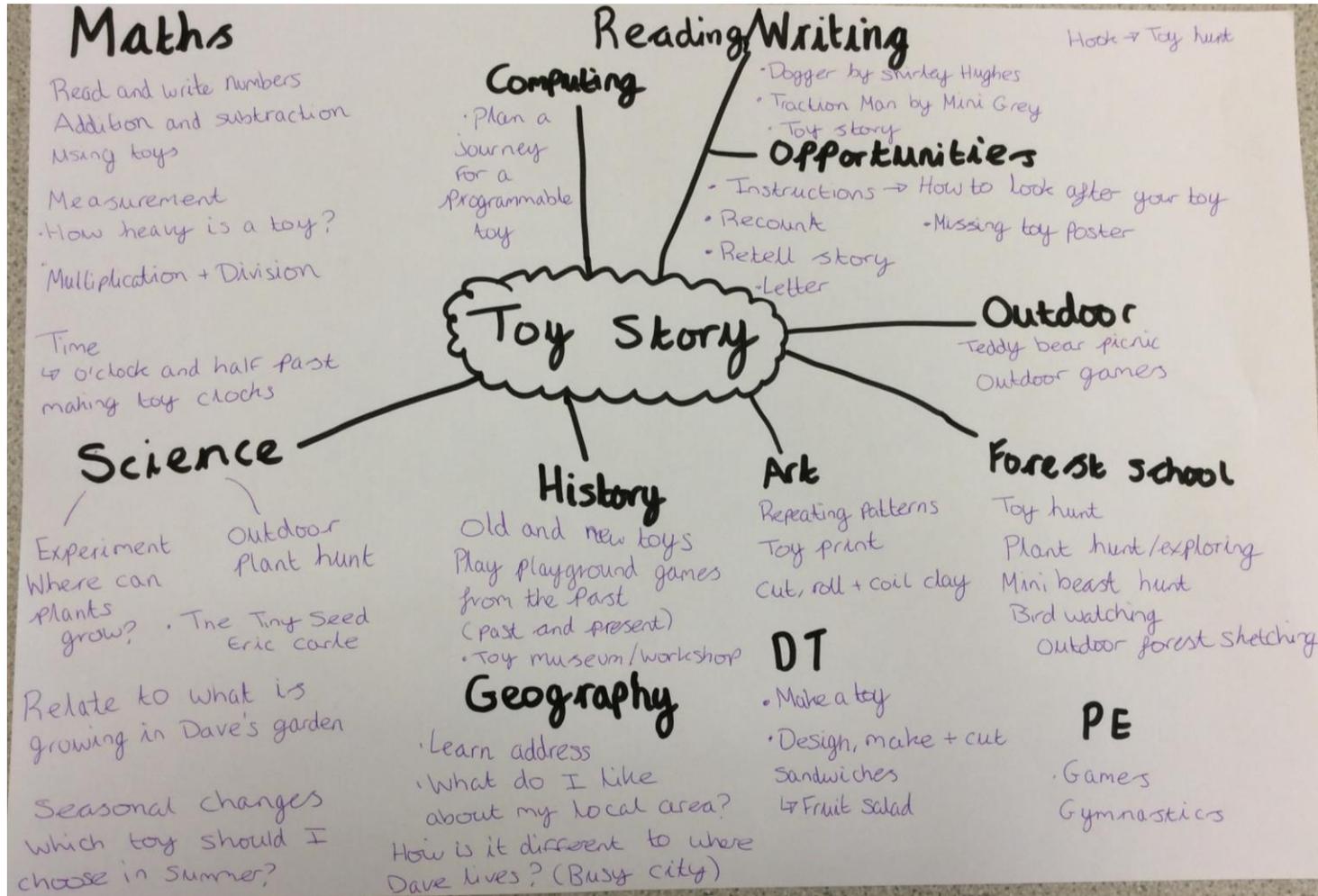


Topic planning



Year 1 Summer Term

Topic overview: Toy Story



Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)		Discrete?
Reading	<ul style="list-style-type: none"> ▪ I hear and recognise all 40+ phonemes. ▪ I match all 40+ graphemes to their phonemes (Phase 3). ▪ I identify all 40+ graphemes in my reading. ▪ I know that words can have omitted letters and that an apostrophe represents the omitted letters. ▪ I find contractions in my reading. ▪ I read words with contractions. ▪ I read compound words, for example, football, playground, farmyard, bedroom. ▪ I say whether I agree or disagree with other's ideas. ▪ I say whether I agree or disagree with others' ideas. ▪ I say why I agree or disagree with ideas. ▪ I recognise repeated or patterned language. ▪ I recognise patterned language in the poems and rhymes I know. 	<ul style="list-style-type: none"> ▪ I know some poems and rhymes by heart. ▪ I discuss the meaning of unfamiliar words with others. ▪ I know that stories can have similar patterns of events. ▪ I make links to other stories. ▪ I make links with characters in other stories. ▪ I can answer retrieval questions about a book. ▪ I use information from the story to support my opinion. ▪ I understand that a writer can leave gaps for the reader to fill. ▪ I answer questions which fill the gaps in a story. (Inference) 	
Writing (GPS)	<p>Handwriting</p> <ul style="list-style-type: none"> ▪ I name the letters of the alphabet in order. ▪ I form capital letters. <p>Spelling</p> <ul style="list-style-type: none"> ▪ I use letter names to show alternative spellings of the same phonemes. ▪ I spell words that use suffixes for plurals or 3rd person. (E.g.: adding s/es; <i>box, fox, fix, pencil, pen</i>) <p>Composition</p> <ul style="list-style-type: none"> ▪ I sequence sentences to form short narratives. (<i>Beginning/middle/ end-sentences link and build on from each other-</i> 	<p>Grammar</p> <ul style="list-style-type: none"> ▪ I may attempt to use other conjunctions. ▪ I make sure that word choices are relevant to the context and I use word banks to support this. ▪ I begin to use adjectives to add detail to my sentences. <p>Punctuation</p> <ul style="list-style-type: none"> ▪ I use capital letters for the names of people, places and days of the week. (<i>Aa</i>) 	

