

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 1 - AUTUMN 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

History Driver: Within Living Memory

Key Enquiry: Were my ancestors' toys more fun than mine?

History Driver

| What I need the children to learn | Possible learning experiences |
|---|---|
| <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> | Begin to plot significant people and events on a timeline. |
| <p>Can I understand who the King is and why he is an important person? Who was Queen Elizabeth II and why was she important?</p> <p>Can I understand changes within an ancestor's lifetime and begin to plot these changes on a timeline?</p> <p>Can I understand that my life is different to my ancestor's life and people's lives from the past, showing an understanding of time?</p> <p>Skills Compare old and new objects (including differences) and be able to put up to four artefacts or events together in a class museum.</p> <p>Begin to plot significant events on a timeline.</p> <p>Key Vocabulary Queen, ruler, ancestors, power, timeline, dominoes</p> | <p>Know that the toys their recent ancestors played with were different to their own Know what a number of older objects were used for and organise them by age</p> <p>Victorian toys – paint Class Museum- used curiosity cube to display. Invite family members from different generations into school. Looking at teddy bears and dolls and other artefacts to show changes over time.</p> |

Geography

| What I need the children to learn | Possible learning experiences | | |
|---|--|---|--|
| Locational Knowledge | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></td> <td style="width: 50%; padding: 5px;"><i>Name and locate the world's seven continents and five oceans</i></td> </tr> </table> | <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> | <i>Name and locate the world's seven continents and five oceans</i> | |
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| <ul style="list-style-type: none"> • Know the name of and locate the four countries of England, Wales, Scotland and Northern Ireland? • Can I recognise landmarks in each of the four countries of the UK? | <p>Map work of the UK linked to Beebot work.</p> <p>Comparison of the four UK countries</p> | | |

Design Technology

| What I need the children to learn | Possible learning experiences |
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| Designing | |
| <p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking,</i></p> | <p>Design a puppet to be made from a card and split pins</p> |

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| <i>drawing, templates, mock-ups and, where appropriate, information and communication technology</i> | |
| <ul style="list-style-type: none"> • use own ideas to design something and describe how their own idea works • design a product which moves, explain to someone else how they want to make their product and make a simple plan before making | Punch and Judy toys linked to traditional toys Research old toys Compare to now and then Design old fashioned doll |
| Making | |
| <i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> | Make a puppet using card and split pins – Punch and Judy Cutting out toys from a catalogue |
| <ul style="list-style-type: none"> • use own ideas to make something • make a product which moves, choose appropriate resources and tools | |
| Evaluating | |
| <i>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</i> | |
| <ul style="list-style-type: none"> • describe how something works, explain what works well and not so well in the model they have made | Evaluate own design Compare to newer toys to answer questions |
| Technical Knowledge | |
| <i>Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i> | |
| <ul style="list-style-type: none"> • make their own model stronger | |

Computing

| What I need the children to learn | Possible learning experiences |
|--|---|
| Safe use | |
| <i>NC - Pupils should be taught to 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</i> <i>Identify a range of ways to report concerns about content and contact</i> | 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). |
| <u>iSafe unit – Digital Literacy</u> Lesson 1: iWatch <ul style="list-style-type: none"> • To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help Lesson 2: iShare | https://www.icompute-uk.com/members-area/ks1/index.html and select the Year 1 folder and then the iSafe unit. iSafe |

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| <ul style="list-style-type: none"> • To understand that photos can be shared online • To understand the importance of seeking permission before sharing a photo • To understand how to identify and approach adults who can help <p>Lesson 3: iPlay</p> <ul style="list-style-type: none"> • To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help <p>Lesson 4: iPlay More</p> <ul style="list-style-type: none"> • To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help | <p>eSafety issues are embedded and flagged throughout icompute lessons. This unit uses Think U Know's Jessie & Friends curriculum and resources. It is provided for schools to optionally cover eSafety discretely. The unit explores key aspects of eSafety to support pupils with safe technology use and online behaviour.</p> |
| <p style="text-align: center;">Coding – Algorithms Programming Logical Reasoning</p> | |
| <p><i>National Curriculum Objectives – Pupils should be taught:</i></p> <p><i>What algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</i></p> <p><i>Use logical reasoning to predict the behaviour of simple programs</i></p> <p><i>Create and debug simple programs</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><u>iAlgorithm unit – Computer Science</u></p> <p>Lesson 1: iFollow</p> <ul style="list-style-type: none"> • To understand that algorithms are precise instructions that can be followed • To follow a simple algorithm • To devise a simple algorithm <p>Lesson 2: iSilly</p> <ul style="list-style-type: none"> • To understand that programs execute by following precise and unambiguous instructions <p>Lesson 3: iSay</p> <ul style="list-style-type: none"> • To plan, test and debug a simple algorithm <p>Lesson 4: iBuild</p> <ul style="list-style-type: none"> • To make predictions about the outcome of a simple algorithm <p>Lesson 5: iCompose</p> <ul style="list-style-type: none"> • To understand conditions and outcomes • To understand that some statements can be only true or false | <p>https://www.icompute-uk.com/members-area/ks1/index.html and select the Year 1 folder and then the iAlgorithm unit. To be able to complete the unit, some lessons may have to be combined.</p> <p>iAlgorithm This unit introduces the concept of algorithms being a set of instructions that can be followed to complete a task.</p> <p>Activities are mainly unplugged to support children's understanding.</p> |

