

Class 1 Year R

YEAR B Key skills

Subject	Term 1 Great Fire of London (Get the Fire fighters in) Challenge: Creating a life like model of an old street, setting it on fire and re-enacting the GFOL.	Term 2 Chocolate (Trip to Cadbury world) Challenge: Designing, marketing and marketing their own type of chocolate.	Term 3 Bears Teddy bear's picnic Challenge: Creating a class book about the different bears. <i>(Compile throughout the term and share finished piece in Golden book assembly)</i>	Term 4 Plants Challenge: Over the term, taking responsibility for a bed in the school garden, growing a fruit / vegetable and use it in cooking at the end of the term. .	Term 5 Castles Challenge: Making a realistic castle from junk modelling with relevant moving parts – levers and sliders.	Term 6 Author topic (Julia Donaldson) Challenge: Writing and illustrating a book in the style of the author.
Maths Based on White Rose Scheme	Number and place Value – numbers to 5 Addition and subtraction – sorting Number and place value – groups Addition and subtraction – change within 5 Time – my day Geometry – 2D and 3D shapes		Addition and subtraction – number bonds to 10 Number and place value – numbers to 10 Addition and subtraction – addition to 10 Geometry – Exploring pattern		Addition and subtraction – count on and back Number and place value – numbers to 20 Multiplication and division – doubling/halving odds/evens Measures	

English Phonics through Read, Write Inc	Topic: Great Fire of London. Text(s): - . Genres: Stories about fire/London	Topic: Chocolate Text(s): Genres Stories about sweets/chocolate Non-fiction about chocolate	Topic: Bears Text(s): Stories about bears Non-fiction about bears	Topic: Plants Text(s): Bean diaries Stories about plants Non-fiction about plants	Topic: Castles Text(s): Genres: Traditional tales. Letters. Non-chronological reports.	Topic: Author topic Text(s): Author dependent. Genres: Story re-tells. Summer poems. Letter to the author.
	<p>40-60+ months</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts</p>				<p>ELG</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
<p>Communication and language</p>	<p>40- 60+ months</p> <p>Responds to instructions involving a 2 part sequence</p> <p>Understand humour</p> <p>Able to follow a story without pictures or props</p>				<p>ELG</p> <p>Follows instructions involving several ideas or actions</p>	

	<p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Extends vocabulary exploring the meaning and sounds of new words.</p> <p>Links statements and sticks to main theme or intentions</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative in their play</p>				<p>They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Children express themselves effectively showing awareness of listeners needs.</p> <p>They use past, present and future forms accurately when talking about events</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	
RE (Year A)	1.2 Who do Christians say made the world?	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (Part 1)	1.7 Who is Jewish and how do they live? (Part 2)	1.9 How should we care for the world and for others, and why does it matter?
Understanding the world	<p>Topic lesson - what were the houses made from in 1666? Why did they burn so quickly?</p> <p>Internet safety</p> <p>Know some facts about the Fire of London.</p>	<p>identifying and classifying Everyday materials</p> <p>Melting and cooling of different foods.</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>The effects of sugar on teeth experiment.</p> <p>Programming beebots</p> <p>Healthy food</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive ♣ describe how bears obtain their food from plants and other animals.</p>	<p>bean diaries – growing and tracking the changes in beans.</p> <p>Plants</p> <p>identify and name a variety of common wild and garden plants, ♣ identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Using beebots</p>	<p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>made from and why?</p> <p>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</p> <p>Internet safety</p> <p>Know about Castles and who lived in them</p>	<p>observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.</p> <p>What happens in the summer?</p> <p>Day length – why?</p> <p>How does summer affect animals?</p>

	<p>40-60+ months</p> <p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>				<p>ELG</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	
<p>Physical development and PE</p>	<p>Multiskills / basic skills</p>	<p>Gymnastics</p>	<p>Dodgeball Swimming</p>	<p>Multiskills / basic skills</p>	<p>Team games</p>	<p>Team games</p>
	<p>40-60+ Months</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>				<p>ELG</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	

	<p>Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>				<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
<p>PSED</p>	<p>Wonderful me!</p>	<p>Anti-Bullying and Equalities Scheme</p>	<p>Keeping Myself Safe</p>	<p>Drugs education</p>	<p>Make me a Superhero – Resilience</p>	<p>Relationships education.</p>
	<p>40-60+ months Initiates conversation, attends to and takes account of what others say. Explains own knowledge and understanding and ask appropriate questions of others Takes steps to resolve conflicts with other children Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p>				<p>ELG Play cooperatively and take turns with others. Take account of one another’s ideas about how to organise their activity Show sensitivity to others needs and feelings and form positive relationships with adults and other children Confident to try new activities and say why they like some activities more than others Confident to speak in familiar groups, will talk about their ideas, and will choose the resources they need for their chosen activity Say when they do/don’t need help</p>	

Music (Based on Charanga Music)	In the Groove Y1	Little Angel gets her wings Y2	Rhythm in the way we walk Y1	Hands Feet heart Y2	Zoo time Y2	Summer play
Expressive Arts	<p>Art</p> <p>...to use painting and sculpture to develop imagination</p> <p>...to develop a wide range of art and design techniques in using colour, texture, line, shape, form and space – roller backed silhouette pictures of the GFOL for display.</p>	<p>DT</p> <p>make a chocolate snack</p> <ul style="list-style-type: none"> • 		<p>Art</p> <p>...to develop a wide range of art and design techniques in using texture, line, shape, form and space ...about the work of a range of Carl Warner describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Castles</p> <p>Art</p> <p>... to use a range of materials creatively to design and make a castle.</p> <p>...to use sculpture to develop and share their ideas, experiences and imagination</p> <p>DT (junk model castles-making leavers etc.)</p>	<p>Art</p> <p>(illustration in style of authors books.)</p>
<p>40-60+ Months</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>					<p>ELG</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	

	<p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>					
<p>British values – Teach through PSHE</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence.</p>	<p>Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p> <p>Encourage respect for other people.</p> <p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. (links to RE.)</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence.</p>	<p>Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p> <p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p> <p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. (links to RE.)</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence.</p> <p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. (links to RE.)</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence.</p> <p>Encourage respect for other people.</p>