PRIME LEARNING CHALLENGE:		YEAR GROUP: Year 1	DATE: Summer 1 2019
	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	
Geog focus-Are we nearly there yet? Wk2-bank holiday Wk3-13th May-RWI talk to parents? Wk4-Friday morning parents phonics activities	Week 1- Design a layer for the bus Week 2-Transport survey? Mon/wed Week 3-Come dressed as an animal Week 4-phonics parent morning	Week 1-What can you see? 100 decker bus DT-design a layer Maths-Missing numbers . Geog-uk parts Hisotry-own history/family holidays Week 2-Where are we? 100 decker bus beginning/middle/end (change for HA) Maths-tally/counting Week 3-What shall I take? Animal boogie- music link/suitcase in my box poem. Maths-Ordering numbers/word problems (animal boogie maths) Sci-describe characters/body parts Week 4-Is it hot in here? Animal boogie, Geog/Sci- comparison (rainforest and summit mountain, animals that live there) Maths-Tally money Sci-name animals from clues	

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations (EYFS ELG 40-60mths+)	At Expectations	Exceeding Expectations
History		•	• I can recognize that a story that is read to me may have happened a long time ago • I can retell a familiar story set in the past	• I can say why I think a story was set in the past
Science		• I look closely at similarities, differences, patterns and change •	• I can Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; • I can Identify and name a variety of common animals that are carnivores, herbivores and omnivores; • I can point out the differences between different animals. • I can classify common animals (birds, fish, amphibians, reptiles, mammals, invertebrates) • I can describe how an animal is suited to its environment. • I can name the parts of an animals body. • I can name a range of domestic animals. • I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets); • I can compare the bodies of different animals. • I can sort some animals by body covering. • I can show my work using pictures, labels and captions • I can observe changes across the four seasons	• I can begin to classify animals according to a number of given criteria. • I can talk about similarities and differences • I can observe features in the environment and explain that these are related to a specific season • I can explain what I have found out using scientific vocabulary. • I can say why certain animals have certain characteristics. • I can name a range of wild animals. • I can sort animals on a simple branching diagram with features such as meat eater and non meaters, swimming and con not swim.
Geography		• I can talk about changes	• I can explain how the weather changes with each season • I can name the 4 parts of the uk • I can use maps and atlas	• I can make plausible predictions about what the weather may be like later in the day or tomorrow
R.E.		•	• I can retell and suggest meanings to some religious and moral stories • I can explore and discuss sacred writings and sources of wisdom • I can recognise the communities from which these stories come	•

PSHE		• I can Initiate conversations, attend to and take account of what others say. • I can explain own knowledge and understanding, and ask appropriate questions of others. • I can take steps to resolve conflicts with other children, e.g. finding a compromise • I understand that my own actions affect other people, for example, I become upset or try to comfort another child when I realise I have upset them. • I am aware of the boundaries set, and of behavioural expectations in the setting. •I am bBeginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken my toy.		•
Art and Design		• I can create simple representations of animals, events, people and objects.(40-60 mths) • I can choose particular colours to use for a purpose (40-60 mths) •	• I can cut, roll and coil materials such as clay, dough or plasticine • I can draw using pencil and crayons • I can choose to use thick and thin brushes as appropriate	•
Design Technology		• I construct with a purpose in mind, using a variety of resources.(40-60 mths) • I use simple tools and techniques competently and appropriately(40-60 mths) • I can select appropriate resources and adapt my work where necessary (40-60mths) • I can select tools and techniques needed to shape, assemble and join materials I am using (40-60mths)	• I can describe the texture of foods • I can describe the texture of animal skin • I can talk with others about how I want to construct my product • I can make simple plans before making objects, e.g. drawings, arranging pieces of construction before building • I can talk about my own work and things that other people have done	• I can talk about my own work and things that other people have done
Dance		• I can experiment with different ways of moving (40-60mths) • I understand the need for safety when tackling new challenges, and consider and manage some risks (40-60mths) • I can create movement in response to music. (30-50 mths) •	• I can show some sense of dynamic, expressive and rhythmic qualities in my own dance • I can choose appropriate movements for different dance ideas • I can describe basic body actions and simple expressive and dynamic qualities of movement • I can describe how my lungs and heart work when dancing	• I can choose movements that show a clear understanding of the dance ideas • I can talk about dance using a range of descriptive language
Music		• I can make up rhythms. (30-50 mths) • I am beginning to build a repertoire of songs and dances • I can explore the different sounds of instruments •	• I can respond to different moods in music • I can say how a piece of music makes me feel • I can say whether I like or dislike a piece of music • I can choose sounds to represent different things • I can make a sequence of sounds • I can make different sounds with their voice	• I can tell the difference between a fast and slow tempo • I can tell the difference between loud and quiet sounds • I can identify two types of sound happening at the same time
Computing			• I can print out a page from the internet • I Know that it is not always possible to copy some text and pictures from the internet. • I can Use the internet for learning and communicating with others, making choices when navigating through sites.	•