| Computer Science | | | | | |
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| Working Towards | | Meeting | | Greater Depth | |
| 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... |
| → humans and computers follow instructions | → read a set of instructions and sometimes predict the correct outcome → produce instructions but sequence them incorrectly or make assumptions | → computers follow instructions given in a precise way | → read a set of instructions and usually predict the correct outcome → produce a set of instructions that others can usually follow | → computers have no intelligence | → read a set of instructions and predict the correct outcome → produce an accurate set of instructions using agreed language that others can follow |

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 | Real Gym x1 session – Personal Unit |
| <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 | Links to Real PE 1 Floor techniques and movements Use benches |
| 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> | Move like pirates- real PE |
| <ul style="list-style-type: none"> throw underarm throw and kick in different ways | |
| Dance | |
| <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 | Cosmic yoga |
| Real P.E. | |
| Unit 1 Personal | Autumn 1 – Real PE x6 sessions |
| <ul style="list-style-type: none"> I can follow instructions, practise safely and work on simple tasks by myself. | |
| Nigel Carson Sessions | |
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Music

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

| What I need the children to learn | Possible learning experiences |
|---|-------------------------------|
| Unit 1 – Introducing beat – How can we make friends when we sing together? | |
| 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 | |

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| <ul style="list-style-type: none"> • 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 • Does this song tell 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 from notation • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts • | |
| Playing Instruments | |
| <i>Play tuned and untuned instruments musically</i> | |
| <ul style="list-style-type: none"> • To play and perform an instrumental part by ear • 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 | Glockenspiels and bars as a whole class |

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| <ul style="list-style-type: none"> 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 | |
| Improvising | |
| <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> | |
| <ul style="list-style-type: none"> Improvise using notes with a backing track of the song provided. Note options: C, C D, C D E | |
| Composing | |
| <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> | |
| <ul style="list-style-type: none"> Help to create a simple melody using 2, 3, 4 or 5 notes Keep a record of your composition; then you can play it again with your friends Start your tune on note 1 and end it on note 1 C, D C, D, E C, D, E, F C, D, E, F, G Create a graphic score using sounds, rhythms and pitch | Use Charanga 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"> Share a performance of the learning that has taken place 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 Melody Groove Audience Imagination Perform Singers | |

PSHE

| What I need the children to learn | Possible learning experiences |
|---|--|
| Being Me in My World | Resource links from: Jigsaw |
| <p>Knowledge</p> <ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences | <p>In this Puzzle (unit), the children are introduced to their PSHE books and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone</p> |

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| <ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom. <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Understanding that they are special • Understand that they are safe in their class <ul style="list-style-type: none"> • Identifying helpful behaviours to make the class a safe place • Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences • Understand that they have choices <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>feel safe in their class as well as recognising their own safety.</p> <p><u>Key Vocabulary:</u> Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p> <p>See below for the link.</p> |
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<https://jigsawlivestcmsuk.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 10-12 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 |
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| 1:1 | |
| <p>1:1 Who is a Christian and what do they believe?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). • Recognise some Christian symbols and images used to express ideas about God (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). | <p>Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the lost son (Luke 15:11–32)</p> <ul style="list-style-type: none"> • Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving. • Look at art and recognise some symbols and images used to express ideas about God. • Talk to Christians about what they believe about God. • Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art. • Using a suitable children's Bible (e.g. The Lion Storyteller Bible or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. • Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. |

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| <ul style="list-style-type: none"> Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do (A2). | <p>that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives.</p> <ul style="list-style-type: none"> Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. Explore what the idea of God means for the children themselves. |
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Cayton Creation

The children will make a picture of a teddy bear/ toy using paint/chalk. The children will bring a teddy into school and have a story cuddling it.

