

Final Event: sleepover

Summer performance linked to PSE

Ongoing speaking and listening activ Talking Partners

Phonics Skills Test

PSE discussions

sharing time

Olympic focus Texts to inclue

Potery linked to sport

Dream Big

est

exception words

guided reading

1-1 reading

The Creative Learning Journey Dream BIg, Rio 2016

UNDERSTANDING THE WORLD

Working scientifically KS1

• sc2 asking simple questions and recognising that they can be answered in different ways

- · sc3 observing closely, using simple equipment sc4 performing simple tests
- · sc5 identifying and classifying
- sc6 using their observations and ideas to suggest answers to questions

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.

Location knowledge KS1

gel I can find and name the world's seven continents on a map and globe

- ge2 I can find and name the world's five oceans on
- ge3 I can find and name the four countries of the

PHYSICAL EDUCATION

• pel.1 I can jump over obstacles safely and with

control, and off apparatus knowing how to land

• ge4 I can find and name the capital cities of the

- ge5 I can find and name the seas surrounding the UK on a map
- · ge6 I can talk about some features of each country in the UK and its capital city

Place knowledge KS1

• ge8 I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK

• ge9 I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

Human and physical geography KS1

• ge10 I know the names of the four seasons and the weather to expect in each one • ae12 I can identify the Equator and North and South Poles on a map and globe • ge13 I know that it is very hot I places around the

Core Skills across the Key Stage K51

Equator and very cold around the Poles

- hil I can use common words and phrases related to the passing of time
- · hi5 I can ask and answer questions about the past · hi6 I can identify key features of stories and events to help me to understanding their

• pe1.2 I can send and receive a ball or other

equipment in different ways (hitting, kicking,

throwing, striking)

sonal Changes spring- ongoing looming at weather pattern ly length, flowers beginning to bud tree greening up new life beginning chick lambs tadpole/frogs

Materials Exploring materials and properties

incient Greeks, Olympics, Britain then and now (Olympic Games) Drama - first ever olympic games (mantle of expert)
Project London- London through time Great Fire of London
Design Technology- make london buses, design medals, olympic torch Moving Pictures

explore hot country and culture

Swimming (to complete sessions)

from their peers and write a message to hang on a kindness tree in the classroom.

Cambo Olympics

sportday

This demonstrates respect for themselves and for others Olympic rings and what they stand for

Queens Birthday

British Values

Learning About Religion K51

ra9 Name and explore a range of worship styles. ra10 Identify the importance, for some people, of belonging to a religion.

PSED & RELIGIOUS EDUCATION

- rall Identify religious symbols.
- ra12 Begin to use a range of religious words.

Ongoing Judaism I can tell you how I have changed I can tell you about things that I can do now that I couldn't do then I can think of ideas to help someone feeling sad I can describe how change makes me feel I can think of strategies to help me and others stop worrying can make changes for myself I can begin to anticipate change, prepare for it and feel happy about As part of Olympic fact finding Cook different food from different countries and cultures. Have a 'Kindness tree'. Children can respond to acts of kindness

Non Fiction report writing Brazil Ficition Ready Steady Go Mr Croc by Jo Lodge Fairyland Olympics by Meg Clibbon Sportsday by Mick Inkpen Phonics - ongoing looking at phonic families Olympic ring art usic delivered through Mrs Anderson composing school anthems, music linked to countries in olympics OLYMPIC RING ART olympic rings, colours and work linked to Kandinsky cicrle priniting skills (linked to EYFS PSRN) textile rings

Understand place value in 2-digit no 2-digit numbers, placing them on solving place value additions an

Know number properties, including odd and Mental addition and subtraction (MAS

Add or subtract 10 from 2-digit numbers

Add 1-digit to 2-digit numbers and add to next multiple of

counting on
Subtract 1-digit from 2-digit numbers including 2-digit multiples of

10 by counting back

Add any pair of 1-digit numbers using learned number facts
Count in 2s to 20 Count in 10s to 100 Count in 5s to 50

Understand the link between multiplication and grouping

Double numbers to 10 and find related halves

Problem solving, reasoning and algebra (PRA) -

Identify patterns in numbers on a 100 square

Measurement MEA.10

Compare weights using direct comparison
Compare and measure weights using non-standard uniform units
Compare, describe and solve practical problems involving capacities

Directly compare the capacities of two containers by pouring one

into the other

Compare and measure the capacities of containers using uniform

non-standard units

Tell the time to the nearest hour half hour quarter using analogue

and digital clocks

Recognise and use language relating to date, including days, weeks,

months and years

Compare and measure lengths or heights using non-standard uniform

Statistics (STA)

Read, interpret and begin to create a simple block graph

Read and enter data in tables

Interpret and complete block graphs where 1 block represents 1

Mental multiplication and division (MMD) 15 Double numbers to 10 and find related halves

