

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 6 Summer 2	Enquiry Theme	Wacky Weather
		Enquiry Question	
Role play	Inside	Garden centre/ Flower shop	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading Predicting what might happen on the basis of what has been read so far Making inferences on the basis of what is being said and done ** refer to LTP for ongoing objectives	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say						
English- writing Composition Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and	Recounts Imitation Cold task – recount of their holiday Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Sharing what they have written with friends. Where they went. Create a holiday book.	Recounts Innovation Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Innovate the recount about themselves – have Acting out different parts. Describing settings	Recounts Independent application Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Write their recount on an activity. done.	Story telling Imitation Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Learn the story of coming to England	Story telling Innovation Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Innovate their story thinking of new ideas about their move to Year 2.	Story telling Independent application Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Story telling Independent application Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils

	Learning a recount of Barnaby's holiday.						
English- phonics Phase 5B p.1-36 REAch2 Staple Diet	Refer to REAch2 Staple Diet Phase 4 Phase 5B						
English- spelling Apply simple spelling rules and guidance Using the prefix un-	Practising tricky words, linked to phonic input Practising use of suffixes -ing, -ed, -er, -est Apply simple spelling rules and guidance Using the prefix un- Numbers to 20						
English- vocabulary, grammar and punctuation Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and						
English- handwriting Numbers 10-20 spacing Practising ch unjoined Introducing diagonal join to ascender ch Practising ai unjoined Introducing diagonal join, no ascender ai Practising wh unjoined Introducing horizontal join to ascender wh Practising ow unjoined Introducing horizontal join, no ascender ow	Numbers 10-20 Practising ch unjoined	Introducing diagonal join to ascender: ch. Practising unjoined ai	Introducing horizontal join to ascender wh Practising ow unjoined.	Introducing the diagonal join, no ascender – ai Practising wh unjoined.	Introducing horizontal join, no ascender ow	Practising descender and ascenders	
Maths Number: Place Value within 100 Measurement: Money Time	Turns and position	Counting to 100 Comparing and ordering numbers	Recognising coins/notes	Recognising coins/notes	Before and after Dates Time to the hour	Time to the half hour	consolidation
Science: seasons Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Identify objects that match to each season. Identify the similarities and differences	Identify objects that match to each season. Identify the similarities and differences	Name the earth, sun and moon in the solar system.	Understand what the weather is. Set up rainfall gauges in the playground and	Understand what the weather is. Know that weather forecasters tell us	Know what happens in different seasons.	

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	<p>between difference seasons. Understand what the weather is. Know that weather forecasters tell us what weather to expect. Know what happens in different seasons. What is weather?</p>	<p>between difference seasons. Understand what the weather is. Know that weather forecasters tell us what weather to expect. Know what happens in different seasons. Understand what happens to the day length in different seasons. What are seasons?</p>	<p>Investigate how shadows change during the day. Track a shadow by observing and measuring it over time. Make a bar chart of paper strips of shadow length plotted against time intervals. How do shadows change throughout the day?</p>	<p>record the rainfall over a period of time. How can we measure rainfall?</p>	<p>what weather to expect. Observe the temperature and wind outside. Make a windsock to measure wind direction and a wind vane to measure the direction of the wind. Does wind always blow in the same direction?</p>	<p>Identify the similarities and differences between difference seasons. Make a thermometer box to house a thermometer and use it outside in the playground. Take the temperature outside in the morning and the afternoon. Record these observations in the classroom and discuss the changes. Is the temperature the same at different times of the day?</p>	
History							
<p>Geography Use geographical language to describe places (river, wood, hills, stream) Talk about a place where the weather is different e.g. Australia, north pole, south pole etc) Talk about seasonal changes in the weather Use different sources of information to find out about different weather</p>	<p>Know the characteristics of seasonal/daily weather patterns in the UK Understand and use the term meteorologist. Locate hot and cold areas of the UK.</p>	<p>Introduction to geographical places linked to weather – River Stream Hills Mountains Sea Deserts Look at maps and what they show us. What do these features look like?</p>	<p>Extreme weather HEAT Deserts (Sahara) American plains Australian outback Equator Rainforests/Jungles</p>	<p>Extreme Weather COLD Antarctica/Arctic Mountains Alaska Iceland</p>	<p>Extreme Weather WIND Tornados Hurricanes</p>	<p>Extreme Weather RAIN Hurricanes Storms Floods</p>	
<p>Art and design Describing the differences and similarities between different</p>	<p>How is clay made video https://www.youtube.com/watch?v=FXD9zDs9ygU - Science link · Range of pottery items (tiles, bowls,</p>	<p>Go on a tile hunt around school- what are they used for and record either as detailed sketches or photographs.</p>	<p>Children to discuss and plan design idea to create initial sketch</p>	<p>Produce final piece taking on board positive feedback and self-evaluation, using clay and selected tools.</p>			

