



Queniborough C.E Primary School **Year Group Plan** (Greater Detail)

Year 1	AUTUMN 1		AUTUMN 2	
	Plants		Dinosaurs	
<b>TRIPS/VISITS</b>			Leicestershire Service – Dinosaur Day ?	
<b>Linked books</b>	Supertato The Little Red Hen The Tiny Seed Titch		Tyranosaurus Drip Dear Dinosaur How to look after your dinosaur Non-fiction dinosaur books Recipes	
<b>ENGLISH READING</b>	<p>WORD READING:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul> <p>COMPREHENSION :</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>			



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	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	
	Phonics – Letters and sounds Phase 3 recap	Phonics – Letters and sounds Phase 4 and Phase 5 week 5 and 6 (split digraphs)
ENGLISH WRITING	<p><b>Transcription</b> Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher</li> </ul> <p><b>Composition</b> Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Grammar and Vocabulary</b> Pupils should be taught to:</p>	



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	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> <li>use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	
	<b>GENRES OF WRITING</b> Sentence writing Explanations Descriptive writing	<b>GENRES OF WRITING</b> Sentence writing Letter writing Report writing Recipe writing
<b>ENGLISH</b> <b>SPOKEN LANGUAGE</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	
	<b>MATHS</b>	



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SCIENCE	<b>Seasonal changes</b> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	
	<b>KNOWLEDGE</b> <b>Plants</b> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <b>ENQUIRY</b> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul>	<b>KNOWLEDGE</b> <b>Animals</b> <ul style="list-style-type: none"> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores               <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of dinosaurs</li> </ul> </li> </ul> <b>ENQUIRY</b> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul>
COMPUTING	<b>* use technology purposefully to create, organise, store, manipulate and retrieve digital content</b>	
	<b>Digital Skills and Media Creation</b> * use apps/web apps/programs to present simple information using text/sound(voice)/images * use a camera/camera app to record videos and take photos * be able to manipulate and edit images e.g. crop or apply an effect * be able to save an image from the internet and retrieve it for use in an app/program  <b>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</b>	
HISTORY	<b>Harvest</b> To know how harvest has been celebrated through history in Queniborough. To make a timeline of harvest celebrations through history in Queniborough. To begin to understand the importance of farming in Queniborough in the past. To understand some ways we find out about the past. E.G. photos, newspaper articles. To begin to recognise the differences between ways of life in the past compared to modern life. To begin to build up a bank of local history stories, events and people	<b>Dinosaurs</b> To understand and make a timeline including themselves, teacher, Queen, Jesus and dinosaurs. To begin to be aware of the 3 periods of dinosaurs – Jurassic, Triassic and Cretaceous. To compare aspects of a naturalists life in different periods by studying David Attenborough and Mary Anning. E.G poverty, tools, women's role in society. To use historical terms to explain the passing of time. To understand the achievements of Mary Anning and David Attenborough. To begin to build up a bank of local history stories, events and people. To understand some ways we find out about the past.



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<p>GEOGRAPHY</p>	<p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>Dinosaurs</b></p> <p><b>Locational knowledge</b> Name and locate the world's 7 continents and 5 oceans</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the UK. Use locational and directional language to describe the location of features and routes on a map.</p> <p><b>Human and physical geography</b> Use basic geographical vocabulary to refer to: Key physical features – hill, river, soil Key human features – city, town, village, farm, house, shop.se basic geographical vocabulary</p> <p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
<p>ART AND DESIGN</p>	<p><b>Drawing</b> – pencil, chalk, felt tip: Use a variety of tools Begin to explore the use of line, shape and colour</p> <p><b>3D form: natural sculptures</b> - Andy Goldsworthy: Explore sculpture (with a range of malleable media, especially clay.) Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form</p> <p><b>Collage:</b> Use a range of materials creatively to design and make products. Use collage to create images from imagination and observation. Use a wide variety of media e.g magazines, plastic to create collage.</p> <p><b>Harvest art</b></p>	<p><b>Painting:</b> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to objects.</p> <p><b>Printing:</b> Use a variety of techniques, e.g. rubbings.</p> <p><b>Collage:</b> Use a range of materials creatively to design and make products.</p> <p><b>3D form – natural sculptures</b> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form</p> <p><b>Christmas art</b></p>



