



Wow Starter: Mystery seed quiz - guess the seed and predict what it will grow into.

Final Event: A trip to the botanical gardens in Oxford to see our learning in a real life context.

## UNDERSTANDING THE WORLD

### Working scientifically KS1

- sc3 observing closely, using simple equipment
- sc6 using their observations and ideas to suggest answers to questions
- sc7 gathering and recording data to help in answering questions.

### 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.

### Seasonal changes KS1

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

## 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
- 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.

### Measurement KS1

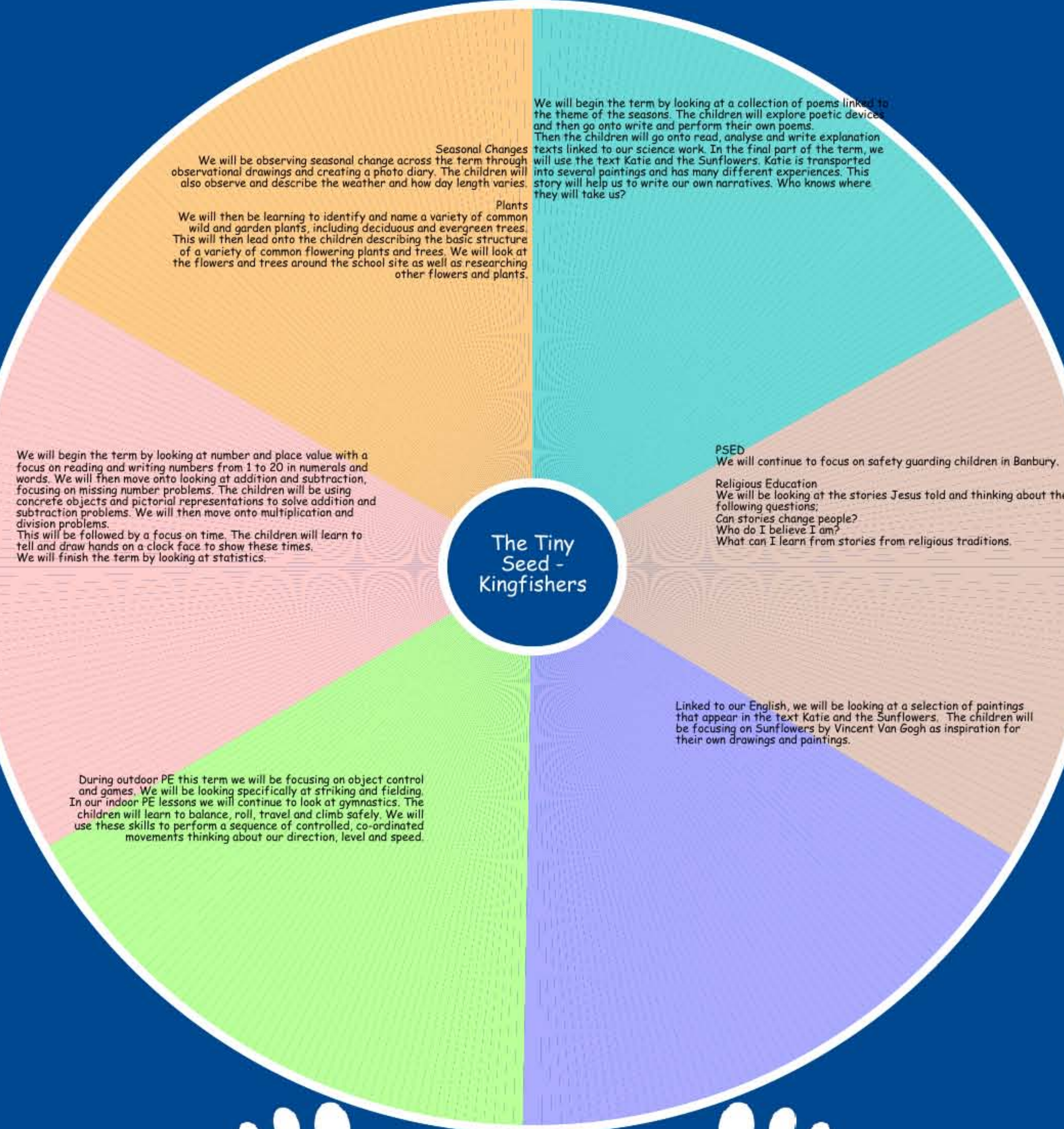
- m17 time [for example, quicker, slower, earlier, later]
- m22 time (hours, minutes, seconds)
- m26 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## PHYSICAL EDUCATION

### KS1

- pe1.2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- pe1.4 I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

- pe2 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- pe2.1 I can think of simple tactics to help attack or defend in a team game



The Tiny Seed - Kingfishers

We will begin the term by looking at a collection of poems linked to the theme of the seasons. The children will explore poetic devices and then go onto write and perform their own poems. Then the children will go onto read, analyse and write explanation texts linked to our science work. In the final part of the term, we will use the text *Katie and the Sunflowers*. Katie is transported into several paintings and has many different experiences. This story will help us to write our own narratives. Who knows where they will take us?

