**Year Group: 1**

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| **Music - Hey You (Charanga)**  **As musicians we will learn the differences between pulse, rhythm and pitch. We will sing, play, improvise and compose using this rap song.**  **Knowledge**   * To learn how to find the pulse in music * To listen to and identify different instruments * To find the pulse * To clap in time to a rhythm * To explore composing rhythms * Rap and sing songs in groups * Practise playing different instruments   **Vocabulary** Rhythm, pulse, instrument, male/female vocals, drum, chant, steady, speech pattern, call and response, improvise.  **Skills**   * To find and march in time to the pulse * To listen to music and name some instruments * Clap the rhythm of your name * Make up your own rhythm * Join in with singing in small groups and as a class * Choosing an instrument because of the sound it produces * Compose different rhythms using body parts and instruments | **Geography**  **As geographers we will gain a sense of place between home and school. We will record our journey through school and draw a simple map with symbols in a key.**  **Knowledge**   * Name the 7 continents (rewards chart) * To locate where we live on a map of Great Britain * To understand what maps are used for * To look at a simple map and find a road, water, train track etc. * To understand what a key is and to find the symbols on a map * To use Google Map to look at the local area. * To know what a physical feature is and explore what physical features Monkseaton has got.   Vocabulary Geography, continent, country, atlas, map, globe, world, village, local, environment, map, key, symbol, physical feature  We want to practice how to (do)  Skills   * To notice similarities and differences between the pictures on the different continents * To notice and talk about the different areas within our school both inside and outside. * To draw a simple map of our school using a key and symbols * Using Google Maps can we find their route to school? * What physical features can we see? * Talk about what we like/dislike about living in a seaside village | **Computing**  **IT & Digital Literacy - Introduce children to a range of digital art packages and the tools within them. They apply the tools and their skills to a range of artistic styles and genres from painting to photography.**  **Knowledge**   * Understand there are a variety of tools in a graphics package, each fulfilling a different purpose. * Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect. * Use a range of digital devices to capture and save still images.   **Vocabulary** Control, digital citizen, digital media, internet, media, media balance, media choices, network, online, private information, server, world wide web.  **Skills**   * Talk about their use of a graphics package and their choice of tools. * Import photographs and add effects. * Begin to make changes to images using basic tools in image manipulation software. |
|  | **Topic:** Small Me, Big World  **Question driver: What is amazing about me?**  **Project\ purpose:** To make a video for parents showing what makes us amazing. | **PE**  **As sports people we want to know and remember**  **Knowledge**  **Games Ball Skills (Outdoor) -**  **SAQ (Indoor) -**  **Vocabulary**  **We want to practise how to (do)**  **Skills** |
| **PSHCE**  **As citizens of our community and wider world we will learn about our differences and discover how these differences make us all unique.**  **Knowledge**   * To be aware of rights and responsibilities within their classroom. * To understand that their choices have consequences. * To know their views are important. * To explore what makes them special * To talk about things they can be proud of.   **Vocabulary** Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.  **Skills**   * To follow class rules * To listen to their friends * To play cooperatively. * To Talk about some special things about themselves. * To explain what they are proud of | **RE**  **As citizens of our community and wider world we will look at how they belong in their family and community. They will talk about different religions and why this is important to some families.**  **Knowledge**   * To explore the families that we belong to and how they are all different * To recognise * To talk about the different types of religion and look at the symbols that represent them. * To talk about the types of religion we have within our class * To look at different places of worship   **Vocabulary** Family, belong, community, religion, Christian, Hindu, belief, God, pray, baptise, wedding, bible.  **Skills**   * To talk about their family * To recognise that although their families are all different, they all belong to a family * To recognise the importance of religion to some families * To identify what is important to us and others * To recognise some religious symbols | **ART**  **As artists we will explore the formal elements of art. They will learn about different artists and the different types of art they produce and what is special about it. Children will have a go at creating their own pieces of art in the style of a particular artist.**  **Knowledge**   * To understand how secondary colours are made from prime colours * To explore different types of abstract art * To look at abstract artists including Henry Matisse and Bridget Riley * To learn about circles and ovals to make abstract composition * To look at modern artist Bridget Riley and look at how her work is created by lines   **Vocabulary** Primary colours, shape, abstract, composition, overlap, wavy, vertical, horizontal, cross hatch  **Skills**   * To know which primary colours can be mixed to make a secondary colour * To understand how to make different shades * To talk about different artists and the type of art they produce * To talk about shape, size, structure * To talk about what they notice * To create a piece of abstract art using different colours and shapes in an interesting way * Using circles and ovals to make an abstract composition * To talk about how lines can be used in different ways * Experiment with different resources to create a line drawing |
