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| **Wibsey Web LogoYear Group: 1 Yearly Learning Challenge Overview 2022 / 2023** |
|  | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **Prime Learning Challenge** | What is special about Wibsey? | What happened in Wibsey in the past? | What toys did our parents and grandparents play with? | How does your garden grow?Science: plants | Why don’t giraffes live in Wibsey? | Can a polar bear live in Africa? |
| **Subject Driver** | Geography | History | History | Science | Science | Geography |
| **English** ReadingPhonics | Word Reading - Phonics* RWI
* Class phonics – revision of Set 1 sounds

Comprehension* Retrieval – key events
* Literal retrieval (who, when, where, what)
 | Word Reading - Phonics* RWI
* Class phonics - Set 2 sounds: ay ee igh ow / oo oo / ar, or, air / ir ou oy

Comprehension* Retrieval
* Check that the text makes sense
 | Word Reading - Phonics* RWI
* Class phonics - Set 3 sounds: a-e, ea, i-e, o-e, u-e, aw, are, ur, ow, oi, ai

Comprehension* Retrieval: identify the main events / key points
* Literal retrieval (who, what, where, when)
 | Word Reading - Phonics* RWI
* Class phonics - Set 3 sounds: e, oa, ew / er, ire, ear
* ure, tious, tion
* Sounds: ph, wh, e-e, ie, ue, oe, au

Comprehension* Retrieval: identify the main events / key points
* Literal retrieval (who, what, where, when)
 | Word Reading - Phonics* RWI
* Class phonics – revision of all phonic sounds

Comprehension* Retrieval: identify the main events / key points
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Comprehension* Retrieval: identify the main events / key points
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| **Writing** Grammar Punctuation Spelling Forms of writing  | Forms of writing* Labels and lists

Composition* Oral composition of sentences
* Simple sentences

Handwriting * l I t
* h n r
* m b p
* c a d

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Capital letters, finger spaces, full stops
* Simple sentence structure
 | Forms of writing* Retelling stories

Composition* Oral composition of sentences
* Simple sentence structures

Handwriting * o g q
* e s x z u k v
* w j y f

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Capital letters, finger spaces, full stops
* Use of capital letter for ‘I’
* Simple sentence structure
* Introduce conjunction ‘and’ to join clauses
 | Forms of writing* Retelling and innovating
* Writing letters to others

Composition* Oral composition of sentences
* Simple sentence structures

Handwriting * Set 2 sounds and words

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Capital letters, finger spaces, full stops
* Capital letters for common nouns
* Use conjunction ‘and’
* Nouns
* Suffixes – ed, ing, er, est
 | Forms of writing* Retelling
* Innovating

Composition* Oral composition of sentences
* Simple sentence structures

Handwriting * Set 3 sounds and words

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Capital letters – days of the week
* Exclamation mark
 | Forms of writing* Retelling
* Innovating
* Animal fact sheets for peers
* Recount of trip for parents

Composition* Oral composition of sentences
* Simple sentence structures

Handwriting * CEW

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Exclamation and question marks
 | Forms of writing* Retelling
* Innovating
* Animal fact sheets for peers
* Recount of trip for parents

Composition* Oral composition of sentences
* Simple sentence structures

Handwriting * CEW

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Question mark
* Prefix – un

Verbs, nouns and adjectives |
| **Text of term / Author Focus** | In Every House on Every StreetJess Hitchman | PeepoJanet and Allan Ahlberg | Old Bear Jane HisseyPoems | Oliver’s VegetablesOliver’s Fruit saladVivian FrenchPoems | Giraffes can’t danceGiles AndreaePoems |
| **Mathematics** | Number and Place Value* Number recognition to 20
* Count, read and write numbers to 10
* Comparing and ordering numbers – to 10
* Addition and subtraction within 10

Measures: Time* Days of the week
* Months
* Time vocabulary
 | Number and Place Value* Count, read and write numbers to 20
* Comparing and ordering numbers – to 20
* Count in multiples of 10
* Addition and subtraction within 10

