

English

National Curriculum Links

Speaking and listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- maintain attention and participate actively in conversations.

Reading

Pupils should be taught to:

- read and understand a simple sentence (RtP)
- use Set 1 sounds to decode green words and read them aloud accurately (RtP)
- begin to use Set 2 sounds to decode green words (RtP)
- read red words from Red Word Walls 1-4 (RtP)
- show understanding of the books they read by talking and answering questions about them (RtP)
- respond speedily to match graphemes for all phonemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read aloud accurately books that are consistent with their developing phonic knowledge.

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- discussing the significance of the title and events
- making inferences/predictions on the basis of what is being said and done
- participate in discussion about what is read to them, taking turns and listening to what others say.

Writing

Pupils should be taught to:

- use Set 1 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- begin to use Set 2 sounds to write words in a way that matches the spoken sounds they hear (RtP)
- write red words from Red Word Walls 1 and 2 (RtP)
- write a simple caption or sentence that can be read by others with growing independence (RtP)
- 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
- spell: words containing each of the 40+ phonemes already taught; common exception words
- name the letters of the alphabet in order
- form capital letters and digits.

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
- beginning to punctuate sentences using spaces, capital letters and full stops.

Possible Stories

You Choose by Nick Sharrat and Pippa Goodhart, Oi! Get off our train by John Burningham, Terrific Trains by Tony Mitton, The Silver Serpent Cup by Jonathan Emmett and Ed Eaves, On the Train by Carron Brown, The Space Train by Maudie Powell-Tuck, The Little Red Train by Benedict Blaythwayt.

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide English recovery curriculum.

Maths

National Curriculum Links

Number: Place Value

Pupils should be taught to:

- count forwards accurately to 10; to 20; beyond 20 (RtP)
- count backwards accurately from 10; from 20 (RtP)
- count objects that can or cannot be seen, touched or moved to 10; to 20 (RtP)
- recognise the quantity of items in a group without needing to count them (RtP)
- match a number symbol with a number of things (RtP)
- compare collections and groups of objects using equal to, more and less (RtP)
- recognise and identify one more and one less (RtP)
- count to and across 100, forwards, backwards, beginning with 0, 1 or any given number
- count, read and write numbers forwards from any number 0 to 10
- count, read and write numbers backwards from any number 0 to 10
- sort, count and represent objects up to 10 objects
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line
- compare groups using the language of: equal to, more/greater than, less/fewer than
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Number: Addition and Subtraction

Pupils should be taught to:

- show understanding of how numbers can be partitioned by the part whole model (RtP)
- identify and tell number stories for numbers up to 10 (RtP)
- partition a number into two or more parts
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- use addition fact families to represent different ways of showing a number sentence
- represent and use number bonds to 10
- compare number bonds
- use a part whole model to add together two single-digit numbers within 10
- use concrete and pictorial representations to count on from a given number within 10
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide Maths recovery curriculum.



All Aboard!
Plum Class-Year 1
Autumn 1



History

How has transport changed?

National Curriculum Links:

Pupils should be taught:

- changes in living memory (linked to aspects of local and national life)
- the lives of significant individuals in the past (George Stephenson, Amelia Earhart, Garrett Morgan), and significant local people

Learning Outcomes

Children will:

- identify, research and talk about the differences between old and new transport
- gain an understanding of the chronology of the invention of different modes of transport
- discover more about the life and achievements of George Stephenson and Amelia Earhart
- find out about the railway station in Alnwick and about local transport now and in the past.

Music

Charanga – Hands, Feet, Heart.

National Curriculum Links Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of music
 - play tuned and untuned instruments musically.

Learning Outcomes

Children will:

- listen to and appraise music
- learn about pulse, rhythm and pitch, focusing on keeping the 'beat'
- learn to sing and play instruments to songs
- experiment with the inter-related dimensions of music.

Physical Education

Fundamental movements/multi-skills - NUF (Fridays am).

National Curriculum Links

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
- participate in team games, developing simple tactics for attacking and defending.

P.S.H.E.

Being me in my world.

Pupils should be taught to:

- understand the rights and responsibilities as a member of Plum Class
- recognise the choices they make and to understand the consequences.

Learning Outcomes

Children will:

- think about everyone's right to learn
- consider other children's feelings in Plum Class

Design and Technology

Moving picture.

National Curriculum Links

Pupils should be taught to:

- design purposeful, functional and appealing products
- generate, model and communicate ideas
- use a range of tools and materials to complete practical tasks
- evaluate existing products and their own ideas
- build and improve structure and mechanisms

Learning Outcomes

Children will:

- consider examples of moving pictures from books and other media
- design their own transport-themed picture
- practise different techniques to create movement
- select appropriate tools and materials to create their moving picture
- evaluate the process and finished product.

Science

Plants and Seasonal Changes.

National Curriculum Links

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
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Learning Outcomes

Children will:

- identify and name some common wild and garden plants.
- name parts of a plant.
- observe how different plants grow in the school environment (over the course of the year)
- make tables and charts about the weather.

Computing

Computer skills, staying safe online, and digital art (Sparkles and Stars).

National Curriculum Links

Pupils should be taught to:

- use technology to create, organise, store, manipulate and retrieve digital content
- use technology safely and respectfully, keeping personal information private.

Learning Outcomes

Children will:

- log on and off independently
- practise basic computing skills
- learn about SID's Top Tips for staying safe online through the story of Lee & Kim.

RE

What did Jesus teach?

Christianity

Key enquiry question: is it possible to be kind to everyone all of the time?

Pupils should be taught to:

- use enquiry skills to explore Bible stories

Learning Outcomes

Children will:

- re-tell Bible stories that show kindness (e.g. The Good Samaritan, The Paralyse Man)
- explore how these stories encourage Christians to behave towards other people
- show empathy and understanding of others' needs.



Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum
- Using appropriate features when writing in different styles across topic areas
- Using their speech and language skills to question, discuss and explain their thinking
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

- Writing about famous people from history, such as George Stephenson.
- Writing a recount of the trip to Aln Valley Railway.

Mastering Maths

Opportunities for children to develop deep learning:

Science:

- Measure and record the growth of plants
- Measuring how far a variety of paper aeroplanes can fly, and comparing/interpreting the results
- Measuring how much weight a bridge can hold, and comparing and interpreting the results.

History

- Placing historical events on a timeline.

Design Technology

- Naming and describing shapes when constructing moving picture
- Selecting suitable shapes according to their properties.

Investigation Possibilities

Science

- Why do flowers have different colours?
- What do plants need to grow?
- Do plants need soil to grow?
- Do seeds need sunlight to grow?
- Do plants move?
- Can plants grow in different environments?
- Which plants grow the quickest?
- Do all plants need the same amount of water?

Design technology

- Can you build a bridge that can hold a model train?

Philosophy for Children

Science

- Should we pick wild flowers?
- Does anyone own something that is wild?

History

- Should cars be banned?
- What was the most important invention ever?

PSHE

- What makes us special?

Opportunities for Outdoor Learning

- Trip to Aln Valley Railway.

Science

- Identifying plants in our school environment.
- Looking for signs of seasonal change.

English

- Outdoor grammar hunt.

Design technology

- Make an animal hibernation shelter.
- Create train tracks using natural resources.



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