

YEAR 1: Exploring our World

Hook:

FXGURU video of an alien ship landing in GL
Can we persuade the Aliens to visit Manningham

WRITING

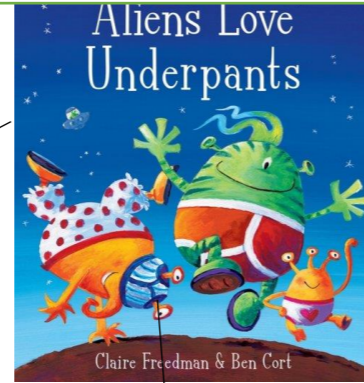
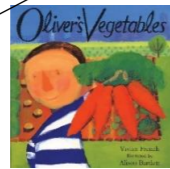
Persuasion Letter to Aliens: **Cold – My school Hot – My World**

Adventure stories

Phonics skills & GPS	Transcriptional skills: Writing	Transcriptional skills: Handwriting	Compositional aspects of Writing
Phase 2 up to set 5 Phase 3 Tricky words from phase 2 and 3 Blending with CVC and CCVC GPS: Sentence structure: How words can combine to make sentences Terminology for pupils: Word, sentence, letter, capital letter, full stop, punctuation, Introduce verbs (verbs are an action – doing word) Example verbs: run, play eat, talk	Sentence level: Combine words to form simple sentences Join words and sentences using 'and' Punctuation: Begin to use full stops. Separate words with spaces	Physical aspects: Sit correctly and comfortably. Uses correct pencil grip. Pupils use their preferred hand Letter formation: Begin and finish letters at the correct place Form digits correctly	Before writing: Understand the difference between oral and literate language. Say what they're going to write about and why they are writing Planning: Think aloud to collect ideas. Orally rehearse sentences Drafting: Transcribe sentences word by word, sequence sentences Revising: Re-read each sentence to check they have written the correct number of words and it makes sense Editing: Discuss their writing with an adult, act on feedback Performing: Read their writing aloud

MATHS ACROSS THE CURRICULUM

Money -roleplay
Sorting – classifying plants
Positioning
Time – travelling to countries



RE – WHAT IS SPECIAL TO FAITH COMMUNITIES?

Expression and language: Recognise some religious symbols and words
Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise symbols and other forms of religious expression

Concept - Know about and understand a range of religions and worldviews

Super plants!

Science knowledge:

Name and identify a range of common plants including deciduous and evergreen trees
They can identify the structure of a plant using the following key words: leaves, flowers, blossoms, petals, fruit, roots, bulb, seed, trunk, branches, stem
Use keywords accurately and can spell them (linked to seasons work). Use the local area environment to explore and answer questions about plants growing in their habitat. Observe the growth of flowers and vegetables they have planted.

Science skills:

Carry out close observation of plants overtime (day, week, month, year)

Including the use of a magnifying glass

-Ask simple questions related to their investigation

- Record findings scientifically e.g. Do all seeds germinate in the same way? (comparing two ways of germinating). Do the tallest plants have the biggest leaves?

-Record findings in different ways, keep a diary of the growth and changes

- Draw a diagram accurately and neatly with correct labels

-To note similarities and differences between different plants and between plants & trees

Science concepts:

- Plants and trees change over time

-We can group things according to particular features

PSHE – HOW DO I KEEP MYSELF SAFE?

Risk: To know rules for and ways of keeping physically & emotionally safe through the Balanceability programme.

Living in the wider world: What is my community? How does my community help me? What responsibilities do people have in the community? How can I help my community?

RSE - Being My Best

Recognise the importance of fruit and vegetables in their daily diet

Demonstrate attentive listening skills;
Suggest simple strategies for resolving conflict situations;
Give and receive positive feedback, and experience how this makes them feel.

Art

Artist: LS Lowry

Knowledge:

To know how to recognise and describe some simple characteristics of different kinds of art,
Skills:

Recognise that ideas can be expressed in art work.

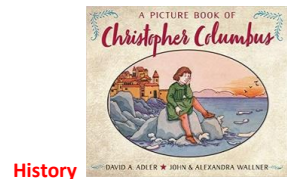
Try out a range of materials and processes and recognising that they have different qualities.

Show interest in and describing what they think about the work of others.

Use different media inc charcoal to create variety of strokes, actions

Concept:

Pupils are taught to recognise and describe different characteristics of art.



History

Christopher Columbus

Knowledge: To know about the lives of an explorer in the past (Christopher Columbus) who has contributed to national and international achievements

Skills:

To use 1st and 2nd hand sources of evidence (artefacts, books, video, pictures) to gather information

To offer opinions on which they would prefer

Concepts:

We use different sources of evidence to find out about the past

To evaluate the impact of the changes on everyone's lives, discovery by Christopher Columbus

Geography

Knowledge:

Locational - To know the 7 continents and 5 oceans.

Order: 1. Europe 2. N America 3.S America 4. Africa 5. Asia 6. Australasia 7. Antarctica

Human/physical geography: Have an understanding of a hot area (equatorial area such as the Amazon or desert area such as Mali in Africa) and compare this to life in Bradford (vegetation, soil, river, forests, mountains, hills).

Skills:

Geographical: Can use a world map, atlas, globe to identify countries, continents & oceans. -Recognise continents & oceans from aerial photographs

Understand cause & effect (e.g. hot & wet makes plants grow, hot & dry don't) & the impact this has on people.

Significant people: Christopher Columbus and LS Lowry

Concepts:

The world can be represented as a map (globe/ flat).

Know that the world is round (link with Christopher Columbus).

The way people live is determined by geographical environment (climate & landscape).

SEASONS

Knowledge:

Pupils will be taught that there are four seasons

Pupils will be taught that day length varies depending on the season.

Pupils will be taught that weather changes and is related to seasons.

Concept: Pupils will have an understanding that season affects plant life.