



Wow Starter: Outdoor learning opportunities to make dens and shelters.

Final Event: Sharing our own stories linked to the 3 little wolves.



UNDERSTANDING THE WORLD

Plants KS1

- sc8 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- sc9 identify and describe the basic structure of a variety of common flowering plants, including trees.

Everyday materials KS1

- sc14 distinguish between an object and the material from which it is made
- sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- sc16 describe the simple physical properties of a variety of everyday materials
- sc17 compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes KS1

- sc18 observe changes across the four seasons
- sc19 observe and describe weather associated with the seasons and how day length varies.

Human and physical geography KS1

- ge10 I know the names of the four seasons and the weather to expect in each one

- ge11 I know how to record the weather using instruments to measure the temperature, rainfall, wind direction and estimating cloud coverage

Geographical skills and fieldwork KS1

- ge18 I can describe the location of places near my home
- ge20 I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
- ge21 I can identify features in my classroom and on the playground from a plan view
- ge22 I can recognise some human and physical features from an aerial photograph
- ge23 I can create my own map showing imaginary human and physical features
- ge24 I can create symbols for the features on my map and create a key to explain what they represent
- ge25 I have annotated my sketches to identify some of the human and physical features I saw
- ge26 I have recorded the weather over a period of time and taken photographs of the human and physical features around my school

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- m3 given a number, identify one more and one less
- m4 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- m5 read and write numbers from 1 to 20 in numerals and words.

Number - addition and subtraction KS1

- m6 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

- m7 represent and use number bonds and related subtraction facts within 20
- m8 add and subtract one-digit and two-digit numbers to 20, including zero
- m9 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + ? = 9$.

Number - multiplication and division KS1

- m10 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

LITERACY

Reading - word reading KS1

- e1 apply phonic knowledge and skills as the route to decode words
- e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- e3 read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- e4 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- e6 read other words of more than one syllable that contain taught GPCs
- e7 read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- e8 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
- e9 re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

- e10 develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - e11 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

- e25 words containing each of the 40+ phonemes already taught
- e26 common exception words
- e27 the days of the week
- e28 name the letters of the alphabet;
- e29 naming the letters of the alphabet in order
- e30 using letter names to distinguish between alternative spellings of the same sound
- e31 add prefixes and suffixes:
- e32 using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- e33 using the prefix un-
- e34 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)
- e35 apply simple spelling rules and guidance, as listed in English Appendix 1
- e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - handwriting KS1

- e37 sit correctly at a table, holding a pencil comfortably and correctly
- e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place
- e39 form capital letters
- e40 form digits 0-9
- e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Through our shelter topic we will be looking at a range of everyday materials and the properties these have. We will use materials to create different homes for the three little wolves and test which materials are the best giving reasons for our predictions.

We will spend a lot of time outside around school, looking at different types of flowers and plants. We will label and explain how different parts of a plant work.

We will look at how the environment around school has changed linked to the seasons. Through this we will measure and record observations of the weather over a set period time.

We will use team work skills to build large dens and shelters outside and will draw and sketch these.

Week 1 and week 2 Multiplication and division
Using arrays and equipment to group objects together.

Week 3 Place value
Ordering numbers, hundreds, tens and ones,

Week 4 and Week 5 Addition and subtraction
Using equipment: number lines, hundred squares, base ten equipment, to answer and work out a range of calculations.

Our topic will be based around the book The 3 Little Wolves and the Big Bad Pig.

Year 1 will first recap the traditional version of The Three Little Pigs. Lots of opportunities for talking and acting out the story. We will use hot seating to find out more about the characters in the story.

We will sequence the story and look at how the story has a pattern.

Once familiar with the different take on the story about the 3 little wolves, cm will begin to think about their version of the story, changing characters and small events put still following the same story pattern.

We will share these stories with each other and this will help improve our confidence when reading aloud in front of others.

Shelter (Kingfisher Class)

Art linked to the seasons of the year, using a range of different techniques.

Looking at the different types of materials and how best to join them using different skills.

Drawing and sketching things they find outside. Focusing on shading and different marks you can make with a pencil.

RE - Stories told by Jesus - Can stories change people?
Discussion/ recap of the stories told in book week. What did we learn from them?
Why did Jesus tell stories?

OUTDOOR LEARNING

Making shelters outside, journey sticks, mapping a walk outside. Making maps and using keys linked to our local environment.

EXPRESSIVE ARTS AND DESIGN

Make KS1

- dt7 I can join materials in a variety of ways
- dt13 I can explain why I have chosen particular materials, components or ingredients

Technical knowledge KS1

- dt18 I have made models and can explain how to make them stronger

- dt19 I can tell you some ways to make structures stiffer or more stable

KS1

- mu1 I can sing songs using my voice to show the meaning of the words and tune
- mu2 I can repeat chants and rhymes with expression
- mu3 I can use my voice in different ways

PSED & RELIGIOUS EDUCATION

0 KS1

- AF1 I can retell important parts of stories from different religions (OS)

- AF1 I can retell stories that teach us something (OS)
- AF1 I can retell stories from different religions (OS)