Shape* Recognize / name 2d shapes
* Recognize / name 3d shapes
* Sort shapes according to their properties

Measures: Time* O’clock times
* Time vocabulary
 | Number: Addition and Subtraction* Addition and subtraction of one-digit and two-digit numbers to 20/30 (including 0)
* Represent and use number bonds and related subtraction facts within 10
* Solve one-step problems that involve addition and subtraction

Money* Recognize / name 2d shapes/ know the value of different denominations of coins and notes
* Solve addition and subtraction problems involving money and change
 | Number and Place Value* Count to and across 50, forwards and backwards
* Count, read and write numbers to 50 / 100 in numerals
* Count in multiples of twos, fives and tens
* Read and write numbers from 1-20 in numbers and words

Measures: length, height, weight and capacity* Measure and begin to record lengths and heights, mass / weight, capacity and volume
* Compare, describe and solve practical problems for lengths and heights, mass / weight, capacity / volume
 | Number: Multiplication and Division* Count to and across 50 / 100 forwards and backwards
* Solve one-step problems that involve multiplication and division

Fractions* Recognize, find and name a half as one of two equal parts of an object, shape or quantity
* Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity
 | Geometry: Position and Direction * Describe position, direction and movement, including a whole, half, quarter and three-quarter turns

Measurement: Time* Measure and begin to record; time (hours, minutes, seconds)
* Recognize and use language relating to dates, including the days of the week, weeks, months and years
* Tell the time to the hour and half past the hour and draw the hands on a clock to show these times
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| **Science** | Humans* The basic parts of the human body
* The 5 senses
 | Materials* Identifying objects and naming the everyday materials from which they are made
* Compare and group materials
 | Plants* Label parts of a plant /tree
* Identify and name a variety of plants, including deciduous and evergreen trees
* Growing plants
 | Animals* Identify and name a variety of common animals: fish, amphibians, reptiles, birds and mammals
* Identify and name common animals that are carnivores, herbivores and omnivores
* Describe and compare the structure of a variety of common animals: fish, amphibians, reptiles, birds and mammals
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|  | **Seasonal Change*** Observe changes across the four seasons
* Observe and describe weather associated with the seasons and how the day length varies
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| **History**  |  | Wibsey in the pastChanges within living memorySignificant events * Wibsey Horse Fair
* Low Moor Explosion
 | Toys in the pastChanges within living memorySignificant people* Ole Kirk Kristiansen
* Steve Jobs
 | Brilliant Bradfordians!Changes beyond living memorySignificant people / events* Enoch Priestley
* The Jowett Brothers
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| **Geography** | Where I live: Wibsey * Physical and Human features of the locality
* Fieldwork- Wibsey
 |  |  |  | Hot and Cold Places: Africa and Antarctica* Location of hot and cold areas of the world
* The equator and poles
* Comparison of seasons using evidence from seasonal visit to the woods.
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| Seasonal and daily weather patterns in the UK (ONGOING)Seasonal visits to the woods- photo evidence for floorbook.Percy the Park keeper’s year by Nick Butterworth |
| **Design and Technology**DesignMake Evaluate | Cooking and NutritionFruit Salad* The basic principles of a healthy and varied diet
* Understand where food comes from
 |  | StructuresA bed for Old Bear* Build structures exploring how they can be made stronger, stiffer and more stable
 |  | MechanismsLevers and sliders* Explore and use mechanisms in products
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| **Art and Design** | Drawing* Lines. Zentangle leaf.
* Artist: Paul Klee - draw own picture using 2D shapes.
 | Sculpture* Cut and roll, use tools to add texture. (clay leaf)
* Use natural materials to create art work.
* Artist: Andy Goldsworthy
 | Printing* Using a variety of objects.
* Making repeating patterns
 | Painting* Primary/secondary colours. Colour wheel.
* Artist: Van Gogh
 | Collage* Cut, tear, glue, sort and arrange materials - African animals
 | Techniques* Warm and cold colours: – Africa/ Antarctica painting / pastels / crayons.
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| **Computing** | E-Safety* Using devices for different purposes safely (Unit 1.1 Online safety)

Digital Literacy* Save / open work on device (Unit 1.9 Technology outside of school)

IT* Can use technology to create and store digital content (Unit 1.9 Technology outside school)
 | IT* Can use technology to create and store digital content

Computer science* Using algorithms to create movement

Digital Literacy* Using several devices for different purposes

Unit 1-2 Grouping and sorting Unit 1-3 Pictograms | Computer Science * Using algorithms to create movement.

