



The Great in Great Britain

| | | | | | | |
|--------|----------------------------------|----------------------------------|----------------------------------|--|--------------------------------|--------------------------------|
| YEAR 1 | Week 1 13 th April | Week 2 20 th April | Week 3 27 th April | Week 4 4 th May May Day | Week 5 11 th May | Week 6 18 th May |
|--------|----------------------------------|----------------------------------|----------------------------------|--|--------------------------------|--------------------------------|

| | |
|---|---|
| <p>English</p> <p>Writing</p> | <p>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’</p> <p>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</p> |
|---|---|



| | | | | | | |
|--|--|---|---|---|---|---|
| | <p>Recap how to write a report. Plan a report about farming. (Three days Planning)</p> <p>SPaG Dictated sentences including: Using, but and because</p> <p>Common exception words Check the spelling</p> | <p>Write a report about farming. (Three days writing)</p> <p>Handwriting Recap all curly caterpillar, recap ascenders and descenders.</p> <p>SPaG Dictated sentences including: words from assessment last week. And recap last common exception words common exception friends school they people.</p> | <p>Story Ordering. Plan a retell of <i>The Queen's Hat</i>.</p> <p>SPaG Teach contracted form not – du=dn't, can't, wouldn't, hasn't, isn't. use es/s</p> <p>Handwriting Practice robot arms</p> | <p>Write a retell of The Queen's Hat (over three days).</p> <p>SPaG Dictated sentences including: it's, she's, he's teach first (to include prefix/suffixes ed)</p> <p>Bank holiday</p> | <p>Read Katie in London and fact books about London. Talk about London Landmarks in story times.</p> <p>What are instructions? Plan writing instructions and follow verbal instructions to make scones.</p> <p>SPaG Dictated sentences to include · 'll (will): I'll, he'll (to include prefix/suffixes un)</p> <p>Make scones following instructions.</p> <p>Handwriting Capital letters</p> | <p>Continue to read books about London and talk about Landmarks in story times</p> <p>Write instruction for how to make scones.</p> <p>SPaG Dictated sentences 'm (am): I'm</p> <p>Other: Let's</p> <p>er, est)</p> <p>Kings and Queens day</p> |
|--|--|---|---|---|---|---|



| | | | | | | |
|---|---|--|--|--|--|---|
| <p>Mathematics Number</p> | <p>Counting forward in 2s apply counting in 2s – groups of 2s, sequences, using 2p coins – arrays</p> | <p>Counting forward 10s apply counting in 10s groups of 10s, sequences, using 10p coins – arrays</p> | <p>Counting forward 5s apply counting in 5s groups of 5s, sequences, using 5p coins arrays No tallys</p> | <p>Lesson 1 – odd and even numbers Lesson 2 Using concrete objects – sharing into 2 circles Lesson 3 Pictorial sharing into 2 sharing circles Lesson 4 Sharing into 2 group using arrays- recording in books Lesson 5 apply to simple one step word problems – drawing sharing circles -</p> | <p>Dividing by 10 Recap counting in 10s Lesson 1 Using concrete objects – sharing into 10 groups using ones Lesson 2 pictorial sharing into 10s using 10 sticks Lesson 3 Sharing into 10 group using arrays- 10 sticks recording in books Lesson 4 apply to simple one step word problems – drawing sharing</p> | <p>Recognise the value of coins Make given amounts with coins Apply to addition Recognise the value of notes Make given amounts using £5 and £10 note weeks</p> |
| <p>Maths SSM</p> | <p>SSM ONE LESSON Mass and weight ONE LESSON Order objects/pictures by weight – heaviest to lightest etc...</p> | <p>SSM ONE LESSON Mass and weight measures – eg kg/g Ordering mass and weight in grams.</p> | <p>ONE LESSON Order objects/pictures by weight – heaviest to lightest etc... Comparing weight using standard Introduce what a kilogram is and get the children to sort objects/pictures into</p> | | | |



