

# Year 1 Religious Education- Pentecost: Serving

Approximately 4 weeks of learning time

## Key terminology

Apostles

Pentecost

promise

Holy Spirit

Resurrection

alleluia

## Prior Learning

Children will have a basic understanding about Easter and Lent and the Easter story from their learning in Reception. They deepened their understanding about the Easter story in Spring 2 of Year 1.

## RE Objectives

To learn that holidays are different to other days and should be days to be happy.

To understand what is a Holy Day.

To know and understand what happened on Ascension Day (John 13:33; 14:18)

To know what happened on Pentecost Day (Acts 2: 1-4)

To know that Pentecost was the birth of the Church.

To think of ways of spreading Good News.

## Key Knowledge

- I know that holidays are days to be happy.
- I know that Pentecost is a holy day- the feast of the Holy Spirit.



# Year 1 Religious Education- Inter-relating: Being Sorry

Approximately 4 weeks of learning time

Key terminology
choice
Sign of Peace
Peace be with you
forgive
sorry

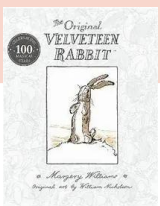
<b>Prior Learning</b>	<i>EYFS study- The children already have a basic understanding from their work in Reception</i>
<b>RE Objectives</b>	<p><i>To understand we have choice, sometimes we use it well and sometimes we make wrong choices.</i></p> <p><i>To learn that Jesus looks for people making wrong choices (sinners), he doesn't wait for them to come to him (Luke 5: 27-31)</i></p> <p><i>To retell the story of Zacchaeus (Luke 19: 1-10)</i></p> <p><i>To learn that God helps us to be kind (Isaiah 58: 9-11)</i></p> <p><i>To recognise that we need forgiveness</i></p> <p><i>To understand the need to say sorry.</i></p> <p><i>To explore the idea that we are happy when we love one another (John 13:34-35)</i></p>



<b>Key Knowledge</b>
<ul style="list-style-type: none"> <li>- <i>I know that we have choice- sometimes we choose well, and sometimes wrongly.</i></li> <li>- <i>I know that God helps us to choose well and to be sorry. God forgives us.</i></li> </ul>



Reading	<ul style="list-style-type: none"> <li>- Discuss words and phrases that are intended to capture the reader's interest and attention.</li> <li>- Make predictions about the story.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Use adjectives in sentences to describe a favourite toy.</li> </ul>
Grammar and Punctuation	<ul style="list-style-type: none"> <li>- Add -er and -est to adjectives when the root word remains unchanged.</li> <li>- Use personal pronouns as subjects and objects.</li> <li>- Use capital letters for proper nouns.</li> </ul>
Oracy	<ul style="list-style-type: none"> <li>- Speak clearly and confidently.</li> <li>- Give well structured explanations with increasing fluency.</li> </ul>



Reading	<ul style="list-style-type: none"> <li>- Use inference skills to identify the characters' thoughts and feelings throughout the text.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Understand that sentences in instructions begin with a verb</li> <li>- Ensure that steps are written in logical order.</li> </ul>
Grammar and Punctuation	<ul style="list-style-type: none"> <li>- Add -s to common nouns to make them plural.</li> </ul>
Oracy	<ul style="list-style-type: none"> <li>- Discuss methods of persuasion</li> <li>- Generate ideas in small groups by listening and elaborating as a group.</li> <li>- Present their ideas to an audience, ensuring that they include persuasion.</li> </ul>

### Terminology

Root word

Adjectives

Personal pronouns

Subjects

Objects

Capital letters

Proper nouns

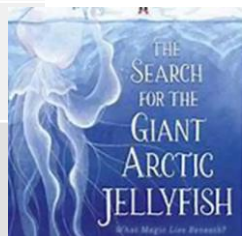
Inference

Verb

Plural

Persuasion

Reading	<ul style="list-style-type: none"> <li>- Discuss a main character's thoughts and motivations</li> <li>- Infer what encourages a character's resilience and perseverance.</li> <li>- Identify the author's use of dramatic irony where the reader can see what the characters can't see.</li> <li>- Analyse the authors choice of ending, specifically referencing the use of ellipsis.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Engage a reader in a description with more precision and variety in adjective choices.</li> <li>- Pay particular attention to the modality of 'could' in the final page.</li> </ul>
Grammar and Punctuation	<ul style="list-style-type: none"> <li>- Simple sentences that develop their ideas for their choice of ending.</li> </ul>
Oracy	<ul style="list-style-type: none"> <li>- Speak in sentences using joining phrases to link ideas.</li> <li>- Listen and respond appropriately to others.</li> </ul>



