

Enchanted woodland Year One

Skills/objectives	Possible contexts for teaching/using and applying in this theme
<p>EnS&L</p> <ul style="list-style-type: none"> *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>EnR</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *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: <ul style="list-style-type: none"> *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: <ul style="list-style-type: none"> *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>EnW</p> <p>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 the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>Possible contexts for teaching/using and applying in this theme</p> <p>Reading:</p> <p>The black hat - Adjectives, onomatopoeia, simple sentence structure.</p> <p>Goldilocks and the three bears-Sentence structure, capital letters for the start of a sentence and names, retelling a familiar story</p> <p>The bad tempered ladybird-Writing speech, speech marks, speech bubbles, variety of words for said, question marks. Links to maths through time and to theme.</p> <p>Martimer-Role play, listening to others, performance, writing speech, onomatopoeia, recognising and joining in with predictable phrases.</p> <p>Non-fiction books to research animals that live in a woodland and the plants that grow there too.</p> <p>Writing:</p> <p>Fiction writing creating own short stories</p> <p>Sequencing and retelling a story</p> <p>Understanding and applying capital letters and full stops</p> <p>Using onomatopoeia and adjectives</p> <p>Ordering months to write in the style of a diary</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>Ordering numbers to 30; drawing pictures and using objects to represent amounts Identify missing numbers from sequences Draw number lines on the playground with chalk for children to practically jump between numbers Use objects to add and subtract amounts</p> <p>Find and recognise 2D shapes around school Sort 2D shapes into a Venn diagram based on properties</p>

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<p>Science</p> <ul style="list-style-type: none"> *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees *Identify and describe the basic structure of a variety of common flowering plants including trees *Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) *Observe changes across the four seasons *Observe and describe weather associated with the seasons and how day length varies <p>Geography</p> <ul style="list-style-type: none"> *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 <p>D&T</p> <ul style="list-style-type: none"> *Design purposeful, functional, appealing products for themselves and other users based on design criteria *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology *Evaluate ideas and products against design criteria *Build structures, exploring how they can be made stronger, stiffer and more stable <p>Art</p> <ul style="list-style-type: none"> *Use a range of materials creatively to design and make products *Use drawing, painting and sculpture to develop ideas, experiences and imagination *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Computing</p> <ul style="list-style-type: none"> *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies *Recognise common uses of information technology beyond school <p>Music</p> <ul style="list-style-type: none"> *Play tuned and untuned instruments musically *Listen with concentration and understanding to a range of high-quality live and recorded music 	<p>An outside walk to look at trees and discuss their structure</p> <p>Compare evergreen and deciduous trees recognising how they look throughout the seasons</p> <p>Look at wild and garden plants, discuss how plants survive</p> <p>Conduct an experiment to see what a plant needs to grow</p> <p>Investigate the structure of a plant</p> <p>Sort pictures of animals into those which live in a woodland habitat and those which live in their homes and local environment</p> <p>Play the 'Who am I?' game. Ask their classmates questions to work out which animal's name is on their back!</p> <p>Investigate how pine cones open and close in different environmental conditions. Carefully tap a pine cone to find out whether the seeds fall out. Place the pine cone in a warm, dry place and notice what happens to it. Find out how the pine cone changes when placed in a cold or wet place. Consider why the pine cone might open and close.</p> <p>Recognise key features on a map of the school and local area</p> <p>Draw own map of a woodland</p> <p>Design a woodland home for a creature</p> <p>Following own design to create a woodland home using natural materials such as sticks and leaves</p> <p>Draw or paint a picture of a woodland creature, using a range of photographs and pictures to observe their features before doing so. Extend to make 3-D junk models of different creatures including foxes, badgers, birds, squirrels and owls.</p> <p>Press clay onto a tree trunk and sculpt a face into it using sticks, twigs, leaves, stones and bark.</p> <p>Practising drawing skills in sketchbooks, looking constantly at how to improve skills</p> <p>Learn about the work of the Woodland Trust, finding out what they do to protect British woodlands. Send a class email to tell them what they have learned and which trees they have planted.</p> <p>Create a musical story of the life cycle of a sunflower—in a group</p>