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)			NUMERACY (including non-negotiables)
Reading (+RWI planning)	Writing (+RWI planning)	Speaking and Listening	
- I can say what I like or dislike about a text - I can link what I read or hear read to my own experiences - I can talk about the title and the events - I can match 40+ graphemes to their phonemes - I can blend sounds in unfamiliar words based on known GPCs - I can read words containing taught GPCs and s, ing endings - I can read common words using phonic knowledge where possible - I can read words of more than one syllable that contain taught GPCs - I can read phonetically decodable texts - I can respond to a range of texts – narrative, non-fiction and poems. - I can talk about my responses in a group. - I can listen to others' ideas about a text. - I can explain what I understand about a text	- I can sit correctly at a table, holding a pencil comfortably and correctly - I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place - I can use capital letters to start my names - I can form digits 0-9 - I know how to spell words containing each of the 40+ phonemes already taught - I know how to spell some common exception words - I can add ing where no change is needed to the root word - I can identify known phonemes in unfamiliar words - I can say out loud what is to be written about - I leave spaces between words - I can understand the concept of a sentence - I can compose a sentence orally before writing it. - I can join words and sentences using *and, but, because* - I can re-read what they have written to check that it makes sense. - I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - I can understand and use adjectives	- I can ask questions about matters of immediate interest - I understand how to take turns when speaking - I can listen to others and respond appropriately - I can express feelings and ideas when talking about matters of immediate interest - I can speak in complete sentences after modelling and as appropriate - Recount an event or experience in sentences.	- Count to and across to at least 50 –forwards and backwards beginning with 0 and 1, or from any other given number - Read and write numbers to 50 and beyond in numerals - Count in 2s and 5s to 30 and beyond - Count in 10s to 100 - Identify one more and one less than a given number to 50 and beyond - Find the missing number in a sequence up to 20 and beyond - Add/subtract 2-digit and 1-digit numbers to 10 and beyond - Know all even numbers to 20, then to 50, then to 100 - I know my double facts up to 20 and beyond. - Know all odd numbers to 20, then to 50, then to 100 - Know all number bonds to 10, using addition - Know all number bonds to 10, using subtraction. - Identify different denominations of coins.

GEOGRAPHY	ART and DESIGN	HISTORY	SCIENCE	DESIGN TECHNOLOGY	COMPUTING (Including e-safety)	PSHE	RE	DANCE	MUSIC
Exploring different environments and locations around the world. Also identifying where different species may live.	Drawing pictures animals/locations .	Own history/family holidays	Comparing and categorizing animals through structurally and other differences. Naming body parts of different animals Different habitats	3D bus boxes Design/evaluate/improve	Using the internet for maths and phonics	Exploring families and emotions.		Jungle dancing	Listening and appraising carnival of the animals Animal boogie- temp and rhythm

SCHOOL VALUES				
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION
We will develop our Learn to Learn skills with a weekly focus skill, practiced daily and celebrated in weekly assemblies.	Walking around school to explore different environments. Monitor seasonal changes (around school and local area) Outdoor maths sessions in Learning area and			**Explanation Talk** – why and how they made their construction (bus design); animals identifying and classification; **Reasoning Talk** – talk about own experience in an audible voice using sequencing words (then, after that); listen to other's recounts and ask relevant questions (bus/holidays/animals)

	playground.			**Negotiation Talk** – know to listen when someone else is saying something; expect to be listened to when they have something to say **General Talk** – know how to focus their talk appropriately by not shouting or by not mumbling or talking too faintly **Persuasive Talk** – express feelings and ideas when speaking about matters of immediate interest; listen to what others in group suggest and then say what they do/do not agree with; respond to what has been heard, making comments and asking questions; show awareness of the needs of the listener, gaining the listener's attention before commencing