**Seasonal Changes**  
We will be observing seasonal change across the term through observational drawings and creating a photo diary. The children will also observe and describe the weather and how day length varies.

**Plants**  
We will then be learning to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. This will then lead onto the children describing the basic structure of a variety of common flowering plants and trees. We will look at the flowers and trees around the school site as well as researching other flowers and plants.

We will begin the term by looking at number and place value with a focus on reading and writing numbers from 1 to 20 in numerals and words. We will then move onto looking at addition and subtraction, focusing on missing number problems. The children will be using concrete objects and pictorial representations to solve addition and subtraction problems. We will then move onto multiplication and division problems. This will be followed by a focus on time. The children will learn to tell and draw hands on a clock face to show these times. We will finish the term by looking at statistics.

**PSED**  
We will continue to focus on safety guarding children in Banbury.

**Religious Education**  
We will be looking at the stories Jesus told and thinking about the following questions:  
Can stories change people?  
Who do I believe I am?  
What can I learn from stories from religious traditions.

Linked to our English, we will be looking at a selection of paintings that appear in the text *Katie and the Sunflowers*. The children will be focusing on *Sunflowers* by Vincent Van Gogh as inspiration for their own drawings and paintings.

During outdoor PE this term we will be focusing on object control and games. We will be looking specifically at striking and fielding. In our indoor PE lessons we will continue to look at gymnastics. The children will learn to balance, roll, travel and climb safely. We will use these skills to perform a sequence of controlled, co-ordinated movements thinking about our direction, level and speed.

## OUTDOOR LEARNING

**Christian Value**  
Truth  
In the Christian tradition 'truth' does not mean 'not telling lies' but an understanding that the true value of life lies in the love that we put back into the world. This truth is the Christian hope so these two words are closely interlinked.

Linked to our science focus this term we will be planting and growing seeds and thinking about what plants and flowers need to grow. This will take place throughout the term. Towards the end of term the children will be making bug hotels using natural materials around the school site. The children will also be creating their own art installations using natural materials, based on the painting *Sunflowers* by Vincent Van Gogh.

**British Values**  
Mutual Respect  
We will explore what it means to treat others as we would want to be treated. We will work together to help one another and explore the importance of looking on group roles to support our peers.

## 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
- e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- 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
- e12 being encouraged to link what they read or hear read to their own experiences
- e15 learning to appreciate rhymes and poems, and to recite some by heart
- e16 discussing word meanings, linking new meanings to those already known
- e17 understand both the books they can already read accurately and fluently and those they listen to by:
- e19 checking that the text makes sense to them as they read and correcting inaccurate reading
- e20 discussing the significance of the title and events
- e21 making inferences on the basis of what is being said and done
- e22 predicting what might happen on the basis of what has been read so far
- e23 participate in discussion about what is read to them, taking turns and listening to what others say
- e24 explain clearly their understanding of what is read to them.

### Writing - transcription - Spelling KS1

- 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:
- e30 naming the letters of the alphabet in order
- e30 using letter names to distinguish between alternative spellings of the same sound
- 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.

### Writing - composition KS1

- e43 saying out loud what they are going to write about
- e44 composing a sentence orally before writing it
- e45 sequencing sentences to form short narratives
- e46 re-reading what they have written to check that it makes sense
- e47 discuss what they have written with the teacher or other pupils
- e48 read aloud their writing clearly enough to be heard by their peers and the teacher.

### Writing - vocabulary, grammar and punctuation KS1

- e50 leaving spaces between words
- e51 joining words and joining clauses using and
- e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- e54 learning the grammar for year 1 in English Appendix 2

## PSED & RELIGIOUS EDUCATION

### 0 KS1

- AF2 I can ask questions about things that puzzle me in RE (OS)
- AF2 I know that some questions about life are difficult to answer (OS)
- AF2 I can ask questions about what happens to other and how it makes them feel (OS)
- AF2 I can think about things that happen to me and show how they make me feel (OS)
- AF3 I can talk about things that have happened to me and how these make me feel (OS)
- AF3 I can say what is important to me (OS)
- AF3 I can say what is important to someone else (OS)
- AF3 I can answer carefully when others ask me questions what happens to me and how I feel (OS)
- AF3 I can give a reason why something is important to me (OS)
- I can give a reason why something is important to someone else. (OS)

### PSED Preparing to play an active role as citizens KS1

- pa7 Agree and follow rules for their group and classroom.

- pa8 Know how to apologise and make amends.
- pa10 Develop understanding of groups they belong to.
- pa11 Contribute to the life of the class and school.

### KS1

- ph4 Begin to make simple choices that improve their health and well being.
- ph5 Begin to maintain personal hygiene.

### PSED Developing a healthy, safer lifestyle KS1

- RE - Learning From Religion KS1
- rf12 Ask puzzling questions and respond accordingly.
- rf13 Identify what matters to them and others and link this to religion.

### Learning About Religion KS1

- ra6 Explore a range of religious stories.
- ra10 Identify the importance, for some people, of belonging to a religion.

## EXPRESSIVE ARTS AND DESIGN

### KS1

- ad2 I can use drawing to share my ideas.
- ad3 I can use painting to share my ideas.

- ad7 I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work