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| **Jurassic Adventure** | | | |
| **Intent: Why?**  To build upon children’s curiosity and fascination with the Jurassic age and ensure understanding that these are creatures from our history and not fiction. To help children understand how we learn about the past through archaeology and excavation.  **Vertical Concepts Taught:**  Continuity and Change | **Links to prior learning**  Children are likely to have a basic knowledge of dinosaurs and understanding of animal classification through previous science units and have an awareness of past from previous history unit. | | **Links to further learning:**  Foundations for further learning about rocks and fossils and history focus on stone age (KS2)  Supports understanding of chronology. |
| **By the end of this unit our EYFS children will know:**   * Dinosaurs were real and were on Earth before humans * Different types of dinosaurs and how they are grouped depending on what they eat * That we learn about dinosaurs through excavation * To begin to understand what fossils are and what we can find out from these   **By the end of this unit our Year 1 children will know:**   * Who Mary Anning was * The difference between carnivores and herbivores, predator and prey * That archaeologists and palentologists help us learn about the past * Recognise prehistoric times on a time line and begin to develop a concept of how long ago this was | | | |
| **Key Vocabulary**  Jurassic, Extinct, Pre-historic, Predator, Carnivore, Herbivore, Palaeontologist, Survival, Prey, Fossils, Archaeologists, Excavation, Eggs | | | |
| **Key Texts and Rhymes**  Tyrannosaurus Drip How to catch a dinosaur  Non- Fiction- Dinosaur Lady- Mary Anning  Dinosaur, Dinosaur Turn around, Mary, Mary Quite contrary | | | |
| **School Value- Courage**  **British Value- Tolerance** | | | |
| **What will children learn? Knowledge and Skills** | | **Assessment opportunities** | |
| **Communication, language and literacy** | | | |
| -I understand how to listen carefully and why listening is important.  -I can learn new vocabulary.  -I use new vocabulary through the day.  -I ask questions to find out more and to check I understand what has been said to me.  -I can articulate my ideas and thoughts in well-formed sentences.  -I can connect one idea or action to another using a range of connectives.  -I can describe events in some detail.  -I use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  -I am developing social phrases.  -I engage in story times.  -I can listen to and talk about stories to build familiarity and understanding.  -I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.  -I can use new vocabulary in different contexts.  -I listen carefully to rhymes and songs, paying attention to how they sound.  - I learn rhymes, poems and songs.  -I engage in non-fiction books.  -I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | *Can the child listen to a story and show understanding of importance during carpet teaching sessions?*  *Can the child ask questions and seek to find out why and how things happen?*  *Can they talk about their own ideas beginning to use words such as ‘because’, ‘and’ ‘so’ etc?*  *Can they talk about something that has happened in detail?*  *Can the child begin to use new vocabulary in the correct context?*  *Can the child show an understanding of what has be read – through drama/role play?*  *Can the child recall familiar nursery rhymes and songs and do they engage with these?*  *Can the child engage with non-fiction texts and begin to talk about new knowledge and vocabulary? i.e seasons, animal habitats, life cycles etc* | |
| **Literacy** | | | |
| **Developing reading skills**  -I can understand the key concepts about print:  - we read English text from left to right and from top to bottom  - the names of the different parts of a book  - page sequencing  **Reading**  -I can read individual letters by saying the sounds for them. (Set 1)  -I can blend sounds into words, so that they can read short words made up of known letter– sound correspondences. (set 1)  -I can read a few common exception words matched to the  school’s phonic programme. (set 1 RWI)  -I will be able to:  Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4  Spell using Fred Fingers  **Writing**  -I can some of print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.  -I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  -I can develop my small motor skills so that they can use a range of tools competently, safely and confidently.  (pencils for drawing & writing)  -I can write most or all of their name with a Capital letter at the beginning (not all formed correctly)  -I can identify separate words in spoken sentences.  -I can hear and identify medial sounds in words.  -I can link letters to sounds.  -I can correctly identify and write initial sounds heard in words. | | *Can the child read Group A,B,C RWI phonics sounds?*  *Is the child starting to blend to read green words?*  *Can the child share a ditty book and begin to start reading red storybooks with increasing fluency?*  *Can the child recognise common exception (red words)?*  *Can the child segment words?*  *Can the child re-read books and are they building a confidence and love of reading?*  *Does the child show enjoyment when reading stories?*  *Can the child form lower and upper case letters of the Alphabet?*  *Can the child use phonics knowledge to sound out and spell words?*  *Can the child begin to write short captions using their phonics knowledge? Is their writing recognisable and can it be read by an adult?* | |
