

Year group: One

Term: Spring 1

Focus Subject: Geography

Key Vocabulary:

Falmouth, UK, England, Ireland, Scotland, Wales, human feature, physical feature, rural, urban, capital cities, posters, materials, story

Relationships and Health Education: We will:

learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally, through a real-world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.



Computing: As programmers, we will:

use technology purposefully to create, organise, store, manipulate, and retrieve digital content



RE: as theologians, we will know and understand:

- That there are special people in our lives who are there to help us – **Explore**
- That on Sunday, in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**
- Families and groups share special meals – **Explore**
- Mass as Jesus' special meal – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

Art: As artists, we will understand:

Playful Making

- That when we make art in 3 dimensions it is often called Sculpture.
- That we can generate ideas through playful exploration.
- That we can build understanding of the properties of materials through manipulation.
- That making sculpture is a partnership between materials, ideas, hands and tools.
- That we can reflect upon our intention when we see our ideas made physical.

BIG Question: Where do we belong?

Practice at home:

Creative curriculum homework grid, reading, spellings, phonics flashcards and IXL.

As Musicians, we will:

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

Maths: As mathematicians, we will:

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 $7 = \square - 9$

read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

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

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

History: As historians, we will learn about:

No History this term.

Geography: As geographers, we will:

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas



understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Enable
Support
Prepare
Nurture



Cultural Capital/ Outdoor Learning/ Trips:

Library visit, Trip to local supermarket

DT: As designers, we will:

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

Science: As scientists, we will:

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

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

English: As readers and writers, we will:

write sentences by: saying out loud what we are going to write about , composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what we have written to check that it makes sense.

read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

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 verb

apply phonic knowledge and skills as the route to decode words

leave spaces between words

use a capital letter for names of people, places, the days of the week, and the personal pronoun

listen and respond appropriately to adults and peers

maintain attention and participate actively in collaborative conversations

listen to and discuss stories

link what we read or hear read to our own experiences

PE: As athletes, we will:



master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Half term overview



Term: Autumn Term 2

Focus: Teacher: Miss Rowe

Dates	W/C 2 nd January	W/C 9 th January	W/C 16 th January	W/C 23 rd January	W/C 30 th January	W/C 6 th February	
Events	Bank holiday Monday					Last week at school	
Focus	Peter Rabbit- Warning Tale Narrative Storytelling	Peter Rabbit- Warning Tale Narrative Storytelling	Peter Rabbit- Warning Tale Narrative Storytelling	Peter Rabbit- Warning Tale Narrative Storytelling	Peter Rabbit- Wanted Poster	Poetry- Tiger Tiger Burning Bright	
English	<p>Learn</p> <p>Hook: Little blue jacket, rabbit droppings, eaten carrot.</p> <p>Can I make predictions about an event?</p> <p>Can I orally retell a story using a story map?</p> <p>Can write senses sentences? (Hot seating as Peter Rabbit- Look at Beatrix Pack)</p>	<p>Explore</p> <p>Can I match vocabulary to its definition?</p> <p>Can I identify if a statement is true or false?</p> <p>Can I sort words by their plural suffix? (Spelling shed- adapt to make words relate to the story)</p> <p>Can I add the correct suffix to make a noun plural? (Spelling shed- adapt to make words relate to the story)</p>	<p>Innovate</p> <p>Can I innovate my story map? (Shared innovation- change forest animal)</p> <p>Can I orally retell the new story using a story mountain?</p> <p>Can I contribute my ideas to a shared write?</p> <p>Can I create my own innovation?</p>	<p>Invent – HOT TASK</p> <p>Can I orally retell my own story?</p> <p>Can I write the opening and buildup of my story?</p> <p>Can I write the problem?</p> <p>Can I write the resolution and ending?</p> <p>FABULOUS FINALE: Class Tea party</p>	<p>Can I identify the features of a wanted poster? (Show model text)</p> <p>Can I use adjectives to describe vegetables?</p> <p>Can I write a wanted poster for the missing vegetables?</p> <p>Can I write a wanted poster for a pencil robber?</p>	<p>Can I use adjectives to describe an animal?</p> <p>Can I write a poem about an animal?</p> <p>Can I perform my poem to the class?</p>	
Spelling	<u>WRI Spellings RED Words</u>	<u>WRI Spellings RED Words</u>	<u>WRI Spellings RED Words</u>	<u>WRI Spellings RED Words</u>	<u>WRI Spellings RED Words</u>	<u>WRI Spellings RED Words</u>	
Grammar	How words combine to make sentences	Regular plural noun suffixes -s or -es (e.g. dog, dogs, wish, wishes)	How words combine to make sentences	How words combine to make sentences	How words combine to make sentences	How words combine to make sentences	
Maths	<p><u>Unit 6: Numbers to 20</u></p> <p>Counting and writing numbers to 20</p> <p>Tens and ones (1)</p> <p>Tens and ones (2)</p> <p>Counting one more, one less</p>	<p><u>Unit 6: Numbers to 20</u></p> <p>Comparing numbers of objects</p> <p>Comparing numbers</p> <p>Ordering objects and numbers.</p> <p>End of unit check</p>	<p><u>Unit 7: Addition within 20</u></p> <p>Add by counting on</p> <p>Adding ones</p> <p>Finding number bonds</p> <p>Add by making 10 (1)</p>	<p><u>Unit 7: Addition within 20</u></p> <p>Add by making 10 (2)</p> <p>Solving word and addition problems-addition</p> <p>End of unit check</p>	<p><u>Unit 8: Subtraction within 20</u></p> <p>Subtracting ones</p> <p>Subtracting tens and ones</p> <p>Subtracting- crossing the 10 (1)</p> <p>Subtracting- crossing the 10 (2)</p>	<p><u>Unit 8: Subtraction within 20</u></p> <p>Solving word and picture problems- subtraction</p> <p>Addition and subtraction facts to 20</p> <p>Comparing addition and subtractions</p> <p>Solving word and picture problems-addition and subtraction</p>	