Double numbers to 12 and find related halves

Count in 2s to 20 Count in 10s to 100 Count in 5s to 50

Fractions, ratio and proportion (FRP)
Understand that a fraction is an equal part of a whole; 1/2s and

1/4s of shapes

Understand that four 1/4s = one whole and two 1/4s = 1/2

1/2 of odd numbers

Look at sculpture /modern art Create logos Visiting Artists Dance (festival)
Role Play through stories art / music creative expereinces through ima gination station celdih dancing

Dream BIg

Rio 2016

The Brazilian artist from Pernambuco will be in charge of producing paintings, pins and a special edition of the Coca-Cola bottle with a Rio 2016 Olympic Games theme explore the artist design own cola bottles

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

- · 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

Number - addition and subtraction K51 • **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

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.

Number - fractions KS1

· m11 recognise, find and name a half as one of two equal parts of an object, shape or quantity · m12 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement KS1

• m13 compare, describe and solve practical problems for: · m14 lengths and heights [for example, long/short,

longer/shorter, tall/short, double/half] · m15 mass/weight [for example, heavy/light,

heavier than, lighter than] • m16 capacity and volume [for example, full/empty, more than, less than, half, half full, guarter]

· m17 time [for example, quicker, slower, earlier,

- m18 measure and begin to record the following:
- · m19 lengths and heights
- · m20 mass/weight
- · m21 capacity and volume
- · m22 time (hours, minutes, seconds) · m23 recognise and know the value of different
- denominations of coins and notes · m24 sequence events in chronological order using language [for example, before and after, next,
- first, today, yesterday, tomorrow, morning, afternoon and evening · m25 recognise and use language relating to dates,
- including days of the week, weeks, months and years · m26 tell the time to the hour and half past the hour and draw the hands on a clock face to show

COMMUNICATION AND LANGUAGE

KS1

· sl2 ask relevant questions to extend their

understanding and knowledge • sl3 use relevant strategies to build their

· sl4 articulate and justify answers, arguments and

· s15 give well-structured descriptions, explanations

and narratives for different purposes, including for expressing feelings

· sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

· s17 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

· sl8 speak audibly and fluently with an increasing command of Standard English

· s19 participate in discussions, presentations, performances, role play, improvisations and debates

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

· 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

• e12 being encouraged to link what they read or hear read to their own experiences • e13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

• e14 recognising and joining in with predictable

Writing - transcription - Spelling KS1

- e25 words containing each of the 40+ phonemes already taught
- e26 common exception words
- 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 - composition KS1

• e43 saying out loud what they are going to write

• e44 composing a sentence orally before writing it • e45 sequencing sentences to form short

• 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

Writing - vocabulary, grammar and punctuation

• e51 joining words and joining clauses using and • e52 beginning to punctuate sentences using a

capital letter and a full stop, question mark or • e15 learning to appreciate rhymes and poems, and exclamation mark

heard by their peers and the teacher.

