



The Great in Great Britain

YEAR 1	Week 1 WB: 28 th April	Week 2 WB: 5 th May Bank Holiday VE day celebrations	Week 3 WB: 12 th May Photos Skipping Workshop	Week 4 WB: 19 th May Kings and Queen's activity. BLM?
English Writing	General English Writing learning intention focuses for this half term: Spell CEW- See target card for this half terms focus. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To sequence sentences to form short narratives To compose a sentence orally before writing it To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case and capital letters in the correct direction, starting and finishing in the right place and understand which letters belong to which handwriting 'families' Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To re-read what they have written to check that it makes sense To understand which letters, belong to which handwriting 'families'			
	SPaG Focus for this half term: To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Revisit suffixes 's' and 'es' (plural), 'ed' (past), 'ing' (present), 'er' and 'est' (comparisons). No change to the route word. Revisit the prefix 'un'. Revisit compound words To continue to review word types: noun, adjective, verb Continue to join words and clauses using "and"- plus additional coordinating – but , s, and subordinating conjunction "because" To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' and alongside this learn the terminology Teach Contracted forms			



	Story Ordering. Plan a retell of <i>The Queen's Hat</i>. SPaG Dictated sentences including: were, says our- Apply to sentences INDEPENDENTLY (to include prefix/suffixes ing) SPaG Dictated sentences including: here, today, there (to include prefix/suffixes s/es)	Write a retell of The Queen's Hat (over three days). SPaG Dictated sentences including: your, where, of Apply to sentences INDEPENDENTLY (to include prefix/suffixes er and est) Bank holiday	Read Katie in London and fact books about London. Recap how to write a fact file. Plan a fact file about London. SPaG Dictated sentences including: school, friend Apply to sentences INDEPENDENTLY (to include prefix/suffixes un) SPaG Dictated sentences including: love, house (to include prefix/suffixes ed)	Write a fact file about London (over three days). Write a fact file about London. SPaG Mini assessment of CEW's from this half term. In sentences Handwriting Capital letters
English reading learning intention focuses	Taught Mainly through RWI, focus on: - To apply phonic knowledge and skills as the route to decode words - To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - To read common exception words - To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - To read other words of more than one syllable that contain taught GPCs - To read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - To reread these books to build up their fluency and confidence in word reading. - Preparation for Phonic screening			



Mathematics Number	Number bonds to 10 - Addition and subtraction facts - Use different models to represent the bond – part-part whole, bar model, tens frames - adding, subtraction problems 1 step	Number bonds to 20 - Addition and subtraction facts Use different models to represent the bond – part-part whole, bar model, adding, subtraction - Addition and subtraction problems 1 step	Numbers & Place Value to 100 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals	Time – whole week Telling time to o'clock and half past Hours mins seconds Possibly days of week and months of year Turns on a clock face half quarter three quarters
Maths SSM	Using standard measures to measure length and height.		Using standard measures to measure weight	Using standard measures to measure capacity.
Science	Identify and describe the basic structure of a variety of common flowering plants.			
	Plant seeds/bulbs. Recap what we need to do to care for these plants and help them to grow. What do plants need to grow? De-weed the eco bed. Plant chive seeds in the classroom. Start seed record Predict what will happen.	Check on chive growth Dig up a seed and talk about what they can see what has happened?	Use Chives in cookery Talk again about plants we can eat.- parts of the plant we eat – leaves.	Finish flower sketches (link to art) Talk about parts of the flower.
D&T	Use the basic principles of a healthy and varied diet to prepare dishes Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components			
	Make clay flowers and add details to show the parts of a flower (does not need to include roots)	Paint clay flowers	Make scones – (skills: snipping herbs, kneading, shaping, mixing all in one ingredients, glazing, crumbling cheese)	Kings and Queen's/VE Day Craft activities
Art and design	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, describing the differences and similarities between different practices and disciplines, and making links to their own work			



	Using sketch books children will practice sketching flowers. Children will have their space split into four and they will sketch using a different media each time. (link to science)	Children finish sketching flowers and plants. Add colour and detail.	Read 'Katie in the British Artists' JMW turner. Look at some of his paintings, children choose one to recreate. Draw with charcoal pencil.	Children will choose a form of media to colour in their JWM Turner replicated picture from last week.			
History	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life						
	Monarchy – KEY KNOWLEDGE What is this?- how old is the monarchy? What is a king or queen knowledge harvest Can anyone be king or queen? Famous monarchs from history – do they know any PUT WEEK ONE AND TWO TOGETHER	Timeline of monarchs from Victoria to present (there aren't that many) KEY KNOWLEDGE Name and brief history to cut and stick sequence Who had to longest reign out of them? https://www.bbcselect.com/royal-succession/ 1901-1910. Edward VII 1910-1935. George V 1935-1936. Edward VIII 1936-1952. George VI 1952-2023 Elizabeth II 2023- present Charles III	WEEK 2 Who is our monarch? – focus on king Charles- fact file KEY KNOWLEDGE When he was born, where he went to school. As prince of Wales Special interests Who he married Who his children are When he became king	WEEK 3 Who was the monarch before CIII- focus on QEII- reign significant events- time line KEY KNOWLEDGE When was she born Was she supposed to be queen? When she become queen Who she married – who and how many children she had? Special interests Age when she died	Family tree of the current royal family – line of succession KEY KNOWLEDGE Starting at Elizabeth II PUT WEEK 4 AND 5 TOGETHER	Who will be the next monarch? KEY KNOWLEDGE William prince of wales Who he is married to, siblings/chn	



Geography	To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas			
	A study of the countries of the UK. KEY KNOWLEDGE Names of the UK and their locations on the map. Key facts about those countries – language/climate difference/flags	Capital cities of the UK KEY KNOWLEDGE Names of the capital cities – location on the map – comparison in their size- key landmarks	London – KEY KNOWLEDGE Locate on a map – how to get there from Nuneaton = key landmarks – transport/tube lines- river Thames	A study of the seas surrounding the UK. KEY KNOWLEDGE The coast line and seas- name the key seas around the UK -English Channel, North sea, Irish sea
Computing	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			
	Purple mash unit 1.7 Coding Lesson 1	Purple mash unit 1.7 Coding Lesson 2	Purple mash unit 1.7 Coding Lesson 3	Purple mash unit 1.7 Coding Lesson 4
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music.			
	Charanga – Round and Round	Charanga – Round and Round	Charanga – Round and Round	Charanga – Round and Round
PE	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending			
	PE Hub – Hit Catch Run Unit 1 PPA (External provider) Invasion and Team Games	PE Hub – Hit Catch Run Unit 1 PPA (External provider) Invasion and Team Games	PE Hub – Hit Catch Run Unit 1 PPA (External provider) Invasion and Team Games	PE Hub – Hit Catch Run Unit 1 or BLM? PPA (External provider) Invasion and Team Games
RHE	PSHE association - Who helps to keep us safe?	PSHE association - Who helps to keep us safe?	PSHE association - Who helps to keep us safe?	PSHE association – British Values AoL
RE	St George, symbols and emblems.	St Patrick, symbols and emblems.	St David, symbols and emblems	St Andrew, symbols and emblems

