



Year Group: Year 1

Term: Spring 2019

School Theme

History

Essential Question

Would you like to live in a castle?

Authentic Outcome

School Coat of Arms

Trips, Experiences & Making Community Links

Conwy Castle

Mini Outcomes

1 – lift the flap book (writing focus)

2 – cardboard shields / clay shields / tapestry / hama / aqua beads (DT focus)

3 – celebration with Year 2

RE Curriculum Topics & Additional Links

Special People

Meals

Change

Technology

Purple Mash – Lego Builders

Maze Explorers

Animated Story Books

Immersive Environment

Whole class immersed as a castle;

Banqueting hall

Tournament area

Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<p>Mathematics Mastery Unit 6 – Time Tell the time to the hour and half-past the hour; solve practical problems for time.</p> <p>Unit 7 – Exploring calculation Strategies within 20 Represent and use number bonds; use concrete and pictorial representation to solve one-step problems.</p> <p>Unit 8 – Numbers to 50 Count, read, write, identify, represent in numerals and words; recognise place value.</p> <p>Unit 9 – Addition and subtraction within 20 Comparison and difference. Represent and use number bonds; read, write, interpret and solve one-step problems.</p> <p>Unit 10 – Fractions Recognise, find and name a half and a quarter as one of two or four equal parts respectively.</p> <p>Unit 11 – Measure; length and mass Compare, describe, measure, record and solve practical problems.</p>	<p>Spelling spell: - words containing each of the 40+ phonemes already taught - the days of the week - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting - 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 - understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Writing Composition - 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.</p> <p>Writing – vocabulary, grammar and punctuation - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop, - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p>	<p>History - events beyond living memory that are significant nationally or globally [The Battle of Hastings] - the lives of significant individuals in the past who have contributed to national and international achievements. [King Harold, King William 1, Edward 1]</p> <p>Science - identifying and classifying - using their observations and ideas to suggest answers to questions</p> <p>Everyday Materials - 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</p> <p>Design and Technology - 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 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - evaluate their ideas and products against design criteria</p> <p>Art and Design - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers</p> <p>Geography Place Knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - use geographical vocabulary</p>	<p>Special People Meals Change</p>	<p>Computing - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - use technology purposefully to create, organise, store, manipulate and retrieve digital content - 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.</p> <p>Music Medieval music Charanga – Unit 3 (In the Groove) Charanga – Unit 4 (round and round)</p>