

# Incredible India

## Maths

### Numbers to 100

Pupils will begin by counting in tens and ones, followed by using number bonds to partition numbers. After this, pupils will be expected to compare numbers to 100 and find number patterns looking at 100-charts.

National Curriculum Objective: Pupils should be taught to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. They should count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

### Measurement: Money

pupils looking at coins to help identify them through shape, markings, size and colour. After this, pupils explore notes in a similar fashion, by looking at the colours of the notes and their markings to help identify them.

National Curriculum Objective: Pupils will recognise and know the value of different denominations of coins and notes.

### Geometry: Position and Direction- Space

Pupil begin by looking in depth at ways in which we can describe the position of one object relative to another, using terms such as: 'top', 'middle' and 'bottom'; 'around', 'close', 'near' and 'far'; and 'on top of', 'in front of' and 'above'. When looking at movement, the concepts explored are 'up and down', 'forwards and backwards' and 'inside and outside.' Finally, the chapter ends with turns: navigating whole turns, half turns, quarter turns and the notion of clockwise and anticlockwise.

National Curriculum Objective: Pupils should be taught to describe position, direction and movement, including whole, half, quarter and three-quarter turns

## English

**Fiction-** Stories about habitats

Tad by Benji Davies

**Non-Fiction-** Recount

Recount of a trip

**Poetry-** Humorous and repetitive poems.

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

## DT

### Animal patterns Swapna Augustine Plasticine (sculpture)

Pupils to design purposeful, functional, appealing products for themselves and other users based on design criteria.

Pupils will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Pupils to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. They will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Pupils will explore and evaluate a range of existing products. They will evaluate their ideas and products against design criteria.

Skills covered:

Developing, planning and communicating ideas.

Suggest ideas and explain what they are going to do

Working with tools, equipment, materials and components to make quality products (inc-food)

Make their design using appropriate techniques

With help measure, mark out, cut and shape a range of materials

Use tools eg scissors and a hole punch safely

Select and use appropriate fruit and vegetables, processes and tools

## History

### Who was Gandhi?

Pupils to look at the lives of significant individuals in the past who have contributed to

national and international achievements.

#### Skills Covered:

Match objects to people of different ages.

Recognise the difference between past and present in their own and others' lives.

Know and recount episodes from stories about the past

Use stories to encourage children to distinguish between fact and fiction.

Compare adults talking about the past – how reliable are their memories?

Find answers to simple questions about the past from sources of information e.g.

artefacts

Communicate their knowledge through:

Discussion....

Drawing pictures...

Drama/role play..

Making models.....

Writing..

Using ICT...

# Computing

## Media

Pupils to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Skills covered:

Purposefully design and create their own digital content based on their design knowledge and the needs of an audience.

# 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. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Singing (Craig)

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). [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

# PSHCE

## Engage

We are learning what goals are.  
We are learning how to set goals.  
We are learning what Big Dream Goals are.  
We are learning what to do when goals are tricky.

RSE:

Pupils to be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate

## Story Project

Here We Are by Oliver Jeffers

I can tell you why it is important to look after our planet.  
I can tell you how I keep my classroom environment safe and tidy.  
I can name the parts of the body and tell you some ways I look after my body.  
I can tell you what I would do if my body doesn't feel well.  
I can tell you how I show respect to all people.

Skills covered:

RKR5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.  
RKR7. The conventions of courtesy and manners.  
BS1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.  
PHF1. The characteristics and mental and physical benefits of an active lifestyle.  
HPP1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

## RE

To say how it feels to say sorry and what I have said sorry for.

Tell you something that either Rosh Hashanah or Yom Kippur is about.

Choose a picture and give my thinking on why this might be important to Jewish children at

Rosh Hashanah or Yom Kippur.

## PE

### Athletics- (Run, Jump, Throw)

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 co-operative 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 coordination, and begin to apply these in a range of activities.

Skills Covered:

Demonstrate awareness for the need to improve and attempt to improve

Recognise and implement concepts such as waiting your turn

Select correct skill for the situation

Can start and stop at speed, run in straight lines using a variety of speeds

Attempt various jumps taking off and landing on different foot combinations

Handle and throw a variety of different objects and attempt to throw for distance

Move a variety of objects quickly, showing a range of techniques Develop agility and coordination skills to competently take part in a range of activities.

## 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