ICT and Music	<p><u>Music</u></p> <p>Unit 3 – How Does Music Make the World a Better Place?</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356505-introducing-tempo-dynamics</p>	<p><u>Music</u></p> <p>Unit 3 – How Does Music Make the World a Better Place?</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356505-introducing-tempo-dynamics</p>	<p><u>Music</u></p> <p>Unit 3 – How Does Music Make the World a Better Place?</p> <p>https://cornwall.charanga.com/c/1356466-english-model-music-curriculum/1356505-introducing-tempo-dynamics</p>	<p><u>Creating media – Digital painting</u></p> <p>Painting using a computer</p> <p>https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting/how-can-we-paint-using-computers</p>	<p><u>Creating media – Digital painting</u></p> <p>Using shapes and lines</p> <p>https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting/using-shapes-and-lines</p>	<p><u>Creating media – Digital painting</u></p> <p>Making careful choices</p> <p>https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting/making-careful-choices</p>	
History & Geography	<p><u>Geography</u></p> <p>What is the United Kingdom?</p> <p>https://classroom.thenational.academy/lessons/what-is-the-united-kingdom-71k32c</p>	<p><u>Geography</u></p> <p>What can you find in the United Kingdom?</p> <p>https://classroom.thenational.academy/lessons/what-can-you-find-in-the-united-kingdom-60u68d</p>	<p><u>Geography</u></p> <p>What is the history of London?</p> <p>https://classroom.thenational.academy/lessons/what-is-the-history-of-london-6dgp8r</p>	<p><u>Geography</u></p> <p>How do people move around in London?</p> <p>https://classroom.thenational.academy/lessons/how-do-people-move-around-in-london-68wkat</p>	<p><u>Geography</u></p> <p>What are the landmarks in London?</p> <p>https://classroom.thenational.academy/lessons/what-are-the-landmarks-in-london-71k3cc</p>	<p><u>Geography</u></p> <p>How do the physical and human features of London differ to Falmouth?</p>	
PSHE/ RSE		Session 1: Special People		Session 2: Treat Others Well...		Session 3: ...and Say Sorry	