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	<p>Year 1 Ongoing skills</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT</p> <p>Investigate different kinds of art, craft and design.</p>	
DT	<p><b>Where does food come from?</b></p> <p>(design food for others)</p> <ul style="list-style-type: none"> <li>● Cut ingredients safely and hygienically.</li> <li>● Assemble or cook ingredients.</li> <li>● Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>● use the basic principles of a healthy and varied diet to prepare dishes</li> <li>● understand where food comes from</li> </ul>	<p><b>Design and make.</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make, select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>
MUSIC		
PE		
PSHE	<p>MMR4: Beginning &amp; Belonging</p> <ul style="list-style-type: none"> <li>* participate in discussions about how to make the classroom a place where they can learn safely and happily</li> <li>* participate in activities that enable them to develop collaborative relationships within the class</li> <li>* recognise what it feels like to be new in school</li> <li>* have some ideas about how to make new people feel welcome in the class</li> <li>* Know who and what might help them if they are in a new situation</li> <li>* identify adults who can help them if they need support</li> <li>* know how to ask for help and to have some ideas about how to help each other</li> </ul>	<p>MMR6: Family &amp; Friends</p> <ul style="list-style-type: none"> <li>* describe what a friend is and does</li> <li>* develop strategies for making and keeping friends</li> <li>* understand that friendship patterns change and develop strategies for coping</li> <li>* recognise similarities and differences between themselves and their peers</li> <li>* understand why families are special, that there are different family patterns and describe what is special about their own family</li> <li>* identify the range of people who are special to them and describe what makes them special</li> <li>* know how to seek help and support and from whom</li> </ul> <p><b>Anti-bullying</b> - all year groups to have an age appropriate focus on anti-bullying - linking to Anti-bullying Week in Nov</p>



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	<p><b>Ever y o n e' s W e l c o m e</b></p> <p>Ten Little Pirates – M Brownlow &amp; S Rickerty * It is ok to play with girls and boys</p>	<p>Elmer – D McKee * To like the way I am That's Not How We Do It – A Hofman-Maniyar * Accept that people are different Max the Champion of the World – Stockdale, Strick &amp; Asquith * Our bodies work in different ways (disability)</p>
British Values	Mutual Respect	Tolerance of those with different faiths & beliefs
RE	<p><b>Creation 1.2 Who made the world?</b></p> <ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1–2.3 simply.</li> <li>Recognise that 'Creation' is the beginning of the 'big story of the Bible.</li> <li>Say what the story tells Christians about God, Creation and the world.</li> <li>Give at least one example of what Christians do to say thank you to God for the Creation.</li> <li>Think, talk and ask questions about living in an amazing world.</li> </ul>	<p><b>Living 1.7 What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>Recognise and name some of the symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</li> <li>Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.</li> <li>Identify two ways people show they belong to each other when they get married.</li> <li>Respond to examples of cooperation between different people.</li> </ul>
LOTC		

<b>Year 1</b>	<b>SPRING 1</b>	<b>SPRING 2</b>
	Ourselves	Ourselves



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<b>TRIPS/VISITS</b>		
<b>Linked books</b>	<p>Rosie's Walk            Funny Bones            Tooth defenders            Acrostic poems            Non-fiction books about senses            Red Riding Hood</p>	
<b>ENGLISH READING</b>	<p>WORD READING:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words              respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul> <p>COMPREHENSION :</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>	
	Phonics- Letters and Sounds Phase 5 Week 1 - 6	Phonics – Letters and Sounds Phase 5 Week 7 - 11





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### ENGLISH WRITING

#### **Transcription**

Pupils should be taught to:

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher

#### **Composition**

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
- 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.

#### **Grammar and Vocabulary**

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

#### **Handwriting**

Pupils should be taught to:

- 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
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



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	<p>GENRES OF WRITING</p> <p>Sentence writing Instruction writing Story writing Acrostic poems</p>	<p>GENRES OF WRITING</p> <p>Sentence writing Report writing Story writing Recounts</p>
<p>ENGLISH SPOKEN LANGUAGE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	
<p>MATHS</p>		
<p>SCIENCE</p>	<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>KNOWLEDGE</p> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p>ENQUIRY</p> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul>	
<p>COMPUTING</p>	<p><b>* use technology safely and respectfully, keeping personal information private</b></p> <p><b>* identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</b></p>	



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	<p>(PSHE link – see PSHE Curriculum Plan) (Link with Safer Internet Day – Feb)</p>
	<p><b>E-Safety</b> * explain what personal information is and how to keep it private * know who they can tell if they find anything on the internet that worries/concerns them * be able to search for an image online safely</p> <p><b>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</b></p>
HISTORY	<p><b>Shops and houses in Queniborough</b> To begin to understand how houses and shops in Queniborough have changed in the past 100 years and how these changes have impacted nationally. To make a timeline of changes in houses and shops in Queniborough. To compare aspects of life in different periods of history in terms of housing and shops. To use historical words to explain the passing of time. To begin to build up a bank of local history stories, events and people. To understand some ways we find out about the past. E.G. newspaper articles, photos</p>
GEOGRAPHY	<p><b>All about me</b></p> <p><b>Place knowledge –Queniborough</b> Understand the human and physical geography of a small area of the UK</p> <p><b>Geographical skills and fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Human and physical geography</b> Use basic geographical vocabulary to refer to: Key physical features – hill, river, soil Key human features – city, town, village, farm, house, shop.</p> <p><b>Human and physical geography</b></p>



