Understanding and applying capital letters and full stops Using onomatopoeia and adjectives</p>

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<p>Number Pupils should be taught to: *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens *Given a number, identify one more and one less *Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least *Read and write numbers from 1 to 20 in numerals and words *Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs *Represent and use number bonds and related subtraction facts within 20 *Add and subtract one-digit and two-digit numbers to 20, including zero *Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. *Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Recognise, find and name a half as one of two equal parts of an object, shape or quantity *Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Measurement -Compare, describe and solve practical problems for: *Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] *Mass/weight [for example, heavy/light, heavier than, lighter than] *Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] *Time [for example, quicker, slower, earlier, later] -Measure and begin to record the following: *Lengths and heights *Mass/weight *Capacity and volume *Time (hours, minutes, seconds) *Recognise and know the value of different denominations of coins and notes *Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] *Recognise and use language relating to dates, including days of the week, weeks, months and years *Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Geometry -Recognise and name common 2-D and 3-D shapes, including: *2-D shapes [for example, rectangles (including squares), circles and triangles] *3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. *Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>Using the concrete, pictorial and abstract to complete equations Reading and writing number sentences for add and subtract Understand and use the inverse Add/subtract on a blank number line Partition two-digit numbers Add/subtract 10 to/from any given number Count in multiples of 2 and 10 Use objects to share amounts</p> <p>Read O'clock and half past times Order coins from smallest to largest value and label Decide on shortest/tallest, heaviest/lightest, smallest/longest etc. Sort objects based on their height etc.</p> <p>Recognise and name 2D/3D shapes Correctly use terms- properties, side, corner, edge, vertices, face Count and record properties of shapes</p>

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<p>Science</p> <ul style="list-style-type: none"> *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 *Describe the simple physical properties of a variety of everyday materials *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. *Compare the structure of a variety of common animals *Use first-hand experience and simple information sources *Ask questions *Make predictions *Collect evidence *Compare what happened with what they expected would happen <p>History</p> <ul style="list-style-type: none"> *Events beyond living memory that are significant nationally or globally *The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods *Significant historical events, people and places in their own locality *Changes within living memory <p>Geography</p> <ul style="list-style-type: none"> *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas *Use simple compass directions and locational and directional language to describe the location of features and routes on a map *Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop *Understand geographical similarities and differences of a small area of the United Kingdom and a contrasting non-European country <p>D&T</p> <ul style="list-style-type: none"> *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology *Select from and use a range of tools and equipment to perform practical tasks *Build structures, exploring how they can be made stronger, stiffer and more stable *Explore and use mechanisms <p>Art</p> <ul style="list-style-type: none"> *Use drawing, painting and sculpture to develop and share ideas, experiences and imagination *Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, making links to their own work <p>Computing</p> <ul style="list-style-type: none"> *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions *Use logical reasoning to predict the behaviour of simple programs *Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Research materials for building their own castle. What would a castle have been made from? What properties would the material need to have?</p> <p>Science extravaganza—Animal theme Labelling the senses on the human body Learning about nocturnal animals Experimenting with senses</p> <p>Learning about historical Kings and Queens as well as the present day Royal family—King James, Queen Victoria, Queen Elizabeth 2nd The story of Bonfire night and Guy Fawkes The great fire of London</p> <p>Using maps and globes to understand where we live as well as identify the 7 continents Label the countries on a map of the UK Compare the UK to a country with a very different climate Understand capital cities—Where is London?</p> <p>Research different types of castles. Design and build a castle as a group, use paint etc. to decorate. Include a working drawbridge.</p>