	<p><i>The cat walked down the road. It was bright orange and fluffy. It wanted to get home.)</i></p> <ul style="list-style-type: none"> ▪ I use sequence sentences in chronological order to recount an event /experience. <i>(Basic adverbials for when-First, Then, Next, After that)</i> 		
Sp&L	<ul style="list-style-type: none"> • I speak clearly and confidently in front of people in my class. • I re-tell a well known story and remember the main characters. • I hold attention when playing and learning with others. • I keep to the main topic when we are talking in a group. 	<ul style="list-style-type: none"> • I ask questions in order to get more information. • I start a conversation with an adult I know well or with my friends. • I listen carefully to the things other people have to say in a group. • I join in with conversations in a group. • I join in with role play. 	
Maths	<p>Number & Place Value</p> <ul style="list-style-type: none"> ▪ I read and write numbers from 1 to 20 in numerals and words <p>Addition & Subtraction</p> <ul style="list-style-type: none"> ▪ I add and subtract 1-digit and 2-digit numbers to 20, including zero <p>Multiplication & Division</p> <ul style="list-style-type: none"> ▪ I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of my teacher. 	<p>Measures</p> <ul style="list-style-type: none"> ▪ I can measure and begin to record the following: capacity and volume. ▪ I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Geometry</p> <ul style="list-style-type: none"> ▪ I describe position, direction and movement, including half, quarter and three-quarter turns . ▪ I recognise and name common 3D shapes, including: cuboids (including cubes), pyramids, spheres. 	
Science	<p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> • I observe and comment on changes in the seasons. • I name the seasons and suggest the type of weather in each season. 		

	<ul style="list-style-type: none"> • I name a variety of common wild and garden plants. • I name the petals, stem, leaf and root of a plant. • I name the roots, trunk, branches and leaves of a tree. (The Tiny Seed book to fit into a week separately if not linked to Toys). 		
History	<ul style="list-style-type: none"> • I spot old and new things in a picture. • I use words and phrases like: before, after, past, present, then and now. • I give examples of things that were different when my grandparents were children. (old and new toys, what home was like, school, tv, technology) 		
Geography	<ul style="list-style-type: none"> • I explain how the weather changes throughout the year and name the seasons. I keep a weather chart and answer questions about the weather. • I explain where I live and tell someone my address. • I say what I like and do not like about the place I live 		
Art	<ul style="list-style-type: none"> • I cut, roll and coil materials. • I create a repeating pattern in print. (Toy print / pattern eg, teddy duck teddy duck) • I use IT to create a picture. 		
DT	<ul style="list-style-type: none"> • I make a product which moves. • I make my model stronger. 		

	<ul style="list-style-type: none"> • I explain to someone else how I want to make my product. • I choose appropriate resources and tools. • I make a simple plan before making. • I use my own ideas to make something. • I describe how something works <ul style="list-style-type: none"> • I cut food safely. (Linked to the Tiny Seed or PSHE) 		
Music	<ul style="list-style-type: none"> • I use my voice to speak, sing and chant. • I follow instructions about when to play and sing. • I make different sounds with my voice and with instruments. • I use instruments to perform. • I make a sequence of sounds. • I say whether I like or dislike a piece of music. 		(D)
PE	<u>Games</u> <ul style="list-style-type: none"> • I throw underarm. • I hit a ball with a bat. • I move and stop safely. • I throw and catch with both hands. • I throw and kick in different ways. 	<u>Gymnastics</u> <ul style="list-style-type: none"> • I make my body curled, tense, stretched and relaxed. • I control my body when travelling and balancing. • I copy sequences and repeat them. • I roll, curl, travel and balance in different ways. 	(D)
Computing	<u>Algorithms and programming</u> <ul style="list-style-type: none"> • I create a series of instructions. • I plan a journey for a programmable toy. (Beebots, education city) 		(D)
MfL			
RE	What do believers do to show what they believe?	<u>Religions</u>	(D)

	<p>1.3 Recount some religious stories and recognise some religious objects.</p> <p>1.5 Ask questions and give opinions about religious and non-religious world views.</p> <p>1.6 Reflect on their own values, attitudes and commitments.</p>	<p>Christianity Islam</p> <p><u>Concepts</u> Worship Remembrance</p>	
PSHCE	<p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. that they belong to different groups and communities such as family and school</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	(D)
Forest area	<p>Mini beast hunt / bug hotel. Bird watching. Weather observations, how the forest changes, sketching outdoors.</p>		