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	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
ART AND DESIGN	<p><b>Painting</b> – poster paint: Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to objects. Work on different scales. Mix primary colours and shades</p> <p><b>Collage:</b> Use a range of materials creatively to design and make products. Use collage to create images from imagination and observation. Use a wide variety of media e.g magazines, plastic to create collage.</p> <p><b>Self-portraits - Picasso</b></p>	<p><b>Collage – pattern</b> Use a range of materials creatively to design and make products. Use a wide range of patterns. Use collage to create images from imagination and observation. Use a wide variety of media e.g magazines, plastic to create collage.</p> <p><b>Drawing</b> – pencil, chalk, felt tip: Use a variety of tools. Begin to explore the use of line, shape and colour</p> <p><b>Modern and old buildings in the local area</b></p> <p><b>Mother's Day card / present</b></p>
DT	<p><b>Evaluate</b> Evaluate explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p><b>Design and make. (technical knowledge).</b>  Technical knowledge :build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
MUSIC		
PE		
PSHE	<p>Combination of HSL4: Managing Risk &amp; HSL5: Safety Contexts</p> <ul style="list-style-type: none"> <li>* identify an range of familiar situations which might entail risk and consider ways to keep themselves safe and reduce risk</li> <li>* identify emotions associated with risky behaviour or situations</li> <li>* know basic personal information and know when they might need to give it</li> <li>* understand the range of people in the community who help keep us safer</li> <li>* know how to ask for help in an emergency</li> <li>* recognise familiar situations where they can offer help</li> </ul>	<p>C3: Working Together</p> <ul style="list-style-type: none"> <li>* recognise and celebrate some of their strengths, emotions, gifts and talents</li> <li>* identify and develop a new skill</li> <li>* understand and practise some skills of a good communicator, including listening skills, turn taking and explaining</li> <li>* know and practise effective group working skills, including discussion, negotiation, compromise and co-operation</li> <li>* be aware of how my skills and strengths can be useful in a group</li> </ul>



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	<p>* talk about situations where staying safe is important</p> <p>* identify dangers and develop knowledge of how to stay safe in relation to:</p> <ul style="list-style-type: none"> <li>- road traffic (passenger and pedestrian)</li> <li>- the sun</li> <li>- water (familiar places)</li> <li>- being lost</li> <li>- safe places to play</li> </ul> <p>* understand basic ways to keep safe from accidents</p>	<p>* apply communication and group work skills in a real situation</p> <p>* state some things they did well in a group and some things they would like to do better next time</p>
British Values	Rule of Law	Individual Liberty
RE	<p><b>Salvation 1.5 Why does Easter matter to Christians?</b></p> <ul style="list-style-type: none"> <li>• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>• Recognise that Jesus gives instructions about how to behave.</li> <li>• Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> <li>• Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</li> </ul>	
LOTC		

<b>Year 1</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
	<b>Animals</b>	<b>Pirates</b>
<b>TRIPS/VISITS</b>	St Mary's Church (RE visit)	
<b>Linked books</b>	The Owl who was Afraid of the Dark Farmer Duck	Pirate Pete's Problem (written by HW) Pirate Patch and the message in a bottle
<b>ENGLISH READING</b>	<p>WORD READING:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul>	



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul> <p>COMPREHENSION :</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	
	Phonics – Letters and Sounds Phase 5 Week 11 - 17	Phonics – Letters and Sounds Phase 5 Week 17 - 24
ENGLISH WRITING	<p><b>Transcription</b></p> <p>Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher</li> </ul> <p><b>Composition</b></p> <p>Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> </ul>	



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

<b>ENGLISH</b> SPOKEN LANGUAGE	<ul style="list-style-type: none"> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Grammar and Vocabulary</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	
	<b>GENRES OF WRITING</b> Sentence writing Report writing Story writing Recounts	<b>GENRES OF WRITING</b> Sentence writing Story writing Poetry writing
<b>ENGLISH</b> SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> </ul>	



Queniborough C.E Primary School **Year Group Plan** (Greater Detail)

