

Aim high, believe; Fly high, achieve.

Term: Summer

Year group: 1

Main theme for learning: What Lives in our World?

English	Numeracy	Science	Computing	RE
<p>I can apply my phonic knowledge to decode words.</p> <p>I can read and spell all 40+ phonemes including alternative sounds.</p> <p>I can read and spell common exception words.</p> <p>I can spell the days of the week.</p> <p>I can read and spell words containing s, es, er and est endings and the prefix un</p> <p>I will develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>I can make inferences about what I have read and predict what might happen as a result of this.</p> <p>I can write accurate sentences using spaces between words, full stops and capital letters.</p> <p>I will begin to use exclamation marks and question marks.</p> <p>I can use a capital letter for the names of people, places, days of the week and the personal pronoun 'I'.</p> <p>I can compose sentences orally and write what I have composed.</p> <p>I sequence sentences to form short narratives</p> <p>I can extend my sentences using adjectives for description.</p> <p>I can use verbs, adjectives and nouns in my writing.</p> <p>I can write command sentences.</p> <p>I can identify letter families and form letters with increasing accuracy.</p> <p>I can accurately form upper and lower case letters.</p> <p>I can ensure my writing is of an appropriate size and spacing.</p> <p>I can read my writing back to check for sense.</p>	<p><u>Multiplication and division</u></p> <p>I can count in 2s 5s and 10s.</p> <p>I can make equal groups and add equal groups.</p> <p>I can draw an array.</p> <p>I know doubles.</p> <p><u>Fractions</u></p> <p>I can find a half and a quarter of shapes and numbers.</p> <p><u>Position and direction</u></p> <p>I can describe the movement of half, quarter and three-quarter turns.</p> <p>I can use left, right, forwards and backwards to describe position.</p> <p>I can use ordinal numbers.</p> <p><u>Place Value within 100</u></p> <p>I can count forwards and backwards within 100.</p> <p>I can partition numbers into tens and ones.</p> <p>I can compare and order numbers.</p> <p><u>Measurement:</u></p> <p><u>Money</u></p> <p>I know the values of different coins and notes and can count coins.</p> <p><u>Time</u></p> <p>I can order events using</p>	<p><u>Plants</u></p> <p>I can understand what a plant needs in order to grow.</p> <p>I know the basic parts of a plant.</p> <p>I can identify and describe a variety of plants and trees grown in the UK.</p> <p>I know the difference between an evergreen and deciduous tree.</p> <p>I can closely observe the growth of flowers and vegetables I have planted.</p> <p><u>Animals including humans</u></p> <p>I can name and identify common animals and classify them into groups - fish, birds, mammals, reptiles and amphibians.</p> <p>I know the difference between carnivores, herbivores and omnivores and can name some.</p> <p>I can describe and compare the structure of variety of animals.(including pets)</p>	<p><u>Data and information</u></p> <p><u>Grouping data</u></p> <p>To label objects.</p> <p>To identify that objects can be counted.</p> <p>To describe objects in different ways.</p> <p>To count objects with the same properties.</p> <p>To compare groups of objects.</p> <p>To answer questions about groups of objects.</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</p> <p>Use technology safely and respectfully.</p> <p><u>Introduction to animation</u></p> <p>To choose a command for a given purpose.</p> <p>To show that a series of commands can be joined together.</p> <p>To identify the effect of changing a value.</p> <p>To explain that each sprite has its own instructions.</p> <p>To design the parts of a project.</p> <p>To use my algorithm to create a program.</p> <p>Understand what</p>	<p><u>Christianity</u></p> <p><u>What do Christians believe God is like?</u></p> <p>I can explain what I think God is like and why.</p> <p>I know the story of The Lost Son and understand it is a Parable (with a deeper meaning).</p> <p>I understand how God shows forgiveness.</p> <p>I can reflect on times I have asked for forgiveness or shown it myself.</p> <p><u>Judaism</u></p> <p><u>Why is Shabbat important to Jewish children?</u></p> <p>I can learn about a religious celebration.</p> <p>I can empathise with Jewish children and know about their everyday life.</p> <p>I can understand why Shabbat is important.</p> <p>I understand what Jewish families do during Shabbat.</p>

language such as
before, after, next, first.
I know the days of the
week and begin to know
the months of the year
in order.
I can tell the time to the
hour and half past the
hour.

algorithms are, how they
are implemented as
programs on digital
devices, and that
programs execute by
following precise and
unambiguous
instructions.
Create and debug simple
programs.
Use logical reasoning to
predict the behaviour of
simple programs.