| | | | | | | |
|----------------|---|--|--|---|---|---|
| | <p>Comparing weight using standard measures – eg kg/g</p> <p>Measuring mass and weight in grams.</p> | | <p>what would be measured in grams/kilograms.</p> | | | |
| Science | | | <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees..</p> | | | |
| | <p>Select a farm animal to study pig, sheep, cow hen.</p> <p>Generally talk about farms what are they ?</p> <p>Recap learning a farm animal pick one and recap journey of milk.</p> <p>Plant chives</p> | <p>Quiz on farming what do they remember?</p> <p>Check on chive growth</p> | <p>EQUIRY Identify and name a variety of common wild and garden plants- explore and discover in the school grounds go out</p> <p>Check on chive growth</p> | <p>Identify and name a variety of common wild and garden plants PPT</p> <p>Check on chive growth</p> <p>Dig up a seed and talk about what they can see what has happened?</p> | <p>Identify and describe the basic structure of a variety of common flowering plants.</p> <p>Label the parts</p> <p>Talk about parts of the flower</p> <p>Use Chives in cookery</p> <p>Talk again about plants we can eat.- parts of the plant we eat – leaves.</p> | <p>Observe a flower wilt and die – what happens once they are picked? – compare to a potted plant – rose?</p> <p>Pupils work scientifically by: observing closely, using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants</p> |



| | | | | | | |
|-----------------------|--|--|--|--|--|---|
| | | | | | | have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants |
| 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 | | | |
| | Discuss a healthy diet what do we need ? | What would you put in a healthy lunch box? | 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 | | | |
| | Painting animals | | 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) | Finish flower sketches (link to art) 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. |



| | | | | | | | |
|-------------------------|--|---|--|--|---|---|--|
| <p>History</p> | | | <p>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</p> | | | | |
| | <p>Monarchy – KEY KNOWLEDGE</p> <p>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</p> | <p>Timeline of monarchs from Victoria to present (there aren't that many) KEY KNOWLEDGE</p> <p>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</p> | <p>WEEK 2 Who is our monarch? – focus on king Charles- fact file KEY KNOWLEDGE</p> <p>When he was born, where he went to school.</p> <p>As prince of Wales</p> <p>Special interests</p> <p>Who he married</p> <p>Who his children are</p> <p>When he became king</p> | <p>WEEK 3 Who was the monarch before CIII- focus on QEII- reign significant events- time line</p> <p>KEY KNOWLEDGE</p> <p>When was she born</p> <p>Was she supposed to be queen?</p> <p>When she become queen</p> <p>Who she married – who and how many children she had?</p> <p>Special interests</p> <p>Age when she died</p> | <p>WEEK 4 Family tree of the current royal family – line of succession KEY KNOWLEDGE</p> <p>Starting at Elizabeth II</p> | <p>WEEK 5 Who will be the next monarch? KEY KNOWLEDGE</p> <p>William prince of wales Who he is married to, siblings/chn</p> | |
| <p>Geography</p> | | | <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> | | | | |
| | <p>Season work – spring</p> | <p>Season work – spring KEY KNOWLEDGE</p> | <p>A study of the countries of the UK. KEY KNOWLEDGE</p> | <p>Capital cities of the UK KEY KNOWLEDGE</p> | <p>London – KEY KNOWLEDGE</p> | <p>A study of the seas surrounding the UK. KEY KNOWLEDGE</p> | |



| | | | | | | |
|------------------|--|---|--|--|--|---|
| | <p>KEY KNOWLEDGE</p> <p>What spring looks like in Nuneaton- weather pattern – April showers (why is it called this?) signs spring is coming – buds on trees, blossom – spring flowers – daffodil – clocks changing – birds returning</p> | <p>What spring looks like in Nuneaton- weather pattern – April showers (why is it called this?) signs spring is coming – buds on trees, blossom – spring flowers – daffodil –</p> | <p>Names of the UK and their locations on the map. Key facts about those countries – language/climate difference/flags</p> | <p>Names of the capital cities – location on the map – comparison in their size- key landmarks</p> | <p>Locate on a map – how to get there from Nuneaton = key landmarks – transport/tube lines- river Thames</p> | <p>The coast line and sea- name the key seas around the UK -English Channel, North sea, Irish sea</p> |
| <p>Computing</p> | | | <p>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</p> | | | |
| | <p>Project EVOLVE baseline knowledge harvest on strands Privacy and Security and Copyright and Ownership Purple Mash Unit Animated Stories Lesson 6</p> | <p>2BeSafe Unit Privacy and Security Lesson 1 Purple Mash Coding Lesson 1</p> | <p>2BeSafe Unit Privacy and Security Lesson 2 Purple Mash Coding Lesson 2</p> | <p>2BeSafe Unit Privacy and Security Lesson 3 Purple Mash Coding Lesson 3</p> | <p>2BeSafe Unit Copyright and Ownership Lesson 1 Purple Mash Coding Lesson 4</p> | <p>2BeSafe Unit Copyright and Ownership Lesson 2 Purple Mash Coding Lesson 5</p> |
| <p>Music</p> | | | <p>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.</p> | | | |