	<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	
MATHS		
SCIENCE	<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	
	<table border="1"> <tr> <td> <p>KNOWLEDGE</p> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p>ENQUIRY</p> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul> </td> <td> <p>KNOWLEDGE</p> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p>ENQUIRY</p> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul> </td> </tr> </table>	<p>KNOWLEDGE</p> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p>ENQUIRY</p> <ul style="list-style-type: none"> <li>follow instructions to carry out a fair test</li> <li>begin to use my experience/prior knowledge to make a prediction</li> <li>collect simple data and talk about results</li> </ul>
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COMPUTING	<p><b>* understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</b></p> <p><b>* create and debug simple programs</b></p> <p><b>* use logical reasoning to predict the behaviour of simple programs</b></p> <p><b>* recognise common uses of information technology outside of school</b></p>	
	<p><b>Computing</b></p> <p>* move a character/person (unplugged coding) around the screen/a grid by using a set of written symbols or verbal instructions</p> <p>* recognise and define that a precise set of instructions/rules to complete a specific goal is called an algorithm</p> <p><b>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</b></p>	
HISTORY	<p><b>Christopher Columbus and Tim Peak</b></p> <p>To compare aspects of an explorers life in different periods of history.</p>	





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		<p>To use stories to talk about things in the past.</p> <p>To use historical words to explain the passing of time.</p> <p>To understand the achievements of Christopher Columbus and Tim Peak.</p> <p>To understand some ways we find out about the past, E.G. newspaper articles, photos, diaries, stories</p>
<b>GEOGRAPHY</b>	<p><b>Animals</b></p> <p><b>Human and physical geography</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Locational knowledge</b> Name and locate the worlds 5 oceans and 7 continents</p> <p><b>Geographical skills and fieldwork</b> Use world maps and globes to identify UK, continents and oceans studied in KS1</p> <p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>Pirates</b></p> <p><b>Human and physical geography</b> Use basic geographical vocabulary to refer to: Key physical features – hill, river, soil Key human features – city, town, village, farm, house, shop.</p> <p><b>Geographical skills and fieldwork</b> Use locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
<b>ART AND DESIGN</b>	<p><b>Drawing</b> – pencil, chalk, felt tip: Use a variety of tools. Begin to explore the use of line, shape and colour</p> <p><b>Painting:</b> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to objects.</p> <p><b>Printing</b> Use a variety of techniques, e.g. rubbings. Design patterns of increasing complexity and repetition.</p> <p><b>3D form – natural sculptures</b></p>	<p><b>Painting</b> – poster paint: Use a variety of tools and techniques including the use of different brush sizes and types. Mix primary colours and shades</p> <p><b>Natalie Pascoe</b></p>



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	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.          Explore sculpture with a range of malleable media, especially clay.          Experiment with, construct and join recycled, natural and man-made materials.          Explore shape and form</p> <p><b>Paul Smith – animal artist</b></p>	
DT	<p><b>Design and make</b></p> <p>Design</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge          build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b>Design and make</b></p> <p>Design</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge          build structures, exploring how they can be made stronger, stiffer and more stable</p>
MUSIC		
PE		
PSHE	<p>CIT12: Diversity &amp; Communities 2020</p> <ul style="list-style-type: none"> <li>* begin to understand what builds their sense of identity through exploring similarities and differences</li> <li>* begin to understand that perceptions of gender may limit personal expression and choice</li> <li>* express their family's structure, traditions, culture and beliefs and recognise that other families are different</li> </ul>	<p>HSL6: Relationships &amp; Sex Education</p> <ul style="list-style-type: none"> <li>* recognise the main external parts of the bodies of humans, including agreed names for sexual parts</li> <li>* describe what their bodies can do</li> </ul>



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> <li>* recognise different groups they belong to and the different backgrounds of people they know</li> <li>* understand how people might be affected by stereotypes</li> <li>* understand what 'my community' means and the benefits of belonging to community groups</li> <li>* know about people who help different groups in their community</li> <li>* understand the role of the media in their local community</li> <li>* know how they can help look after the school environment</li> <li>* know how to care for animals and plants in their own environment</li> </ul>	<ul style="list-style-type: none"> <li>* understand they have a responsibility for their body's actions and that their body belongs to them</li> <li>* know how to keep themselves clean</li> <li>* understand the importance of basic hygiene practices</li> </ul>
	<p><b>Everyone's Welcome</b></p> <p>My World, Your World – M Walsh</p> <ul style="list-style-type: none"> <li>* We share the world with lots of people</li> </ul>	
British Values	Democracy	
RE	<p><b>Expressing 1.5 What makes some places sacred?</b> (St Mary's church visit - a visit to another place of worship too would enhance this unit))</p> <ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue, or mosque.</li> </ul>	
LOTC		