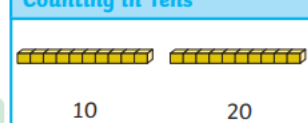
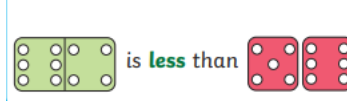
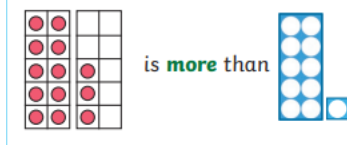
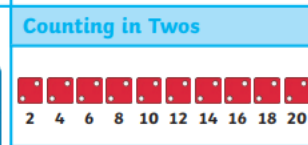
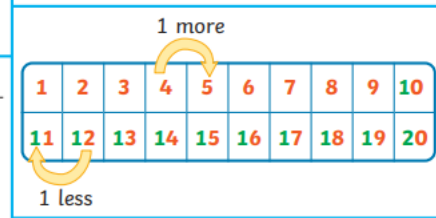
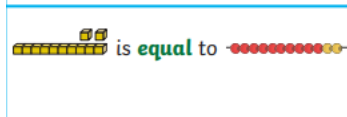
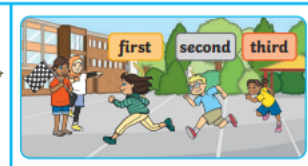
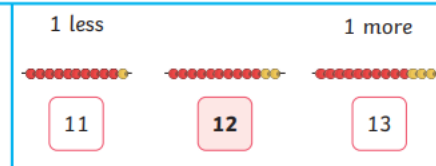
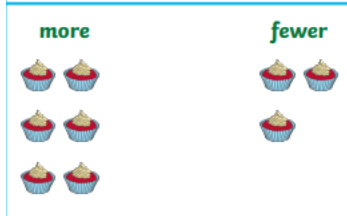
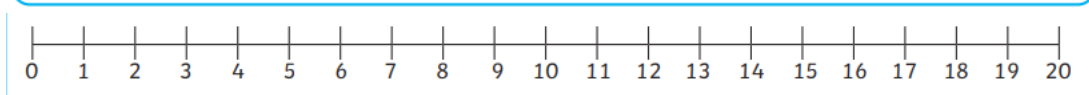
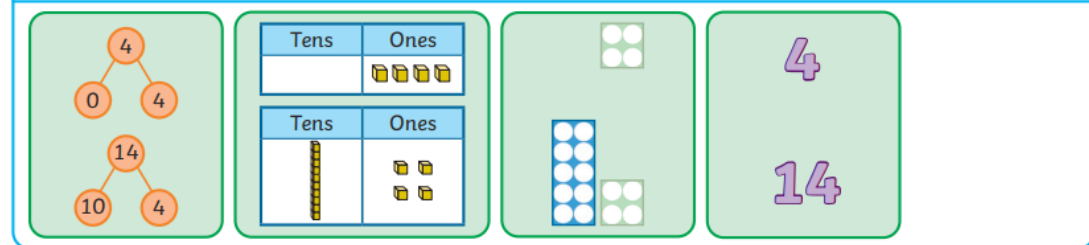
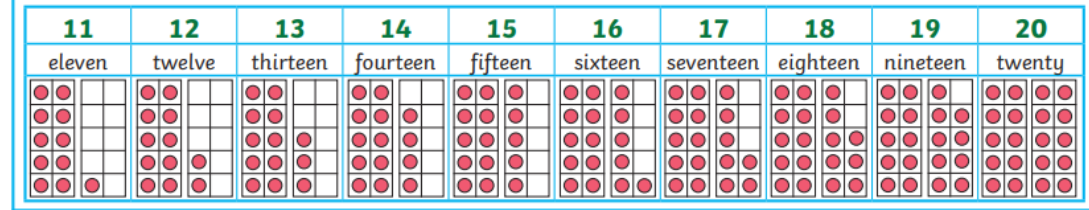
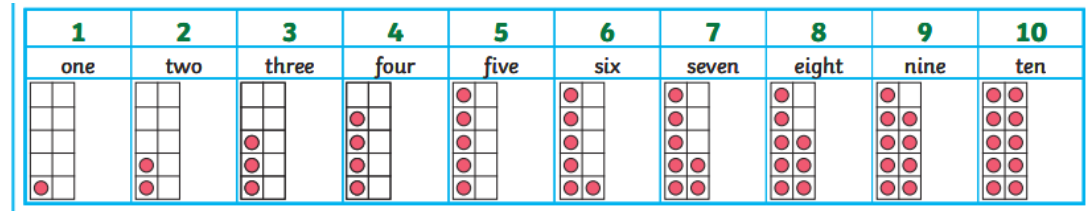
Reading	<ul style="list-style-type: none"> <li>- Listen to and discuss an epistolary text with reference to the series of letters.</li> <li>- Discuss the sequence of events and how event are related throughout the letters.</li> <li>- Discuss the different viewpoints portrayed through the letters.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Use the simple features of correct salutation and close for a formal letter.</li> <li>- Choose relevant information to inform.</li> <li>- Maintain the style of a formal letter.</li> </ul>
Grammar and Punctuation	<ul style="list-style-type: none"> <li>- Simple present tense within a formal letter</li> <li>- Statements to convey factual information.</li> <li>- Capital letters for proper nouns of places.</li> </ul>
Oracy	<ul style="list-style-type: none"> <li>- Use sentence stems to build and challenge in discussion.</li> <li>- Offer reasons for suggestions.</li> </ul>



