

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 1 – AUTUMN 2



Learn from yesterday, seek today and aim for tomorrow

September 2023

Science Driver: Materials – Naming Materials

Key Enquiry: What does Beegu think of life on planet earth?

Science Driver

Working Scientifically
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> • Why are flowers different colours? • Why do some animals eat meat and others do not?
<input type="checkbox"/> Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned
<input type="checkbox"/> Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked
<input type="checkbox"/> Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken

What I need the children to learn	Possible learning experiences
Everyday Materials	
<i>Properties of materials</i> <i>Grouping materials</i>	
<ul style="list-style-type: none"> • Know the name of the materials an object is made from • Know about the properties of everyday materials 	<p><i>Make rockets out of different materials – foil, paper, plastic.</i> <i>Use rocket launcher to see how far they can go</i> <i>Use the curiosity cube to show materials</i> <i>Sorting every day materials into categories</i> <i>Vocabulary:</i> material hard, soft, stretchy, shiny, dull and rough</p> <p>https://www.bbc.co.uk/bitesize/topics/z4339j6/articles/zx8hhv4</p>


Supporting the Science Driver

History

What I need the children to learn	Possible learning experiences
Lives of significant people	
<i>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</i>	
<p>Can I learn about a famous person from the past and explain how they have changed the world with their achievements?</p> <p>Can I learn about the lives of astronauts and their achievements in space and landing on the moon including Neil Armstrong?</p>	<p><i>The lives of astronauts and their achievements</i> <i>First astronauts in Space</i> <i>Landing on the moon</i> <i>The Space Race</i> https://www.youtube.com/watch?v=Cvu74fDXrO0</p>
Skills	

<p>Plot significant people and events on a timeline including references to global impact.</p> <p>Key vocabulary Global achievement, astronaut, rocket, landing, Earth, gravity</p>	
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Art

What I need the children to learn	Possible learning experiences
<p align="center">Range of artists</p>	
<p><i>Study a range of artists, craft makers and designers</i></p>	
<ul style="list-style-type: none"> describe what can be seen and give an opinion about the work of Andy Goldsworthy ask questions about a piece of art sort and arrange materials to create a textured collage create digital art using appropriate software know how to create a repeating pattern in print 	<p>Andy Goldsworthy <i>Adding white to light mood</i> <i>Seasonal change artwork – use leaves to create collages</i> <i>Introduce mixing colours</i> <i>To know the names of the primary colours</i></p> 

Computing

What I need the children to learn	Possible learning experiences
<p align="center">Multimedia Sound and Motion Using Technology</p>	
<p><i>National Curriculum Objectives - Pupils should be taught:</i></p> <p><i>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>
<p>iModel unit – Information Technology</p> <p>Lesson 1: iDress</p> <ul style="list-style-type: none"> To understand that computers can show real events and things To use a mouse to move things accurately on-screen <p>Lesson 2: iDecide</p> <ul style="list-style-type: none"> To understand that computers can be used to make choices <p>Lesson 3: iVenture</p>	<p>https://www.icompute-uk.com/members-area/ks1/index.html and select the Year 1 iModel unit and iDraw unit</p> <p>iModel</p> <p>In this unit pupils explore how computer models work and understand they can be used to represent real or imaginary environments, situations and scenarios.</p>

<ul style="list-style-type: none"> To understand that a computer can be used to model an environment where choices can be made To understand that a computer model is not an exact replica of real-life environments and/or scenarios <p>Lesson 4: iRepresent</p> <ul style="list-style-type: none"> To create a representation of a real or fantasy game or story 	<p>They will begin to understand the differences between representations and their original counterparts, as well as their uses and limitations.</p>
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Digital Media