History/Geography	Art	Design Technology	Music	PE	PSHE
<p>Who sold sea shells on the sea shore? (Mary Anning) To know that Mary lived over 170 years ago. 1799-1847</p> <p>To know that Mary lived in Lyme Regis, Dorset and that we live in Dorset.</p> <p>Pupils know that Mary was the first to discover some important fossils.</p> <p>Pupils to grasp idea of layers of rock building up over time.</p> <p>Children reconstruct a narrative of her life using appropriate connectives and 'time words' to link sentences.</p> <p>They can make judgements about whether the events were happy or sad ones for Mary.</p> <p>To know Mary was partly so famous because she was so young when she made discoveries that even older trained scientists hadn't made.</p> <p>They can appreciate that Mary's achievements were all the greater because of adversity she experienced.</p> <p>Pupils are able to recall names of key figures in Mary's story and explain the role, they played in her life</p> <p>They can distinguish between those who were very significant and those who were just 'walk on parts'.</p> <p>Mary is remembered for her achievements as a woman at a time when women did not have equal rights or treatment and so was only truly recognised after she died.</p>	<p><u>Pinch pots – How do artists create a functional 3D shape?</u></p> <p>Clay can be moulded to create different shapes.</p> <p>Use pinch and slab technique.</p> <p>Specific tools can be used to add marks as decoration or to create texture.</p> <p>Use simple tools and techniques to shape, assemble and join materials.</p> <p>Know score and slip is a method for joining.</p> <p>Create a model or 3D picture that represents an idea or replicates an object or picture.</p> <p>Show an awareness of the shape and colour of the sculpture when replicating likeness.</p>	<p><u>Templates and joining (Moving Pictures)</u></p> <p>I can investigate moving pictures I can decide who I would like to make a moving picture for I can create my design (seaside) I can plan what I will need I can make my moving picture I can evaluate my finished piece and offer constructive feedback to my peers</p>	<p>Charanga:</p> <ul style="list-style-type: none"> - Having fun with improvisation. - Let's perform together. <ul style="list-style-type: none"> ● Demonstrate an awareness of pulse/beat when listening, moving to and performing music. ● Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). ● Demonstrate a basic understanding of the importance of posture and technique when performing. ● Demonstrate an understanding of the basic concepts of improvisation and composition. ● Introduce the performance. 	<p><u>Athletics</u></p> <p>I can run pumping my arms at various speeds. I can throw objects with some accuracy. I can jump – bending my knees and pushing off. I can co-operate and compete in a team in running games.</p> <p><u>Kwik Cricket</u></p> <p>I can roll and stop a ball with one or two hands. I can throw and catch a ball with some control. I can bowl underarm towards a target. I can hit a ball off a tee using a bat.</p> <p><u>Tennis</u></p> <p>I can throw and catch a small ball to myself and a partner. I can balance a ball on a racquet. I can move a ball in the forehand & backhand position.</p>	<p>Being my best</p> <p>I can name a few different ideas of what I can do if I find something difficult. I can suggest what I can eat to keep myself healthy and demonstrate good hygiene. I can use simple strategies to resolve conflict and overcome challenges. I can give and receive positive feedback and express how this makes me feel.</p> <p>Growing and changing</p> <p>I can identify some things I can do to keep healthy eg sleep. I can identify who has helped me at different stages of my life. I know the difference between bullying, teasing and being unkind. I know how to be safe with secrets and surprises. I know how to keep my private parts private.</p>

They can offer valid ways of recognizing her achievement.

Why do we love being by the seaside so much?

- **Identify** and **describe** the main physical and human features of seaside environments;
- Provide **reasons** as to why it is important to protect living things at the seaside;
- **Describe** popular activities undertaken at the seaside;
- **Identify, describe** and offer **reasons** for the presence of pollution on a beach;
- **Describe** and **explain** how people can take greater care of the seaside environment;
- **Describe** and **explain reasons** why seaside holidays have changed in living memory;
- Identify the county of Dorset, Blandford and Lyme Regis on a map and explain their location.