

Composition	Sentence/Grammar	Reading/Phonics
<u>Talk4Writing texts – The little green dinosaur and Harry and the dinosaurs.</u> - invent stories from different perspectives. Work on characterisation, settings descriptions as part of the story telling. <u>Story writing</u> Developing beginnings, middle and endings Sequencing sentences to form short narratives. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Discuss what they have written with the teacher or peers. <u>Information text</u> Text organisation. Use of layout features including headings, sub-headings, labels, captions.	<u>Conjunctions</u> - Joining words and joining clauses using 'and' - How words can combine to make sentences <u>Exclamations</u> - Introduction to exclamation marks to demarcate sentences - Beginning to punctuate sentences using an exclamation mark <u>Capital Letters</u> - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <u>Punctuate sentences using a capital letter</u> <u>Punctuate sentences using a full stop</u> Terminology for pupils: •sentence •capital letter •punctuation •full stop <u>Name the letters of the alphabet in order</u> <u>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</u> <u>Form capital letters</u> <u>Checking work for sense, editing and improving</u>	<u>Phonics</u> - Phase 3 and 4 Recap Naming letters in the alphabet in order Words containing phonemes already taught - Phase 5 Words containing phonemes already taught Common exception words Please find attached documents to find Phase 3-5 Graphemes. <u>Reading</u> Apply phonic knowledge and skills to decode words. Re-read books to build up fluency and confidence in word reading. Develop pleasure in reading. Discuss word meanings, linking new meanings to those already known. Explain clearly their understanding of what they have read. Listen to and discuss a wide range of stories. Making inferences on the basis of what is being said and done. Make predictions based on what has been read so far.

Phonics

Phase 3

Twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Tricky words

During Phase 3, the following tricky words (which can't yet be decoded) are introduced:

- he
- she
- we
- me
- be
- was
- you
- they
- all
- are
- my
- her

Phase 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Tricky words

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

- said
- have
- like
- so
- do
- some
- come
- were
- there
- little
- one
- when
- out
- what

Phase 5

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.



Tricky words

During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could

Year 1 Summer Term 1 Plan

Summer term 1	Number: place value (within 100) Counting forwards and backwards within 100 Partitioning numbers Comparing numbers (1- use the language 'more than', 'less than' and 'equal to') Comparing numbers (2 - the symbols $<$, $>$ and $=$) Ordering numbers One more, one less
Fluency	Number bonds for each number to 8 Order numbers to 20 Number bonds to Make 10 Doubles to 10 Halves to 10 Addition facts for all numbers between 0 and 10 Subtraction facts for all numbers between 0 and 10 Count forward and backward in steps of 2, 5 and 10

Key Vocabulary

Ones

tens

digit

fewest, smallest, least

one more, ten more

forwards, backwards

most, least

equal to

Counting to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

One more than 92 is 93. One less than 100 is 99.

Partitioning

64 has 6 tens and 4 ones

Tens	Ones
6	4

Comparing Numbers

64 < 66

64 is less than 66

Ordering Numbers

smallest to greatest $\rightarrow$ 55, 67, 89, 91, 100
 greatest to smallest $\rightarrow$ 99, 82, 73, 68, 50

= sixty-six

< is less than
 = is equal to
 > is more than

Vocabulary	Meaning
Carnivore	An animal that feeds on other animals.
Herbivore	An animal that feeds on plants.
Omnivore	An animal that eats a variety of food of both plants and animals.
Dinosaur	A group of reptiles that dominated the land for over 160 million years. A variety of species of dinosaurs lived during different eras.
Extinct	When a species of animals or plants die out or disappear completely.
Fossil	The remains or impression of a prehistoric plant or animal embedded and preserved in rock.
Mammal	A warm blooded animal, normally with hair or fur, which typically birth live young and feed them through milk.
Reptile	A (normally) cold blooded animal with dry scaly skin, which normally gives birth to young by laying soft shelled eggs on land.
Palaeontologist	A scientist who studies dinosaurs and fossils.
Prehistoric	A time before man