| **Year 1 English**  ***Word Reading- Through RWInc***  Pupils should be taught to:   * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions, e.g. I’m, I’ll, we’ll, and under-stand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading.   ***Transcription***  Pupils should be taught to spell:   * words containing each of the 40+ phonemes already taught * common exception words * the days of the week * name the letters of the alphabet: * naming the letters of the alphabet in order * using letter names to distinguish between alternative spellings of the same sound * add prefixes and suffixes: * using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs * using the prefix un– * using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) * write from memory simple sentences dictated by the teacher that include words taught so far.   ***Handwriting***  Pupils should be taught to :   * sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.   ***Instructions***  ***Spoken Language:***  Pupils should be taught to:   * Use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions and explanations and narratives for different purposes including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments   ***Reading Comprehension:***  Pupils should be taught to:  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 * being encouraged to link what they read or hear read to their own experiences   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 * explain clearly their understanding of what is read to them.   ***Writing Composition:***  Pupils should be taught to write sentences by:   * 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 * read aloud their writing clearly enough to be heard by others   ***Writing Grammar, Vocabulary and Punctuation:***  Pupils should be taught:   * How **words** can combine to make **sentences** * Separation of **words** with spaces * Introduction to capital letters, full stops exclamation marks to demarcate **sentences** * Capital letters for names and for the personal **pronoun** *I* * Joining **words** and joining **clauses** using *and*   ***Stories with Patterned Language***  ***Spoken Language:***  Pupils should be taught to:  listen and respond appropriately to adults and their peers  ask relevant questions to extend their understanding and knowledge  use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  speak audibly and fluently with an increasing command of Standard English  participate in discussions, presentations, performances, role play, improvisations and debates  consider and evaluate different viewpoints, attending to and building on the contributions of others  ***Reading Comprehension:***  Pupils should be taught to:  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  being encouraged to link what they read or hear read to their own experiences  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  recognising and joining in with predictable phrases  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  making inferences on the basis of what is being said and done  predicting what might happen on the basis of what has been read so far  participate in discussion about what is read to them, taking turns and listening to what others say  explain clearly their understanding of what is read to them  ***Writing Composition:***  Pupils should be taught to write sentences by:   * Saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher.   ***Writing Grammar, Vocabulary and Punctuation:***  Pupils should be taught:   * How words can combine to make sentences * Separation of words with spaces * Introduction to capital letters, full stops * Capital letters for names and for the personal pronoun I * sequencing sentences to form short narratives | | | |
| **Mathematics** | | | |
| -I can count objects, actions and sounds.  -I can subitise. Up to 4  -I can link the number symbol (numeral) with its cardinal number value.  -I can count beyond ten.  -I can compare numbers and begin to use more/less than and equal to when showing understanding.  -I understand the ‘one more than/one less than’ relationship between consecutive numbers.  -I can explore the composition of numbers to 10.  -I can automatically recall number bonds for numbers 0–5 and begin to understand subtraction facts.  -I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.  -I can compose and decompose shapes so that I recognise a shape can have other shapes within it, just as numbers can.  -I can continue, copy and create repeating patterns.  -I can compare length, weight and capacity. | | *Can they child count verbally beyond 10?*  *Can the child count objects confidently to 10 and begin counting verbally to 20?*  *Can the child subitise and recognise quantities without counting the items?*  *Can the child link numbers with correct amounts? Can they identify numbers with correct numeral name?*  *Is the child using vocabulary or more/less/same when comparing? Can they recognise relations with consecutive numbers?*  *Can they recall number bonds to 5?*  *Are they beginning to use positional language?*  *Can they identify shapes from pictures and refer to basic shape such as triangle, square, rectangle and circle?*  *Can the child carry on a basic repeated pattern?*  *Are they comparing different quantities in different context? Is this used and applied during CP?* | |
