



Year / Class: Year 1
Teacher: Mrs Banks

New Hartley First School
Happy children aiming high

Term: Autumn 1 2019
Dates: 2nd Sept – 25th Oct



Aspirations I

Key Question: What do you want to achieve when you grow up?

English Children will develop skills in English through a combination of RWI sessions in which children are grouped according to their stage of phonic knowledge development and whole class teaching.

Reading: In group reading sessions, including RWI and across the curriculum children will apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound to grapheme; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; 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.

All writing objectives will be modelled across the curriculum and taught specifically through RWI sessions/Hold a sentence activities. Spelling rules will be introduced weekly and assessed through missing word activities and independent application.

Writing – Transcription: Focus spelling rules: The sounds /f/ and /s/, spelt 'ff' and 'ss'; The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'; Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word; 'nk' and 'ng'; /ch/ spelt 'ch' and 'tch'; The sound /v/ at the end of words spelt 've'.

Writing – Handwriting: 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;

Writing – Composition: Children will begin to write in sentences by saying aloud what they are going to write about; composing a sentence orally before writing it

Writing – G, V & P Children will learn to: leave spaces between words; begin to punctuate sentences using a capital letter and a full stop; use a capital letter for names, places, the days of the week, and the personal pronoun 'I'.

Linked texts: Puss in Boots, Factual texts about Florence Nightingale; The Lady with the Lamp – poem; Stories with an autumnal setting; Autumn themed poems; Information texts about materials;

Possible writing opportunities, including cross curricular: What do you want to achieve when you grow up? Lists – in science and geography; Descriptive writing – Puss in Boots, what did he look like? Opinion pieces– was Puss good/bad, why? – using examples from the story to justify reasons; What do we love about our village/what would we change? Diary entry and/or letter home in role as Florence Nightingale and/or a soldier; Report – changes/improvements Florence made; Recount – after village walk about; Instructions – linked to coding. Can we interpret coding symbols to write in full sentences? Science – predictions/methods/findings.

Maths

Daily 'Hi 5' maths meetings to consolidate and apply skills and concepts - 1. Counting, 2. Calendar work, 3. Problem solving, 4. Times tables, 5. Basic skills

Using White Rose Maths Hub **Block 1 – Number – Place Value (within 10)**

Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number; Count, read and write numbers to 10 in numerals and in words; Given a number, identify one more or one less; Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, fewer, most, least.

Small Steps covered: Sort objects; Count objects; Represent objects; Count, read and write forwards from any number 0 to 10; Count one more; Count one less; One-to-one correspondence to start to compare groups; Compare groups using language such as equal, more/greater, less/fewer; Introduce <, > and = symbols; Compare numbers; Order groups of objects; Order numbers; Ordinal numbers (1st, 2nd, 3rd ...); The number line.

Block 2 – Number – Addition and Subtraction (within 10)

Represent and use number bonds and related subtraction facts within 10; Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs; Add and subtract one digit numbers to 10, including zero; Solve problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Small steps covered: Part-whole model; Addition symbol; Fact families – addition facts; Find number bonds for numbers within 10; Systematic methods for number bonds within 10; number bonds to 10; Compare number bonds; Addition – adding together; Addition – adding more; Finding a part; Subtraction – taking away, how many left?

Crossing out; Subtraction – taking away, how many left? Introducing the subtraction symbol; Subtraction – finding a part, breaking apart; Fact families – the 8 facts; Subtraction – counting back.

History – Famous People: Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Florence Nightingale (mankind) Children will learn about Florence Nightingale and the positive contributions which she made to the world of nursing. We will explore her character traits (including: determination, resilience, bravery, hardworking) and how these alongside her aspirations to improve the quality of nursing care helped her to achieve all that she did. Children will compare likely hospital patient experiences from Scutari 1854 to that of modern day. We will learn about her family background and how her actions were not approved of by her family and how this was not typical of the time period. Children will develop an understanding of fact and opinion and how we learn about events from the past. We will create a timeline to add to with significant dates and events that we learn about in relation to Florence as well as using this to help children understand how long ago these events took place. We will also plot events such as when children were born, started school, when Mrs B was born in readiness for adding key information in the second half of the term about Sir John Hall (wealth) and Little Mix (fame).

Geography – Local Area

Children will learn to: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Children will use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

In order for children to begin to understand New Hartley's place in the world, we will learn about the UK, naming and locating the four countries and their capitals. We will label maps and mark on Northumberland, including New Hartley Village. We will discuss reasons why people move/relocate, making links to aspirations (work/quality of life) and mark on a class map places the children or their families have moved from/to. We will also mark places we have visited/landmarks.

Children will learn what is meant by physical and human features in geography. In addition to a walk around the village, we will look at aerial photographs of New Hartley and the north east coast line to identify key physical and human features including places that they are familiar with such as NHFS, Seaton Delaval Hall, Arrighi's ice cream shop, using appropriate directional and positional vocabulary. We will annotate simple maps/plans of New Hartley and the surrounding area to mark familiar routes – including the walk up The Avenue from school for the Tour of Britain.