| **Maths**  **Children will gain a solid foundation of knowledge within 10. They will become flexible working with numbers 0-10 including partitioning, spotting patterns and relating number facts which will allow them to apply knowledge to larger numbers in the future.**  **Knowledge**  **Power Maths - Unit 1 Numbers to 10 (3 weeks)**   * Sorting objects * Counting objects * Counting and writing numbers to 10 * Counting backwards from 10 * One more/less * Comparing numbers/groups and objects * Ordering numbers * First, second, third * Introducing a numberline   **Power Maths - Unit 2 Part Whole within 10 (2 weeks)**   * Part whole model * Related facts * Finding number bonds * Comparing number bonds   **Power Maths - Unit 3 Addition & Subtraction within 10 (2 weeks)**   * Finding the whole * Finding a part * Finding and making number bonds * Finding addition facts * Solving word problems   **Vocabulary** Digit, value, matching, count on/back, one more/less, equal to, more/fewer, greater/less than, most, fewest, part-whole, group, part, whole, number sentence, plus, equal to, +/-/= symbols.  **Power Maths - Unit 4 Addition & Subtraction within 10 (2 weeks)**   * **Subtracting - how many are left** * **Subtraction breaking apart** * **Related facts -0 addition and subtraction** * **Subtraction counting back** * **Subtraction finding the difference** * **Subtraction word problems** * **Comparing additions and subtractions**   **Skills**   * **To use resources they are familiar with to work out answers e.g tens frame, number line and part, part, whole.** * **To show an understanding of the difference between adding and subtracting.** * **To recognise which part is missing and how to find it.** * **Solve word problems** * **Find different facts relating to addition and subtraction** * **To use vocabulary within their explaining** * **To explain their thinking in full sentences** | **Science**  **Children will learn about their bodies where they will name main body parts and learn about their function.**  **Knowledge**   * Identify and name main body parts through rhymes, songs and activities * Learn the function each body part has * Make a stethoscope, ask questions and talk about what they found out * Name 5 senses and body parts associated with them * Experiment with smelly food and guess what it is. * Ask questions, record and talk about findings   **Vocabulary** Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, senses, sight, taste, smell, touch, sound.  **Skills**   * Name the main body parts and talk about their function * Describe how to take care of our bodies * Name and describe their five senses * Name and use senses to describe texture, sounds and smells | **Literacy**  **Knowledge**  **Phonics -** Daily phonics - See sep groups  **Spelling -** Weekly spellings to go home  **Daily Story Time -** Developing a love of reading and vocabulary  **Individual Reading** - Decoding words, reading common exception words, predicting, making inferences  **Guided Reading -** Taking turns to read and listen to others, understanding vocabulary, discuss what has been read, make inferences, link to experiences  **Talk for Writing** - Brown Bear, Brown Bear, What Do You See? Focus - Brave Year 1 Writing   * Talk about title and blurb * Listen to story as a class * What type of story it is and how does it makes you feel? * What animals did he see and why they are unusual? * Learn story using story map * Re-Tell and act out through Helicopter Stories * Innovating animals   **Brave Writing**   * Orally retelling story * Writing captions * Writing labels * Hold a sentence * Compose sentence orally * Writing words phonetically * Clapping syllables in words * Read aloud what has been written   **Vocabulary** Beginning/middle/end of story, setting, adjective, re-tell, story map, caption, sentence, finger space, full stop, capital letter, describe, syllable,  **Skills**   * Listen and pay attention to class story * Talk about title and author * Discuss characters and how they make the story more interesting * Use story map to re-tell story * Remembering a simple sentence * Link sounds to letters * Form recognisable letters * Write words phonetically * Spell some common exception words correctly * Reading back what has been written and checking if it makes sense |
| **We will involve our families in our learning by Seesaw, homework activities, reading record book, conversations relating to progress and how they can help at home, weekly phonics GoogleMeet, phonics meeting, end of half term video.** | | |
| **The strategies to support our most vulnerable learners are small group phonics, interventions within lessons, weekly phonics GoogleMeet, extra 1:1 reading in school, phonics recap within guided reading sessions, targeted interventions, extra work set for practise at home, support plan activities/interventions.** | | |