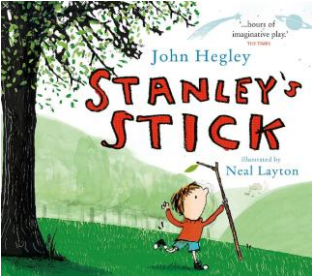


Spring 2

Stanley's Stick

<p><u>Main outcomes in literacy:</u> Retelling, narrative (own version), descriptions.</p> 	<p>Word Reading</p> <ul style="list-style-type: none"> -Can I respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. -Can I read words containing –s, –es, –ing, –ed, –er and –est endings. -Can I read aloud accurately books that are consistent with my developing phonic knowledge and that does not require me to use other strategies to work out words. 	<p>Reading Comprehension</p> <ul style="list-style-type: none"> -Can I listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently? -Can I link what I read to my own experiences? -Can I become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics? -Can I learn to appreciate rhymes and poems, and to recite some by heart? -Can I discuss new words I hear and link new meanings to those already known? <p>Can I predict what might happen on the basis of what has been read so far?</p>	
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> -Can I use suffixes that can be added to verbs where no change is needed in the spelling of root words? (e.g. helping, helped, helper) -Can I join words and join clauses using 'and' -Can I sequence sentences to form short narratives? - Can I use suffixes –er, –est in adjectives and use –ly in Standard English to turn adjectives into adverbs? 	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> - Can I use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, 	<p>Writing (Composition)</p> <ul style="list-style-type: none"> - Can I write sentences by saying out loud what I am going to write about? - Can I compose a sentence orally before writing it? -Can I sequence sentences to form short narratives? -Can I re-read what I have written to check that it makes sense? -Can I discuss what I have written with my teacher or other children 	

<ul style="list-style-type: none"> - Can I use expanded noun phrases for description and specification?for example, the blue butterfly, plain flour, the man in the moon - Can I correctly and consistently use of present tense and past tense throughout writing? - Can I use commas to separate items in a list? - Can I begin to use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns? [for example, the girl's name] 	<p>helping, helped, helper, eating, quicker, quickest]</p>	<ul style="list-style-type: none"> - Can I read aloud my writing clearly enough to be heard by my peers and my teacher?
<p><u>Computing</u> Exploring different machines from past and present (linked to history topic).</p> <ul style="list-style-type: none"> -Can I understand use of algorithms? -Can I write and test simple algorithms? <p>Skills progression references: Programming:</p> <ul style="list-style-type: none"> - Can I follow instructions to make something happen so it works? -Can I control the movement of a floor turtle (e.g. BeeBot) using single commands? (e.g. FD or RT) -Can I control the movement of a floor turtle (eg BeeBot) using MORE THAN ONE command? (FD then RT) -Can I complete a simple task on a computer or tablet by following instructions? <p>Office Skills</p> <ul style="list-style-type: none"> -Can I enter text in to my work? -Can I create my own digital artwork? <p>Community and sharing safely</p> <ul style="list-style-type: none"> -Can I use technology respectfully? -Can I identify where I go for help if something is concerning me? 	<p style="text-align: center;"><u>Music</u></p> <p>Begin to explore the glockenspiel and perform to my friends?</p> <p>Skills progression references: Can I find the pulse of the music? Can I listen with concentration to a piece of music? Can I talk about how a piece of music makes me feel? Can I play music on a tuned instrument? Can I listen and clap back a rhythm? Can I take it in turns to improvise? Can I clap rhythms for different words? Can I listen and repeat a rhythm? Can I learn a song? Can I listen with concentration to a piece of music? Can I talk about how a piece of music makes me feel? Can I identify musical instruments I can hear? Can I play music on an instrument? Can I perform practised performance? Can I talk about what was good about the performance? Can I suggest ways the performance can be improved?</p>	<p style="text-align: center;"><u>PE</u></p> <p>Can I move my body in a controlled and elegant way in gymnastics?</p> <p>Skills progression references: - Can I move safely and with confidence? - Do I know how to carry and place equipment safely? - Can I watch, copy and describe what others have done? - Can I perform movement phrases using a range of body parts and actions?</p>

History

To learn about the lives of significant individuals in the past who have contributed to national and international achievements- Inventors.

Skills progression references:

- Can I sequence events in chronological order?
- Can I use words and phrases such as 'old' 'new' 'young' 'old' 'days' 'months'.
- Can I describe the similarities and differences in artefacts?
- Can I begin to identify and recount some features of the past using sources like photographs, videos, first-hand accounts.
- Can I ask and answer questions related to different artefacts/sources?
- Can I sort artefacts into 'then' and 'now'?

DT

Design purposeful, functional and appealing products- Invent something useful!

Skills progression references:

- Can I draw on my own experiences to help me generate ideas?
- Can I begin to understand the development of existing products?- what they are for? Materials used?
- Can I show my ideas in drawings and models?
- With help, can I measure, mark out, cut and shape a range of materials?
- Can I use tools safely?
- Can I begin to assemble, join and combine using a variety of temporary methods- glue, masking tape.
- Can I begin to evaluate and improve my design?
- Can I explain what I like/ dislike about existing products?

Science

To explore where Stanley's stick came from. To identify basic plants and their features e.g. root, stem, leaves, flowers. To investigate the best conditions to grow a new tree for Stanley's garden.

Skills progression references:

- Can I observe changes over a period of time?
- Can I classify and group plants?
- Can I perform a simple test?
- Can I suggest answers to questions?
- Can I use observations and ideas to suggest answers to questions?

Mathematics Mastery

- Can I add and subtract within 20?
- Can I represent and use number bonds; read, write and solve one-step problems?
- Can I recognise, find and name a half or a quarter as one of two or four equal parts respectively?
- Can I compare, describe, measure, record and solve practical problems?

By the end of the spring term all of the children in Year 1 would have;

- Written and read a story to some children from the local nursery.
- Taken part in another after school club.
- Displayed their inventions in an exhibition.
- Performed a piece of music to another class.

Year 1
common exception words

a	I	school
are	is	she
ask	love	so
be	me	some
by	my	the
come	no	there
do	of	they
friend	once	to
full	one	today
go	our	was
has	pull	we
he	push	were
here	put	where
his	said	you
house	says	your