# Year 1 Mathematics- Number and Place Value

Approximately 4 weeks of learning time

<p><b>Prior Learning</b></p>	<p>EYFS: Learning to count and sorting numbers into 2 groups</p>
<p><b>Maths Objectives</b></p>	<ul style="list-style-type: none"> <li>- To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>- To count, read and write numbers to 100 in numerals</li> <li>- To read and write numbers to 20, in words.</li> <li>- To identify one more and one less than a given number</li> <li>- To show an understanding of tens and units through practical activities</li> <li>- To say how many tens and units there are in two-digit numbers and say the value of each digit</li> <li>- To compare and order numbers using an understanding of place value</li> <li>- To fill in missing numbers on a number line</li> </ul>



# Year 1 Mathematics: Addition and Subtraction Approx- 2 weeks of learning time

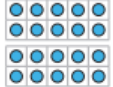



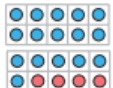
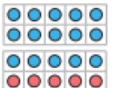




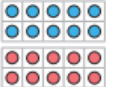
**Counting On and Counting Back**

Counting on  $4 + 3 = 7$

$7 - 3 = 4$  Counting back

<b>Prior Learning</b>	EYFS: Learning to count and sorting numbers into 2 groups
<b>Maths Objectives</b>	<ul style="list-style-type: none"> <li>- To read, write and interpret mathematical statements involving addition, subtraction and equals signs</li> <li>- To revisit number bonds to 10</li> <li>- To learn number bonds to 20</li> <li>- To solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations</li> <li>- To begin to use a number line to solve addition and subtraction problems</li> <li>- To begin to use a hundred square to solve addition and subtraction problems</li> <li>- To find missing numbers in addition number sentences</li> <li>- To find missing numbers in subtraction number sentences</li> </ul>

**Number Bonds of 20**

 $20 + 0 = 20$	 $19 + 1 = 20$
 $18 + 2 = 20$	 $17 + 3 = 20$
 $16 + 4 = 20$	 $15 + 5 = 20$
 $14 + 6 = 20$	 $13 + 7 = 20$
 $12 + 8 = 20$	 $11 + 9 = 20$
 $10 + 10 = 20$	

# Year 1 Mathematics- Money: 2 weeks of learning time

<b>Prior Learning</b>	EYFS: Pupils learnt about counting in ones up to 20 in Reception
<b>Maths Objectives</b>	<ul style="list-style-type: none"><li>- To recognise coins of different values.</li><li>- To compare values of coins.</li><li>- To recognise notes of different values</li><li>- To compare values of notes.</li><li>- To add and subtract different amounts of money.</li></ul>



# History: Stories of six famous rulers- Approximately 6 weeks

Key terminology	
protect	To protect something means to keep it safe.
victory	Victory means to win in a battle against an enemy.
statue	A statue is a model of a person or animal made from stone or metal.
temple	A temple is a building where people go to worship.
soldier	A soldier is a person who serves in the army.
rule	To rule means to be in charge of a country.
crowned	To be crowned is to be made the King or Queen of a country.
invade	To invade means to enter a place which belongs to someone else without their permission.
palace	A palace is a large building where a ruler lives.
pilgrimage	A pilgrimage is a journey to a Holy Place.
advisor	An advisor gave information to a ruler and helped them make good decisions.
people	Those who live in a country under a ruler would be called his or her people.