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<p>practices and disciplines and making links to their own work. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>cups, figurines, etc) to explore and discuss properties and characteristics. What is clay? Where does it come from? What items are made from clay? http://www.tilesfstow.co.uk/colLatticeSarsden.asp Range of tiles (textured/ glazed/ unglazed/ painted) for children to explore, including rubbings. Discuss characteristics of the tiles presented to them.</p>		<p>Exploring clay as a material, focus on properties and discuss i.e adding water and leaving out in air. Explore pattern and texture using available tools. What different ways can we manipulate clay?</p>	<p>thinking about the tools they will use. Children to sculpt planned design using dough. Gallery walk to give positive feedback on peers work. Self-evaluate and identify own improvements for final piece.</p>	
<p>Design and Technology <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i> Investigate and analyse a range of existing products. Use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (functional properties & aesthetic qualities). Select from and use a wide range of tools and equipment to perform practical tasks. components, including construction materials, textiles and ingredients, according to their characteristics. NC: generate, develop, model and communicate their ideas through discussion, diagrams, drawing, templates, mock-ups and computer-aided design.</p>	<p>Children are presented with a range of umbrella and parasols to handle and explore. Explore their design and how they are made. Introduce the idea that the origin of an umbrella is so old that it cannot be credited to one person and is thought to have developed from the idea of a leaved shelter. Introduce focus artist Samuel Fox, designed the familiar paragon umbrella What materials are used to make umbrellas?</p>	<p>Children to identify the materials on the umbrella examples. · Explore what properties they have and why this important. Look at a range of materials and test out if the fabric is waterproof, include natural elements like leaves. Children to record their findings as waterproof and not waterproof. What makes one umbrella better than another?</p>	<p>Children to sketch out the umbrella design. Sample fabrics available for the children to investigate and explore. Making predictions. Explore sizing for pattern pieces, cut out shapes from the umbrella panel.</p>	<p>Children to explore ideas on how to attach their fabric to frame, wrapping, pipe cleaners, glue, ties. Children to test different materials when attached to the frame, are the outcomes still the same? Children to share thoughts, processes and successes to peers. Which characteristics are effective to make an umbrella?</p>	<p>To evaluate final product against design brief</p>
<p>Music Unit 12 Use voices to create descriptive sounds Use instruments to create descriptive sounds Understand musical structure by listening and responding through movement Create a picture in sound</p>	<p>Use voices to create descriptive sounds</p>	<p>Use instruments to create descriptive sounds</p>	<p>Understand musical structure by listening and responding through movement</p>	<p>Create a picture in sound</p>	

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<p>Computing Unit 1.6 We are detectives- using data to solve clues How data can be structured as records with fields for information How data can be organised into groups and subgroups How data can be structured as a tree How data can be organised into a table How data in a table can be filtered and searched.</p>	Explore the dataset as printed cards	Explore the dataset as virtual cards in Popplet	Organise data into a tree, using questions to create subgroups	Input data from the cards to an online form	Create filters on a spreadsheet to identify subsets of the data	Use the spreadsheet to solve clues about the pirates.	
PE	<p>U-Sports: Athletics Invasion Games (Basketball Focused)</p>						
<p>RE Judaism Rosh Hashanah and Yom Kippur</p>	Engagement: Forgiveness	Investigation The start of Rosh Hashana	Investigation Looking forward to Year 2 and what they will achieve there	Investigation Yom Kippur and reflection	Evaluation The importance of Rosh Hashana to jewish children	Expression How can they achieve their goals for year 2?	Consolidation
<p>PSHE and Citizenship Changing Me Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know that learning brings about change</p>	Life cycles	Changing me	My changing body	Boys and Girls bodies	Learning and growing	Coping with changes	consolidation
<p>MfL Fruit Vegetables Ice cream</p>	Fruits- singular and plural	I like/ I do not like	Vegetables- names	Vegetables- add weight	Icecream - flavours	I would like -scoop / tub	Role play- I would like/ lke/ I do not like with fruit and vegetables names and icecream flavours
Visits/ visitors							



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REAch2 11 before 11 Promises	
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