Cayton Conclusion

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?</p> | <p>VIPERS</p> <p>Reading Spine- Dogger by Shirley Hughes</p> |

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| <p>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? 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> | |
| <p>Text and Composition</p> | |
| <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?</p> <p>Can I start to engage readers by using adjectives to describe?</p> | |
| <p>Grammar</p> | |
| <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?</p> | <p><u>Reading Spine/Class Novel- Grandpa by John Burningham</u></p> |

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| <p>Can I use capital letters for names, places, the days of the week and the personal pronoun 'I'?</p> <p>Can I use finger spaces?</p> <p>Can I use full stops to end sentences?</p> <p>Can I begin to use question marks and exclamation marks?</p> <p>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.</p> <p>Pupils should be shown how to segment spoken words into individual phonemes and 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.</p> <p>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.</p> <p>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</p> | |
| <p>Spellings</p> <p>Can I know all letters of the alphabet and the sounds which they most commonly represent?</p> <p>Can I recognise consonant digraphs which have been taught and the sounds which they represent?</p> <p>Can I recognise vowel digraphs which have been taught and the sounds which they represent?</p> <p>Can I recognise words with adjacent consonants?</p> <p>Can I accurately spell most words containing the 40+ previously taught phonemes and GPCs?</p> <p>Can I spell some words in a phonically plausible way, even if sometimes incorrect?</p> <p>Can I apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • 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 <p>–ing, –ed and –er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</p> <ul style="list-style-type: none"> • 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: <p>'ai' and 'oi' (e.g. rain, wait, train, point, soil);</p> <p>oy' and 'ay' (e.g. day, toy, enjoy, annoy);</p> <p>a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);</p> <p>'ar' (e.g. car, park);</p> <p>'ee' (e.g. green, week);</p> <p>'ea' (e.g. sea, dream);</p> <p>'ea' (e.g. meant, bread);</p> <p>'er' stressed sound (e.g. her, person);</p> <p>'er' unstressed schwa sound (e.g. better, under);</p> <p>'ir' (e.g. girl, first, third);</p> <p>'ur' (e.g. turn, church);</p> <p>'oo' (e.g. food, soon);</p> <p>'oo' (e.g. book, good);</p> <p>'oa' (e.g. road, coach);</p> <p>'oe' (e.g. toe, goes);</p> <p>'ou' (e.g. loud, sound);</p> <p>'ow' (e.g. brown, down);</p> | |

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| <p>'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);</p> <ul style="list-style-type: none"> • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); <p>using 'k' for the /k/ sound (e.g. sketch, kit, skin). 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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Mathematics

| What I need the children to learn | Possible learning experiences |
|-----------------------------------|---|
| Sort objects | Variety of Autumn items such as conkers, leaves and sticks- categorise Sort objects such as counters, compare bears and dinosaurs. |
| Count one more and one less | Games, provision area activity |

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|---|--|
| | Using objects to show visually Relate to their own experiences Use of a number line |
| Introduce <, > and = symbols | Crocodile eats the largest Stem sentence |
| Ordinal numbers | Queues When lining up use this term Lots of practical real life experiences |
| Part whole | Numicon Tuff tray ideas using numicon |
| Addition symbol | Make the symbol using their body Show practically Mind map of vocab |
| Number bonds | Quick fire game Numicon Coloured cubes |

Within Living Memory: KS1 Knowledge Mat

| Subject Specific Vocabulary | |
|-----------------------------|--|
| blackboard | A blackboard would be seen in almost every classroom in the 1960s. Today we have screens or an interactive whiteboard. |
| chalk | Chalk was used by teachers to write on the blackboard. It was mainly white but there many colours of chalk. |
| nit nurse | The name given to the nurse who came to school to check hair for lice. |
| inkwell | Many desks had a hole in the top right hand corner for ink. This was known as the inkwell. |
| pen and nib | In most schools children used pens and ink to write. The pens had a nib at the end which was replaced from time to time. |
| skipping | A very popular game in the 1960s. It was a long piece of rope which was turned by two children. |
| marbles | Another popular game was marbles. Many children came to school with a pocketful of marbles. |
| snakes and ladders | A board game which everyone knew in the 1960s. The board was made up of squares and you would move up a ladder and down the snake. |
| ludo | Another very popular board game. It was played with a dice. Children would chase each other around the board. |



| Exciting Books | Popular TV programmes in the 1960s |
|---|--|
|   | <p>Jackanory</p> <p>The Flowerpot Men</p> <p>Thunderbirds</p> <p>Crackerjack</p> <p>Lassie</p> |

Sticky Knowledge about history within living memory

- The Beatles became a world famous pop group. The four members of the group came from Liverpool and their music is still very popular today.
- The England football team won the World Cup in 1966. It is the only time England has won it. The final was played at Wembley in London.
- It was very rare for people to go to a restaurant in the 1960s. 'Meat and two veg' was a common term to describe a roast meat meal. Prawn cocktail started to be eaten as a starter.
- Fashion changed greatly in the 1960s. After the war people didn't have money to spend on clothes but that changed in the 1960s with colourful, hippie-style clothes being very popular.
- The mini car was very fashionable in the 1960s. The best selling cars were Ford Anglia; Vauxhall Viva; Morris Minor and the Ford Corsair.