Dream BIg, Rio 2016 - Stage Coverage PHYSICAL EDUCATION **EXPRESSIVE ARTS AND DESIGN** UNDERSTANDING THE WORLD MATHEMATICS AND COMPUTING KS1 KS1 Working scientifically KS1 Number - number and place value KS1 • m1 count to and across 100, forwards and ad3 to use painting to develop and share their sc2 asking simple questions and recognising that pe1.1 master basic movements including jumping they can be answered in different ways backwards, beginning with 0 or 1, or from any given pe1.2 master basic movements including throwing ideas, experiences and imagination and catching ad4 to use sculpture to develop and share their sc3 observing closely, using simple equipment **sc4** performing simple tests • m2 count, read and write numbers to 100 in ideas, experiences and imagination numerals; count in multiples of twos, fives and tens ad5 to develop a wide range of art and design • sc5 identifying and classifying sc6 using their observations and ideas to suggest m3 given a number, identify one more and one less techniques in using colour, pattern, texture, ad7 about the work of a range of artists, craft answers to questions Number - addition and subtraction KS1 makers and designers. • ad8 about the differences and similarities between **Everyday materials KS1** • m6 read, write and interpret mathematical sc14 distinguish between an object and the material statements involving addition (+), subtraction (-) and different practices and disciplines, and making links to their own work. from which it is made equals (=) signs sc15 identify and name a variety of everyday • m7 represent and use number bonds and related ad9 about the work of a range of artists, craft materials, including wood, plastic, glass, metal, subtraction facts within 20 makers and designers, making links to their own work. water, and rock m8 add and subtract one-digit and two-digit sc16 describe the simple physical properties of a numbers to 20, including zero variety of everyday materials Design KS1 • dt1 design purposeful, functional, appealing sc17 compare and group together a variety of Number - multiplication and division KS1 products everyday materials on the basis of their simple m10 solve one-step problems involving physical properties. multiplication and division, by calculating the answer dt2 design for themselves and other users based on design criteria using concrete objects, pictorial representations and · dt3 generate and communicate their ideas through Seasonal changes KS1 arrays with the support of the teacher. sc18 observe changes across the four seasons talking and drawing templates sc19 observe and describe weather associated with Number - fractions KS1 • dt4 model and communicate their ideas through • m11 recognise, find and name a half as one of two mock-ups the seasons and how day length varies. equal parts of an object, shape or quantity dt5 generate, develop, model and communicate Location knowledge KS1 their ideas through information and communication m12 recognise, find and name a quarter as one of ge1 name and locate the world's seven continents four equal parts of an object, shape or quantity. technology • ge2 name and locate the world's five oceans ge3 name and locate the four countries of the Make KS1 Measurement KS1 • dt6 select from and use a range of tools and United Kingdom • m13 compare, describe and solve practical equipment to perform practical tasks such as cutting ge4 name and locate the capital cities of the four problems for: countries of the United Kingdom • m14 lengths and heights [for example, long/short, and shaping ge5 name and locate the seas surrounding the UK longer/shorter, tall/short, double/half] dt7 select from and use a range of tools and • m15 mass/weight [for example, heavy/light, heavier ge6 name and identify characteristics of the four equipment to perform practical tasks such as joining countries and capital cities of the United Kingdom dt8 select from and use a range of tools and than, lighter than] equipment to perform practical tasks such as m16 capacity and volume [for example, full/empty, Place knowledge KS1 more than, less than, half, half full, quarter] finishing ge8 understand the human and physical geography m17 time [for example, quicker, slower, earlier, dt9 select from and use a range of tools and equipment to perform practical tasks of a small area in a contrasting non-European • m18 measure and begin to record the following: country ge9 understand geographical similarities and m19 lengths and heights differences through studying the human and physical m20 mass/weight geography of a small area in a contrasting m21 capacity and volume non-European country m22 time (hours, minutes, seconds) m23 recognise and know the value of different Human and physical geography KS1 denominations of coins and notes m24 sequence events in chronological order using ge10 identify seasonal weather patterns in the language [for example, before and after, next, first, **United Kingdom** • **ge12** identify the location of the Equator and the today, yesterday, tomorrow, morning, afternoon and • ge13 identify the location of hot and cold areas of • m25 recognise and use language relating to dates, the world in relation to the Equator and the North and including days of the week, weeks, months and years South Poles • m26 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • hi1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. hi5 They should ask and answer questions hi6 They should choose and use parts of stories and other sources to show that they know and understand key features of events.

Reading - word reading KS1 • e1 apply phonic knowledge and skills as the route sl2 ask relevant questions to extend their to decode words understanding and knowledge • **e2** respond speedily with the correct sound to sl3 use relevant strategies to build their vocabulary graphemes (letters or groups of letters) for all 40+ sl4 articulate and justify answers, arguments and phonemes, including, where applicable, alternative sounds for graphemes sl5 give well-structured descriptions, explanations e3 read accurately by blending sounds in unfamiliar and narratives for different purposes, including for expressing feelings words containing GPCs that have been taught • e4 read common exception words, noting unusual sl6 maintain attention and participate actively in correspondences between spelling and sound and collaborative conversations, staying on topic and where these occur in the word initiating and responding to comments • e5 read words containing taught GPCs and -s, -es, • sI7 use spoken language to develop understanding -ing, -ed, -er and -est endings through speculating, hypothesising, imagining and • e6 read other words of more than one syllable that exploring ideas contain taught GPCs sl8 speak audibly and fluently with an increasing e7 read words with contractions [for example, I'm, command of Standard English I'll, we'll], and understand that the apostrophe sl9 participate in discussions, presentations, represents the omitted letter(s) performances, role play, improvisations and debates • 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 • e9 re-read these books to build up their fluency and confidence in word reading. Reading - comprehension KS1 • e12 being encouraged to link what they read or hear read to their own experiences • e13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • e14 recognising and joining in with predictable phrases • e15 learning to appreciate rhymes and poems, and to recite some by heart e17 understand both the books they can already read accurately and fluently and those they listen to • e18 drawing on what they already know or on background information and vocabulary provided by • e20 discussing the significance of the title and • 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 • 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 - composition KS1 • e43 saying out loud what they are going to write 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 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,

LITERACY

places, the days of the week, and the personal

• e54 learning the grammar for year 1 in English

pronoun 'l'

Appendix 2

COMMUNICATION AND LANGUAGE

PSED & RELIGIOUS EDUCATION

ra9 Name and explore a range of worship styles.

• ra10 Identify the importance, for some people, of

ra12 Begin to use a range of religious words.

Learning About Religion KS1

ra11 Identify religious symbols.

belonging to a religion.

Dream BIg, Rio 2016