Working Towards

Meeting

Greater Depth

Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> you can make things using computers a keyboard is used to enter words into a computer a mouse or touch can be used to select things on screen work needs to be saved to go back to it later art can be created using a computer digital art can be made with shapes different tools do different jobs 	<ul style="list-style-type: none"> use a keyboard use a mouse to point, click and drag objects around a screen with help. create digital content using IT tools save a file with support use a limited range of tools create simple digital drawings choose appropriate shapes for digital art 	<ul style="list-style-type: none"> you can draw using software text can be different colours and sizes IT can be used to communicate ideas by combining media (e.g. text, images and sound) some digital media might need permission to use I need to be careful when searching online for digital media 	<ul style="list-style-type: none"> enter simple sentences using a keyboard use a mouse or touchscreen to point at, select and move objects around a screen print & save work with help navigate a website using buttons and image links use shape and line tools use appropriate shape and colours in digital art Record audio and add to work, sometimes with support select text 	<ul style="list-style-type: none"> you can create and save different versions of your work there might be benefits to making things using computers text can be different colours, sizes and styles and that these can be changed some digital media might need permission to use 	<ul style="list-style-type: none"> create and save different versions of their work compare creating my own work using IT with manual methods explain why a particular tool has been chosen and its effect use a range of digital paint tools to create particular effects experiment with different styles of text open, save and print work sometimes with support

iDraw unit – Digital Literacy

Lesson 1: iMark

- To investigate simple digital mark-making tools

Lesson 2: iShape Up

- To investigate simple digital mark-making tools

Lesson 3: iCopy

- To create digital art in the style of an artist

Lesson 4: illustrate

- To explore a range of digital drawing tools

Lesson 5: iCompile

- To import images and create an eBook

iDraw

In this unit, children explore and develop skills using digital tools to create and edit graphical art.

The children explore how computer models work and learn that they can be used to represent real or imaginary environments, situations and scenarios.

Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).

Digital Literacy - Knowledge Components

Working Towards

Meeting

Greater Depth

Early Years

Declarative Knowledge Pupils understand/know that...	Procedural Knowledge Pupils know how to...	Declarative Knowledge Pupils understand/know that...	Procedural Knowledge Pupils know how to...	Declarative Knowledge Pupils understand/know that...	Procedural Knowledge Pupils know how to...
<ul style="list-style-type: none"> you can visit a website you can move around a website you can find things out on a website you can draw using computers 	<ul style="list-style-type: none"> access a website using desktop shortcuts navigate simple websites with support get simple information from the world wide web use drawing tools to say something 	<ul style="list-style-type: none"> websites have buttons and links you can use websites to answer questions you can use computers to share information 	<ul style="list-style-type: none"> move around a website using buttons and image links find answers to simple questions using a website use drawing and text tools to give information 	<ul style="list-style-type: none"> websites have their own addresses lots of different things on a website can be links 	<ul style="list-style-type: none"> visit a website by typing its address move around a website using links (images and words) and buttons

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Gymnastic Movements	
<i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	
<ul style="list-style-type: none"> make body curled, tense, stretched and relaxed control body when travelling and balancing copy sequences and repeat them roll, curl, travel and balance in different ways 	Spaceperson movements
Basic movements and Team Games	
<i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	
<ul style="list-style-type: none"> throw underarm throw and kick in different ways 	
Dance	X5 Weeks Unit 2 - Social
<i>Perform dances using simple movement patterns</i>	
<ul style="list-style-type: none"> perform own dance moves copy or make up a short dance move safely in a space 	
Real P.E.	
Unit 2 Social <ul style="list-style-type: none"> I can work sensibly with others, taking turns and sharing. 	Link own movements to a group performance. Links to Real PE 2
Nigel Carson Sessions	

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 2 – Dance, sing and play.	
Listening and Appraise Music (Musicianship)	
<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	
<ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Listen together • Feel free to enjoy moving in any way suitable to the beat of the music. • Experiencing music through movement and dance is great fun! • Talk about the song together and explore feelings, thoughts and emotions towards the song • Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song • What else did you find out about the song? 	
Singing and Voice	
<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> • Sing together as a group and have fun • Stand up straight and breathe from deep within • Move to the music • Describe what the song is about - is there a story? • Follow a leader • Incorporate any actions from the song • Sing and recognise high and low sounds • Sing songs in both low and high voices and talk about the difference in sound 	Video with QR https://www.codigos-gr.com/en/qr-code-generator/
Notation	