## Learning Objectives

Looking at the concept of ruling (over land) through stories about six varied rulers from around the world and throughout history. Focusing on the changes (and consequences of these) brought about by these rulers:

- Ramses II
- Boudicca
- Charlemagne
- Mansa Musa
- King Henry VIII
- Queen Elizabeth I

What makes a good ruler?



# Geography- Continents and Oceans- Approximately 6 weeks.

Key terminology	
map	A map is a drawing of a place, as it would appear as if looking from above. A map shows where things are.
atlas	An atlas is a book showing a variety of maps of the world.
globe	A globe is a sphere with a map of the world on it.
continent	A continent is a group of countries in a similar area.
ocean	An ocean is a large area of salt water.
sea	A sea is smaller than an ocean and is always next to land.

## Learning Objectives

- What is a continent and what is an ocean?
- Location of the seven continents
- Location of the 5 oceans.
- What are the features of the different continents?
- Comparing the different continents.

How and why are the continents and oceans different?



# Science- Animal Diets. Approximately 6 weeks.

## Key terminology

products

herbivore

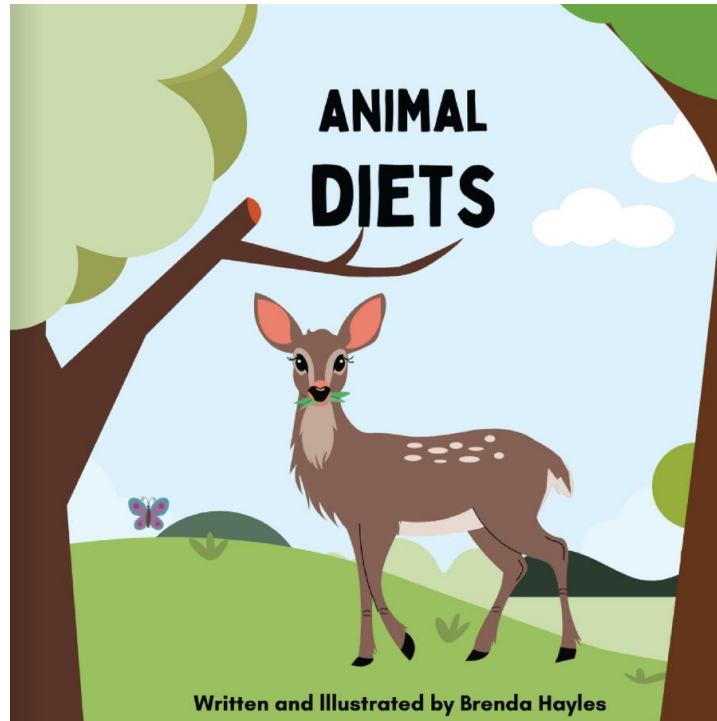
carnivore

prey

omnivore

gills

fins



## Learning Objectives

- Know some similarities and differences between different animals.
- Discover the types of food living things eat.
- Define what a herbivore, carnivore and omnivore is.
- Explain the characteristics of an animal.

Work scientifically by answering questions by investigating; comparing and contrasting; sorting and grouping; making diagrams, representing results and gather and record data to help in answering questions.

## Key Knowledge

- Define a herbivore, carnivore and omnivore (working scientifically: group and sort)

# DT- Food: Making a Smoothie- Approximately 6 weeks

## Key terminology

fruit

vegetable

root

stem

smoothie

healthy

design

flavour

peel

slice



## Learning Objectives

- Designing smoothie carton packaging.
- Chopping fruit and vegetables safely to make a smoothie.
- Identifying if a food is a fruit or a vegetable.
- Learning where and how fruits and vegetables grow.
- Tasting and evaluating different food combinations.
- Describing appearance, smell and taste.
- Suggesting information to be included on packaging.
- Understand the difference between fruits and vegetables.
- To understand that some foods typically known as vegetables are actually fruits e.g., cucumber.
- To know that a blender is a machine which mixes ingredients together into a smooth liquid.
- To know that a fruit has seeds and a vegetable does not.
- To know that fruits grow on trees or vines.
- To know that vegetables can grow either above or below ground.
- To know that vegetables can come from different parts of the plant

