

Maths

**Calculation: Multiplication**

 Pupils will learn the foundations of equal groupings, repeated addition, arrays and doubling. By the end of the chapter, pupils will be able to apply that knowledge to solve word problems.

National Curriculum Objective: Pupils should be taught to solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

**Calculation: Division**

Pupils will learn about taking a limited number of items and placing a predetermined number into groups to determine how many groups there will be. After this, pupils will be given a number of items, but will need to figure out how many will go into each group by sharing equally.

National Curriculum Objective: Pupils should be taught to solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

**Measurement: Mass**

Pupils will begin by comparing mass using terms such as 'heavy/heavier' and 'light/lighter', followed by finding mass using non-standard units.

National Curriculum Objective: Pupils will measure and record the mass and weight.

**Measurement: Volume**

The first lesson is about comparing volume and capacity, using terms such as 'more than' and 'less than'. The second lesson looks at finding volume and capacity using non-standard units. Lastly, the third lesson explores describing volume using the terms 'half' and 'quarter'.

National Curriculum Objective: Pupils will measure and record the volume.

English

**Fiction- Adventure Story**

Augustus and his Smile

**Poetry: Poems about Nature**

Skills Covered:

write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)

use the joining word *and*

use capital letters and full stops to demarcate some sentences accurately

use capital letters for proper nouns

use exclamation marks to demarcate some sentences

use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible

spell most Year 1 common exception words taught

form many lower case and capital letters accurately

write with many letters accurate in shape and size, including capital letters and digits

use spacing between words

re-read writing to check that it makes sense

read aloud their writing to each other and the teacher

**Incredible India**



Geography

**Comparing Goa to Bradford**

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Place knowledgeunderstand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting nonEuropean country

**Skills Covered:**

Geographical Enquiry Teacher led enquiries: To ask and respond to simple closed questions.

Use information books/pictures as sources of information.

 Scale/Distance: Use relative vocabulary (e.g. bigger/smaller, like/dislike)

 Style of Map: Picture maps and globes

Science

**Plants/ Seasonal Changes**

National Curriculum Objective:

Plants

 Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.

Seasonal Changes:

Pupils should be taught to observe changes across the four seasons and describe weather associated with the seasons and how day length varies

Skills covered:

**Plants**

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Describe the basic needs of animals, including humans, for survival (water, food and air).

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Seasonal Changes**

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies

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 PE

**Games- (Hit, Run and Catch)**

National Curriculum Objective:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

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.

Skills Covered:

Able to identify when a point has been scored and keep count of the score Show an understanding of techniques to track and stop balls.

Catch a medium-sized ball thrown over a short distance.

Track balls and other equipment sent to them, moving in line with the ball to collect it.

Run between bases to score points Use a range of sending skills to put the ball into space.

Able to self-feed ball to hit off the hand and strike ball off a cone.

 Work collaboratively to score runs showing encouragement and support.

 Resilient in the face of new challenges shows the will to keep trying

Art

**Animal patterns Swapna Augustine Plasticine (sculpture)**

Children to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Children to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. They will use a range of materials creatively to design and make products.

Skills covered:

Record and explore ideas from first hand observation, experience and imagination.

Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Identify what they might change in their current work or develop in their future work.

 Ask and answer questions about the starting points for their work, and develop their ideas.

Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Use ICT Investigate different kinds of art, craft and design.

 Music

Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.They will play tuned and untuned instruments musically.Pupils will listen with concentration and understanding to a range of high-quality live and recorded music. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music.

Sing a wide range of call and response songs (e.g. Pretty Trees Around the World

from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.

**Listening**

Listening to recorded and live performances.

**[Science Lessons: Seasonal change song/ record and listen to song]**

**Composing**

Recognise how graphic notation can represent created sounds.



**Musicianship**

**Pulse/beat**

Respond to the pulse in recorded/live music through movement and dance, e.g. Walking on tiptoes

**Rhythm**

Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips).



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**[History Lessons; Gandhi’s Salt March/ performing chants and creating rhythm patterns/Acting out Gandhi marching to the sea]**

**Pitch**

Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

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Computing

**Computer Science**

Children to understand what algorithms are how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Pupils to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs

Skills covered:

Create and debug simple programs & algorithms to achieve an outcome.

Recognise common uses of technology in and beyond school and understand they are controlled by programs



PSHCE

**Appreciate**

Pupils to understand what appreciate means, what types of things we appreciate, and how we show appreciation.Pupils to know that you can appreciate others, experiences and themselves and not just material things. They will be able to say the categories on the Wheel of Gratitude.The should know how to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too.They will look at how Happy Breathing exercises help to remind us to appreciate the things we might forget.They will do this by practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity.Pupils to know that when we give and receive gratitude, it makes Team H-A- P happy, and they can work well together.

Story Project

**Morris the Mankiest Monster by Giles Andreae**

Pupils to tell you how some diseases spread and can be controlled.They can tell you the importance of personal hygiene and of brushing their teeth in the morning and evening. Pupils can tell the consequences of not making the right choices to live a healthy lifestyle.They can describe the right choices to make to live a healthy lifestyle (e.g. food, rest, exercise, brushing teeth, water)

Skills covered:

The risks associated with an inactive lifestyle (including obesity).

How and when to seek support including which adults to speak to in school if they are worried about their health.

Simple hygiene routines that can stop germs from spreading.

About what keeping healthy means, different ways to keep healthy.

About dental health and the benefits of good oral hygiene and dental flossing, including

regular check-ups at the dentist.

About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.



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**Is Shabbat important to Jewish children?**

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| I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why.I can start to make a connection between being Jewish and decisions about behaviour  |