<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> To play and perform an instrumental part by ear To play and perform an instrumental part from notation 	
Playing Instruments	
<i>Play tuned and untuned instruments musically</i>	
<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down Learn the names of the instruments they are playing Treat instruments carefully and with respect Play a tuned instrumental part with the song they perform Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts Listen to and follow musical instructions from a leader 	Glockenspiels and bars as a whole class
Improvising	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> Children improvise using notes with the backing track of a song provided. 	
Composing	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> Begin to create personal musical ideas using the given notes 	Use Chanranga with pupil logins to experiment with the notation maker.
Performing	
<i>Play tuned and untuned instruments musically</i>	
<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> Create and present a holistic performance with some understanding of the songs you are singing and how the activities fit with the songs A performance is sharing music with other people, called an 'audience' Present what has been learnt in the lesson 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
Vocabulary	
<ul style="list-style-type: none"> Pulse Rhythm Pitch Rap Improve Compose 	

<ul style="list-style-type: none"> • Melody • Groove • Audience • Imagination • Perform • Singers • Keyboard • Percussion • Drums • Decks 	
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PSHE

What I need the children to learn	Possible learning experiences
Celebrating Difference	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different. <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't <ul style="list-style-type: none"> • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special <p>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>	<p>In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p> <p><u>Key vocabulary:</u> Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p> <p>See below for the link.</p>

<https://jigsawlivercmsuk.blob.core.windows.net/umbraco-media/tpklpjuc/02-ages-5-6-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education:

For this unit there is 6-8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

What I need the children to learn	Possible learning experiences
Year 1 -1:6	
<p>How and Why do we celebrate special and sacred times:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify a special time they celebrate and explain simply what celebration means (A1). • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ulFitr (A3). • Identify some similarities and differences between the celebrations studied (B3). 	<ul style="list-style-type: none"> • Consider the importance and value of celebration and remembrance in children’s own lives. • Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. • For example, from Easter: <ul style="list-style-type: none"> o Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends’ feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. o Explore feelings of Jesus and disciples. o Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. • Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God). • Explore the meaning and significance of Jewish rituals and practices during each festival. • Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr. • Talk about what the stories and events means for pupils themselves.

Cayton Creation

Have an afternoon exploring and sorting a variety of materials- make Venn diagrams and sort them.

Cayton Conclusion

Make a spaceship for Beegu that is waterproof and has a door.

Reading Spine: Beegu

English

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Reading</p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.</p> <p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p>	
<p>Can I apply phonic knowledge and skills as the route to decode words? Can I blend sounds in unfamiliar words using the GPCs that they have been taught? Can I respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes? Can I read words containing taught GPCs? Can I read words containing -s, -es, -ing,-ed and -est endings? Can I read words with contractions, e.g. I'm, I'll and we'll? Can I read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words? Can I accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words?</p> <p>Can I reread texts to build up fluency and confidence in word reading? Can I check that a text makes sense to me as I read and to self-correct? Can I listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently? Can I link what I have read or what has been read to me, to my own experiences? Can I retell familiar stories in increasing detail? Can I join in with discussions about a text, taking turns and listening to what others say? Can I discuss the significance of titles and events?</p>	<p>VIPERS</p> <p>Reading Spine- Beegu</p>

<p>Can I discuss word meaning and link new meanings to those already known? Can I begin to make simple inferences? Can I predict what might happen on the basis of what has been read so far? Can I recite simple poems by heart? Can I recognise the differences between Fiction and Non-Fiction books?</p>	
Text and Composition	
<p>At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>	
<p>Can I say out loud what I am going to write about? Can I compose a sentence orally before writing it? Can I sequence sentences to form short narratives? Can I discuss what I have written with the teacher or other pupils? Can I reread my writing to check that it makes sense and to independently begin to make changes? Can I read my writing aloud clearly enough to be heard by my peers and the teacher? Can I use adjectives to describe? Can I use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices? Can I start to engage readers by using adjectives to describe?</p>	
Grammar	
<p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.</p>	
<p>Can I use simple sentence structures? Can I use the joining word (conjunction) 'and' to link ideas and sentences? Can I begin to form simple compound sentences? Can I use capital letters for names, places, the days of the week and the personal pronoun 'I'? Can I use finger spaces? Can I use full stops to end sentences? Can I begin to use question marks and exclamation marks? Can I recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark?</p>	
Spellings and Handwriting	
<p>Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and</p>	

then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Spellings

Can I know all letters of the alphabet and the sounds which they most commonly represent?

Can I recognise consonant digraphs which have been taught and the sounds which they represent?

Can I recognise vowel digraphs which have been taught and the sounds which they represent?