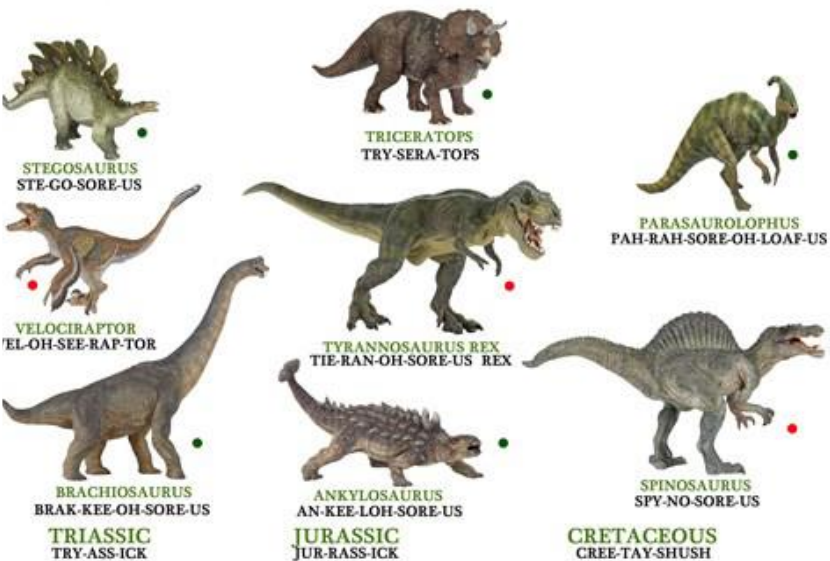
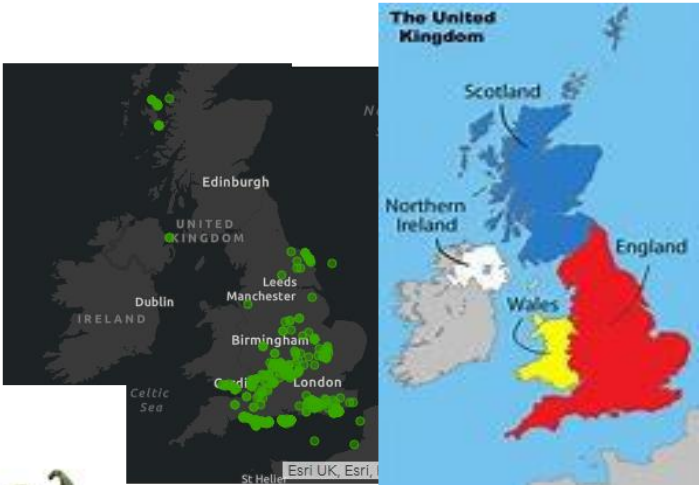
What are the four countries in the united kingdom?

Where have dinosaur fossils been discovered in the UK?

Country	Capital City
England	London
Wales	Cardiff
Scotland	Edinburgh
Northern Ireland	Belfast

Year 1 Geography and History Knowledge Organiser- Dinosaurs

We are going to be learning about the four countries in the UK. We will be finding out about where dinosaur fossils have been found. Look at all the green dots!



How we can tell if an animal is a carnivore, herbivore or omnivore?

When did the dinosaurs live?

Jurassic Coast

Year 1 Knowledge Organiser - Plants

What should I already know?
Plants can grow.

What Plants Need to Grow? Sun, air, water and soil.

What will I know by the end of the unit?

A plant



A living thing that usually grows from the ground.

Garden Plant

A flower grown especially in a garden.

Some common garden plants to be able to recognise and name:

Rose
Daffodil
Sunflower
Tulip

Wild Plant

A wild plant will grow by itself. It does not need to be cared for.

Some common wild plants to be able to recognise and name:

Daisy
Dandelion
Buttercup

Deciduous Trees



Deciduous trees lose their leaves in the autumn every year. Their leaves are generally broad, flat and have veins running through them.