Units 1.4 Lego builders1.5 Maze explorers | IT * Use technology to create and store digital content.

Digital Literacy * Open and save work on a device

E-Safety * Can use technology to create and store digital content.

Unit 1.6 Animated story books | Computer Science * Algorithms and using an algorithm to create movement.

Unit 1.7 Coding  | Digital Literacy * Identifying computer technology used at home and at school

(Unit 1.8 Spreadsheets)E- Safety * The safe use of several devices for different purposes
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| **Music** | Exploring pulse and rhythm.  | Preparing for performance: Nativity | Exploring duration using percussion instruments | Exploring pitch and dynamics | Exploring instruments and symbols | Exploring pulse and rhythm. |
| **PE** Games Gymnastics Dance | *Class* | GamesOutdoor – running, throwing and catching skills | GymnasticsPerforming a range of rolls and jumps  | DanceUse hands and feet expressively to create patterns and feelings | GamesControlling a range of equipment in group games: striking and fielding | AthleticsDeveloping and demonstrating balance whilst travelling over a short distance using various speeds |
| *PPA*  | GymnasticsUsing strength and balance to perform a range of rolls and jumps | DanceUse hands and feet expressively to create patterns and feelings | Games Developing throwing and catching skills | GymnasticsPerforming a range of rolls and jumps – demonstrating spatial awareness |  Dance Use hands and feet expressively to create patterns and feelings | Games Outdoor – running, throwing and catching skills |
| **RE**Christianity (C)Islam (I) Judaism (J) | Books and special storiesC,I | Special events and their celebrationC, I, J + secular celebrations | Caring for othersC,I | Belonging to a church or mosqueC,I | Messages about GodC |
| **Spanish** | **Listening** - Use listening skills to hear sounds, words and phrases in Spanish. **Speaking** - Join in with rhymes, songs and stories. Explore saying sounds, words and phrases in Spanish.**Reading** - Recognize and read out familiar words in Spanish. **Writing** - Copy familiar words in Spanish. |
| **Phonics** – Sounds in greetings and saying your name **Vocabulary**- Greetings/Name **Grammar** – Question - ¿Cómo te llamas ? | **Phonics** – Sounds in colours **Vocabulary**- Colours **Grammar** – Question - ¿De qué color es? **Culture** – Christmas in Spain | **Phonics** – Sounds in numbers 1-10 **Vocabulary**- Numbers 1-10 **Grammar** – Question - ¿Qué número es? **Culture** - Epiphany in Spain and Mexico | **Phonics** – Sounds in farm animal nouns and silent /h/ **Vocabulary**- Farm animal nouns and numbers **Grammar** – Question - ¿Qué animal es? | **Phonics** – Sounds in sea creatures, counting rhymes and colours **Vocabulary**- Sea creatures and colours **Gramm ar** – word order – nouns and colour |
| **WSFL** | Developing a healthy lifestyle | Effective decision making | Effective decision making | Engaging with the community | Goal setting | Understanding rights and responsibilities |
| **BLP Muscle** | Collaboration | Perseverance | Noticing | Questioning | Imitation  | Listening & empathy |
| **Core Learning Experience** | Fieldwork: Wibsey walkAutumn: Judy Woods visit in October (small group) | Victoria Park / Greenway – Local History | Toy MuseumWinter: Judy Woods visit (small group) | R.E. – visit church and mosqueSpring: Judy Woods visit (small group) | Yorkshire Wildlife Park – animals | Summer: Judy Woods visit (small group) |