Can I recognise words with adjacent consonants?

Can I accurately spell most words containing the 40+ previously taught phonemes and GPCs?

Can I spell some words in a phonically plausible way, even if sometimes incorrect?

Can I apply Y1 spelling rules and guidance*, which includes:

- the sounds /f/, /l/;
 - /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;
 - the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);
 - dividing words into syllables (e.g. rabbit, carrot);
 - the /tʃ/ sound is usually spelt as 'tch' and exceptions;
 - 'the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);
 - adding -s and -es to words (plural of nouns and the third person singular of verbs);
 - adding the endings
- ing, –ed and –er to verbs where no change is needed to the root word (e.g. buzzer, jumping);
- adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);
 - spelling words with the vowel digraphs and trigraphs:
- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);
- oy' and 'ay' (e.g. day, toy, enjoy, annoy);
- a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);
- 'ar' (e.g. car, park);
- 'ee' (e.g. green, week);
- 'ea' (e.g. sea, dream);
- 'ea' (e.g. meant, bread);
- 'er' stressed sound (e.g. her, person);
- 'er' unstressed schwa sound (e.g. better, under);
- 'ir' (e.g. girl, first, third);
- 'ur' (e.g. turn, church);
- 'oo' (e.g. food, soon);
- 'oo' (e.g. book, good);
- 'oa' (e.g. road, coach);
- 'oe' (e.g. toe, goes);
- 'ou' (e.g. loud, sound);
- 'ow' (e.g. brown, down);
- 'ow' (e.g. own, show);
- 'ue' (e.g. true, rescue, Tuesday);
- 'ew' (e.g. new, threw);
- 'ie' (e.g. lie, dried);
- 'ie' (e.g. chief, field);
- 'igh' (e.g. bright, right);
- 'or' (e.g. short, morning);
- 'ore' (e.g. before, shore);
- 'aw' (e.g. yawn, crawl);
- 'au' (e.g. author, haunt);
- 'air' (e.g. hair, chair);
- ear' (e.g. beard, near, year);
- 'ear' (e.g. bear, pear, wear);
- 'are' (e.g. bare, dare, scared);
- spelling words ending with –y (e.g. funny, party, family);
 - spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);
- using 'k' for the /k/ sound (e.g. sketch, kit, skin).



<p>Can I spell all Y1 common exception words correctly?*</p> <p>Can I spell days of the week correctly? Can I use -s and -es to form regular plurals correctly? Can I use the prefix 'un-' accurately?</p> <p>Can I successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest)? Can I spell simple compound words (e.g. dustbin, football)? Can I read words that they have spelt?</p> <p>Can I take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes?</p> <p>Handwriting</p> <p>Can I write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency? Can I sit correctly at a table, holding a pencil comfortably and correctly? Can I form digits 0-9?</p> <p>Can I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these?</p> <p>Can I begin to use the diagonal and horizontal strokes needed to join some letters? Can I say out loud what I am going to write about? Can I compose a sentence orally before writing it? Can I sequence sentences to form short narratives? Can I discuss what I have written with the teacher or other pupils? Can I reread my writing to check that it makes sense and to independently begin to make changes? Can I read my writing aloud clearly enough to be heard by my peers and the teacher? Can I use adjectives to describe? Can I use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices?</p> <p>Can I start to engage readers by using adjectives to describe?</p>	
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What I need the children to learn	Possible learning experiences
Can I begin to use the diagonal and horizontal strokes needed to join some letters?	Handwriting 4 times a week
Can I compose a sentence orally before writing it? Can I sequence sentences to form short narratives?	Sequencing the Beegu story Writing sentence as if they were Beegu's friend.
Can I predict what might happen on the basis of what has been read so far?	Only read part of the story and then make predictions.
Can I recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark?	Daily teaching
Can I recite simple poems by heart?	Space poem
Can I discuss word meaning and link new meanings to those already know?	Vocabulary jar
Can I form digits 0-9?	Early morning/provision task Extension activity in maths
Can I recognise consonant digraphs which have been taught and the sounds which they represent?	Daily phonics sessions
Can I spell some words in a phonically plausible way, even if sometimes incorrect?	Phonics In every day English sessions