Evergreen Trees



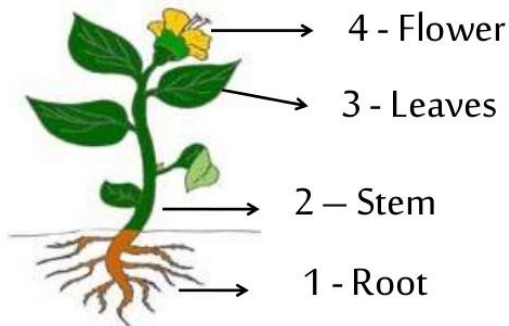
Evergreen trees have green leaves all year round. Their leaves are generally thick, waxy and narrow like needles.

Seed



The part of a flowering plant that can develop into a new plant.

Parts of a Plant



Vocabulary

Root - The part of a plant that grows underground.

Flower - the part of a plant that is often brightly coloured and grows at the end of the stem.

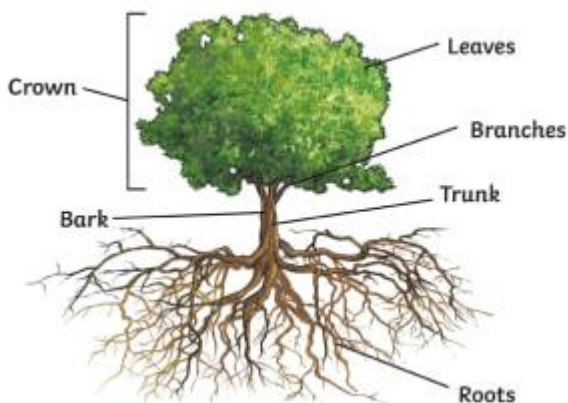
Stem - the thin, upright part of a plant on which the flowers and leaves grow.

Leaf/leaves - the part of a tree or plant that are flat, thin and usually green.

vegetable - plants such as cabbages, potatoes, and onions which you can cook and eat

weed - a wild plant that grows in garden and prevents the plants that you want from growing properly

Parts of a Tree



Investigate!

- **Plant** a bean or a **seed** and watch it grow. Record your observations in a diary.
- Go on a **wild plant** hunt! Create a **tally chart** to show how many of each **plant** you have found and then use the information to answer questions.
- Plant some **garden plants**, care for them and watch them grow.
- Label the parts of a plant showing where the **leaves**, **flowers** (blossom), **petals**, **fruit**, **roots**, **bulb**, **seed**, **trunk**, **branches**, and **stems** are.

PE

We will be dancing like Dinosaurs, linking movements together to perform a sequence.

Outdoor PE - Skills - throwing and catching
Skills - bat and ball skills
Skills - developing partner/ group work and sportsmanship

Music

We will be writing our own Dinosaur songs to describe sounds that they may have made or heard. Then we'll choose instruments to accompany our lyrics.

We will use a variety of instruments to experiment with beat, rhythm and tempo.

Art / DT

Exploring Materials: We will use different materials to create dinosaur images including pastels, charcoal, paint, collage and ICT.

Junk modelling to make a time machine to travel to prehistoric times,

We will be making our favourite dinosaur and an environment for it to live in.

ICT

Use the paint tool as a way of producing dinosaur art work

Internet
Talk about websites they have been on

Explore a website by clicking on buttons, arrows, menus and hyperlinks

Navigate 'back' by clicking on the 'back' button

Complete a search under the supervision of adults

RE: Judaism

Understanding different Jewish festivals and making connections between other religions.

- Understand what a religious leader is?
- How are religious scripts used by Jewish people?
- What is worship/places of worship
- The creation story in the three religions.

Dinosaurs

Please find the summary of what we will be doing this term in these key curriculum areas. If you have any questions, please do not hesitate to contact me.

Year 1 Topic Summary Summer Term 1