Focusing on the village itself, we will identify facilities and amenities available within the village, as well as thinking about the reasons we have to venture beyond the village such as healthcare, leisure/entertainment facilities, supermarkets, fuel. We will list all the reasons the children currently leave the village including for lessons/hobbies. We will make reference to the Metrocentre though this will become more of a focus next half term when we learn about Sir John Hall.

Science – Seasonal change: Autumn – weather/day length, discussions, observations and charts

Children should be taught to: observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.

Children will learn about the key characteristics of the four seasons, with a particular focus on Autumn. We will observe and discuss the changes in the environment as they happen, including the weather, temperature, day length and colours in nature. We will talk about the changes in the types of clothes we wear in order to stay warm/dry. Children will sort and label images associated with the seasons and begin to understand the cyclical nature of the seasons – making links to days of the

week/months of the year.

Materials Children should be taught to: distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials on the basis of their simple physical properties.

Children will be given a variety of materials in their natural form to explore/feel and label. They will go on to look at objects made from these materials in order to distinguish the object from its material. Children will learn and use new vocabulary to describe properties of materials. Children will carry out two different investigations as part of their work on materials - Making links to the story Puss in Boots, children will be asked to investigate which material would be best to make an umbrella for Puss to help him stay dry on his walk to London. They will also be asked to investigate which material would be best to make a bridge to cross a river, working in groups to build their bridges using a range of everyday materials. Children will be encouraged to explore how rolling/folding and joining materials can give them more strength. Both investigations will give children the opportunity to learn about fair testing and variables.

Computing - Using programmable toys

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

Using programmable robots/beebots and online programs such as Litebot and/or Code Safari, children will learn how to predict, code and debug simple programs. We will discuss why it is important to understand how these games/toys work, making links to a variety of occupations that require these skills including doctors, dentists, artists, game designers and so on.

E-safety - Before sharing children's Mathseeds logins we will discuss the importance of staying safe online and through the use Zip it, Block it, Flag it

Children will learn to: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Children will also learn about the benefits of using technology and online resources to further develop skills - including games such as Mathseeds to improve mental recall of maths facts or hand eye coordination.

PE: Dance (1/2 term) dance routine Little Mix link

Children will : perform dances using simple movement patterns

Using a range of GoNoodle guided dance videos, children will learn about the structure of dance routines - including repetitive elements. They will explore moving in different ways, using rhythm and music as inspiration. We will also look at dance routines/videos performed by Little Mix - making connections to local/successful artists.

Art: links with Science/Materials

Collage Children will: sort and arrange a combination of materials that are cut, torn and glued; use a range of materials creatively to design and make products; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Children will take inspiration from the works of Mondrian, learning what is meant by 'abstract' in the context of artwork. They will use a range of materials such as, card, foil, fabric, wool and paint to reproduce their own version of Mondrian's 'Composition with Yellow, Blue and Red'. It is intended that these artworks will become part of the hall display in Autumn 2.

Sculpture & Textiles next half term

Music:

Children will learn to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; 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.

Covered by NB in PPA time

PSHE - Rights and responsibilities

Children will learn about: contributing to life in the classroom, constructing and following rules, developing awareness of needs of people and other living things, belonging to communities and groups.

Stories that can be used to help establish class rules and an understanding of how our own behaviour can impact others: Elephant Learns to Share; Giraffe Feels Left Out; Hippo Owns Up; Lion's in a Flap; Monkey learns to Listen; Tiger has a Tantrum

Discussion opportunities about the (lack of) moral in Puss in Boots - should we lie and trick others in order to achieve our aspirations? Was the cat in the story 'good' - why?

Growing and changing

Children will learn about: change, loss and getting older, names of main body parts, personal identity, likes, choices, and strengths.

Themes will be covered through story times, circle times, assemblies and class discussion. These will include incidental learning opportunities that arise as well as planned sessions.

RE:

Christianity: Lifestyles and Communities / Christianity: Festivals (Harvest) / Hinduism: Festivals (Diwali 27.10.19)

Children will learn: about belonging and being part of a community; that Christians express their sense of belonging and being part of a community in many ways such as through worship in churches; to identify and respect everyone's uniqueness; to value diversity, not fear it; about the importance of how we think and behave about the importance for Christians of love, of forgiveness, and of loving both God and one's neighbours; about aspects of the festival of harvest; about aspects of the festival of Diwali (tolerance, respect and diversity: different cultures, customs and traditions of people living in the UK)

Covered by NB in PPA, following the SACRE syllabus.

Visit/Visitors/Resources:

Tour of Britain 09.09.19

Northumbrian Water Saving Workshop 09.09.19

Village walk around tbc this half term

Metrocentre visit - Autumn 2