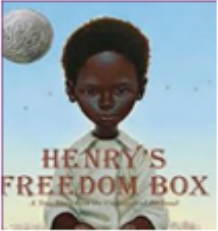
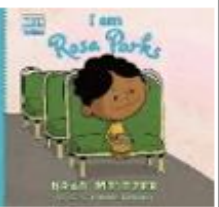


Mathematics

What I need the children to learn	Possible learning experiences
Addition – adding more	Use numicon, counters and physical experiences
Subtraction	Taking away, using sweets /counters, show methods such as crossing out etc. Symbol actions and vocab focus
Fact families	Quick fire game
Recognise and name 3D shapes	Shape hunt around the classroom/outdoors
Sort 3D shapes	Sort into Venn diagram (hoops)
Sort 2D shapes	Shape hunt for 2D shapes, make a space picture using 2D shapes.
Patterns with 3D shapes	Space pictures using 2D shapes

Year 1: Materials Knowledge Mat

Subject Specific Vocabulary		Materials for clothes		Sticky Knowledge	
materials	What something is made of, e.g. wood or plastic.	1	Leather – used for shoes, jackets and belts.	1	Glass is used for ...
wood	The material that comes from a tree. It varies in hardness.	2	Wool – used for jumpers, socks, pyjamas and coats	<ul style="list-style-type: none"> Windows in houses and cars to see through. Mirrors – to see yourself – reflection. 	
plastic	A 'man-made' material that can be shaped or moulded to any shape.	3	Cotton – used for clothes we wear on warmer days and shirts.		
metal	A tough and strong material which can be heated and shaped into anything.	4	Silk – expensive material used for scarves and blouses	2	Metal is used for ...
liquid	Liquids can flow and take on the shape of their container.			<ul style="list-style-type: none"> Strength – in construction of planes, cars and trains and especially tall buildings. 	
gas	We can't see gas but it is all around us. There are different types of gas.				
stretch	A stretchy material is one that is like elastic.	3	Wood is used for ...	<ul style="list-style-type: none"> Doors – most doors are made from wood. Furniture – most furniture is made of wood, often special wood. 	
stiff	A stiff material is firm and hard and not flexible.				
bend	A bendy material is one that can be twisted and is flexible.				
waterproof	A material that does not allow water or liquid through.	4	Plastic is moulded or shaped ...	<ul style="list-style-type: none"> to form any shape from buckets to animal jelly casts. 	
shiny	A shiny material is sparkly or glossy and sometimes glittery.				

Famous people : KS1 Knowledge Mat

Subject Specific Vocabulary					Exciting Books			
discrimination	Unfair treatment of people because of their colour, age, religion, disability or sex.	<h3 style="text-align: center;">Sticky Knowledge about Famous people</h3> <ul style="list-style-type: none"> <input type="checkbox"/> Rosa Parks fought for the rights of black people in the USA. She became very well-known for not giving up her seat to a white person on a bus. <input type="checkbox"/> Nelson Mandela fought for the rights of black people in South Africa. He became very famous in the end for his determination to protest non-violently. <input type="checkbox"/> Emmeline Pankhurst was born in Manchester and spent her life fighting for women's rights and equality. She is credited with helping women to have the right to vote. <input type="checkbox"/> Florence Nightingale was known as 'the lady with the lamp'. She helped to ensure that hospitals were clean places and helped to reduce infections in hospitals. <input type="checkbox"/> Malala Yousafzai was shot because she stood up for the right of women and girls to receive education in Afghanistan. 			 HENRY'S FREEDOM BOX	 I am Rosa Parks		
disability	A physical or mental condition that limits a person's movements, senses, or activities.				 Cameron Can Too	 THE SKIN I'M IN		
famous	Someone who is known about by many people.				<h3 style="text-align: center;">More famous British people to find out about</h3> <p>Grace Darling</p> <p>William Shakespeare</p> <p>Charles Dickens</p> <p>John Lennon</p> <p>Elizabeth the First</p> <p>Sir Isaac Newton</p>			
racism	Treating someone unfairly because of the belief that their race, religion or beliefs are not as good as yours.							
chronological	Arranging something by the order they occurred in time.							
inclusion	To include someone within your group however different they may seem.							
protest	To take action to show disapproval or objection to something.							
equality	Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.							
courageous	If you are a courageous person, you face danger or stand up against the odds without flinching.							