## Key Knowledge

- To understand the difference between fruits and vegetables
- To understand that some foods typically known as vegetables are actually fruits e.g., cucumber
- To know that a blender is a machine which mixes ingredients together into a smooth liquid.
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# Music- Time Signatures and Beethoven- Approx 6 weeks

## Key terminology

4/4 time

pulse

beat

$\frac{3}{4}$  time

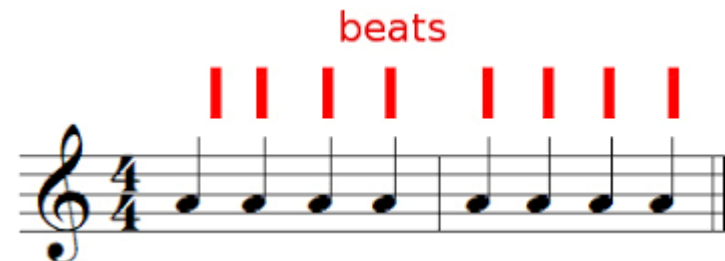
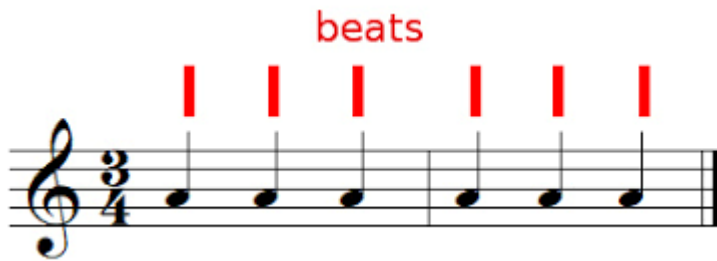
rhythm

Beethoven

## Learning Objectives

Pupils should be taught to:

- Understand 4/4 time. Clap a pulse stressing the strong beat.
- Compose a rhythm in 4/4 time adding bar lines
- Understand  $\frac{3}{4}$  time and compose a rhythm in  $\frac{3}{4}$
- Learn about Beethoven
- Create a visual representation of Beethoven's 5<sup>th</sup> Symphony
- Perform a rhythm and motif on tuned percussion based on 5<sup>th</sup> Symphony.



# Music- Time Signatures and Beethoven- Approx 6 weeks

## Key terminology

4/4 time

pulse

beat

$\frac{3}{4}$  time

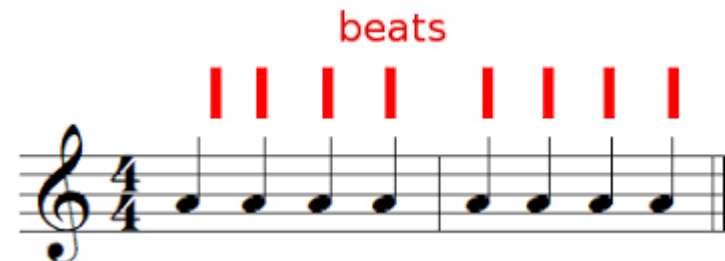
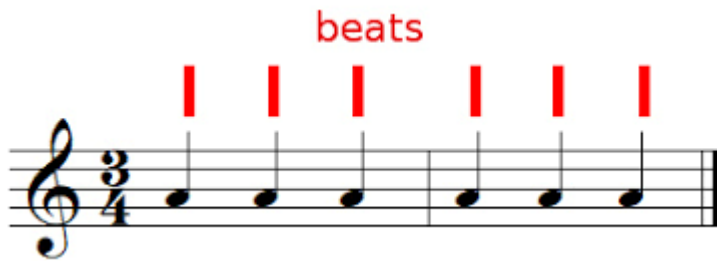
rhythm

Beethoven

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# PE: Athletics– 6 weeks of learning time.

## Key Vocabulary:

- Running
- Jumping
- Throwing
- Faster
- Longer
- Shorter
- Slower

## Key learning:

- To learn skills of running, jumping and throwing with a range of equipment.
- To use comparative language i.e., faster, longer and able to physically demonstrate this.



# PE: Striking and Fielding– 6 weeks of learning time.

## Key Vocabulary:

- Throw
- Catch
- Base
- Team

## Key learning:

- To throw and catch equipment to receive points.
- To receive equipment from the ground and return to a base to score (as an individual and as a team)