| ***Year 1 Mathematics- See White Rose Hub Overview*** | | | |
| **Personal, Social and Emotional Development** | | | |
| -I see myself as a valuable individual.  -I build constructive and respectful relationships.  -I can express their feelings and consider the feelings of others.  -I show resilience and perseverance in the face of challenge.  -I identify and moderate my own feelings socially and emotionally.  -I can think about the perspectives of others.  -I can manage my own needs. | | *Can the child talk about how they feel? Are they showing signs of understanding when they or another child is upset and why? Is the child show signs of empathy for others?*  *Are they able to move on from something that has not quite gone to plan?*  *Are they resilient to make second attempt at things they find tricky?*  *Can the child form friendships and relationships with adults they work closely with?*  *Can the child talk about their own ideas and thoughts?*  *Can the child listen to other perspectives and respond to these using conversation and express their own ideas?*  *Can they go to the toilet without support? Can the child wash hands independent?*  *Can the child seek their own fruit and snack and eats without support?*  *Can the child express needs such as wanting toilet, feeling hungry etc?* | |
| **EYFS/ Year 1- Jigsaw- Healthy Me** | | | |
| **Physical Development** | | | |
| -I am refining movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  -I am moving towards a more fluent style of moving, with developing control and grace.  -I am developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.  - am developing my small motor skills so I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  -I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  -I can combine different movements with ease and fluency.  -I am confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group.  -I am developing overall body-strength, balance, co-ordination and agility.  -I am refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  -I am developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.  -I am developing the foundations of a handwriting style which is fast, accurate and efficient.  -I know and can talk about the different factors that support my overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.  -I am developing the skills I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. | | *Can the child make more complex movements?*  *Are they beginning to show signs of control when handling balls etc?*  *Can the child balance well? Stand on one leg etc?*  *Can they use the obstacle course well, keeping movements controlled? Using PE equipment? Is there accuracy?*  *Can they use one handed tools – scissors, paintbrush?*  *Is the child agile, do they move freely?*  *Can they hold a pencil using tri-pod grip? Is this controlled?*  *Is the child forming letters, using controlled meaningful marks using pencils and crayons?*  *Can the child talk about being healthy and discuss importance of healthy eating, oral hygiene, sleeping, keeping safe etc?*  *Can the children manage the school day and routines? Are they able to queue for lunch, wash hands etc?* | |
| **PE- I Moves- Gymnastics** | | | |
| **Knowledge and Understanding of the World** | | | |
| - I can talk about members of my immediate family and community.  -I can name and describe people who are familiar to me.  -I can comment on images of familiar situations in the past.  -I can compare and contrast characters from stories, including figures from the past.  -I can draw information from a simple map.  -I understand that some places are special to members of my community.  -I can recognise that people have different beliefs and celebrate special times in different ways.  -I can recognise some similarities and differences between life in this country and life in other countries.  -I can explore the natural world around me.  -I can describe what they see, hear and feel whilst outside.  -I can recognise some environments that are different to the one in which I live.  -I understand the effect of changing seasons on the natural world around me. | | *Can the child talk about home? Family? Favourite people etc?*  *Can they name people that are important to them?*  *Can the child talk about aspects of their own life? Using when I was younger…*  *Can the child make links to experiences they have had-familiar situations and recall these?*  *Can they talk about familiar stories and how they compare?*  *Do they understand about people in the community that are important? (People who help me?)*  *Can the child begin to understand that people can have different beliefs? Are they showing awareness of different celebrations and different GODS? Diwali, Christmas, Eid etc.*  *Can the child explain how other countries are different to the UK?– weather/climate/food/landscape/animals etc*  *Can the child explore during forest school sessions? Do they show curiosity about their environment?*  *Can the child understand the changing seasons and name these? Are they able to identify weather during the seasons and how the natural world changes?* | |
| **Year 1 Science- Plants**  **Intent: Why?**  The principal focus of Science teaching in EYFS and Key Stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice.  This unit ensures that the children understand the features of a plant and identifying the different types of plants.  **Key Vertical Concepts Taught**  Working Scientifically  Critical thinking  Classification  Naming parts of a plant  **Knowledge**   * Know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments (retrieval) * Know a rose bush, a sunflower and a dandelion by sight * Know an oak tree, a birch tree and a horse chestnut tree by sight * Know that evergreen trees maintain their leaves throughout the year and that deciduous trees shed their leaves in autumn * Know that a flowering plants consist of roots, stem, leaves and flowers, and that a tree’s stem is called a trunk * Know that there are many kinds of jobs as a scientist including communicator scientist and teacher scientist * Know that teacher scientists teach others - often children - about science * Know that communicator scientists help the world to understand about science * Know that David Attenborough is a famous communicator scientist who has created and presented some of the most famous television programmes ever made about plants and animals   **Skills Progression**   * Perform simple tests. * Ask simple questions and recognise that they can be answered in different ways. * Discuss observations and say why it might be. * Work collaboratively with a team. * Identify, name, draw and label the basic parts of a plant. * Gather and record data and help in answering questions. Drawing simple diagrams. * Make a simple written explanation about what has been learned from an investigation or what conclusion has been found.   **Key Vocabulary/ Etymology**  Habitats, component, energy, growth,deciduous, evergreen, flower, plant, tree, structure, roots, stem, leaf, trunk, flower | | | |
| **Year 1 History**  **Key Concepts Taught**  Continuity and Change  **Pupils will learn about:** .   * Events beyond living memory   **Knowledge and Skills Progression**  • Sequence some events or 2 related objects in order  • Use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, tomorrow  • Remembers parts of stories and memories about the past  • Tell the difference between past and present in own and other people’s lives  • Begins to identify and recount some details from the past from sources (e.g. pictures, stories)  • Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)  • Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).  **Key Vocabulary/ Etymology**  Past, Jurassic, Prehistoric, Archaeology, palaeontology, fossils, extinction | | | |
| **Year 1 RE- Discovery RE Easter Salvation** | | | |
| **Computing- Purple Mash- Coding (1.7)** | | | |
| **Expressive Arts and Design** | | | |
| -I can explore, use and refine a variety of artistic effects to express my ideas and feelings.  -I can return to and build on their previous learning, refining ideas and developing my ability to represent them.  -I can create collaboratively sharing ideas, resources and skills.  -I can listen attentively, move to and talk about music, expressing my feelings and responses.  -I can watch and talk about dance and performance art, expressing my feelings and responses.  -I can sing in a group or on my own, increasingly matching the pitch and following the melody.  -I can develop storylines in my pretend play.  -I can explore and engage in music making and dance, performing solo or in groups. | | *Can the child talk about their own ideas and use effects to express feelings?*  *Can they use a variety of art techniques to create artistic pieces?*  *Can they develop previous learning, showing they can adapt and change their ideas?*  *Can the child share ideas and resources in a small group?*  *Can they listen and follow a musical rhythm? Can they discuss how music makes them feel, thinking about tempo, pitch, instruments and the pulse?*  *Can the child sing and join in familiar songs? Can they move to the music and introduce actions and movements beginning to dance?*  *Can the child act our narratives and show familiar stories?*  *Can they perform own their own or in a small group using music and dance to add too their performance?* | |
| **Music- Charanga- Everyone** | | | |
| **Year 1 DT- Architectural Ambitions**  **Key Vertical Concepts:**  Investigate and evaluate existing products  Use focused tasks to develop particular aspects of knowledge and skills  Undertake design and make activities - make 'something' for 'somebody' for 'some purpose'  Evaluate effectiveness of finished product in terms of meeting purpose  Understand how design technology has impacted on our lives now, in the past and into the future  **Intent: Why?**  Pupils will learn about different types of structures and the materials used to build them. They will look at how materials can be joined and how to make them stronger, stiffer and more stable.  They will develop design and finishing skills.  **Key Stage 1 Pupils will be taught:**  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].  When designing and making, pupils should be taught to:  **Design**   * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   **Make**   * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics   **Evaluate**   * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria | | | |