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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**  Reading  Phonics | | 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 * 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 * Literal retrieval (who, what, where, when) |
| **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 Street  Jess Hitchman | Peepo  Janet and Allan Ahlberg | Old Bear  Jane Hissey  Poems | Oliver’s Vegetables  Oliver’s Fruit salad  Vivian French  Poems | Giraffes can’t dance  Giles Andreae  Poems | |
| **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 |
| **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 | |
|  | | **Seasonal Change**   * Observe changes across the four seasons * Observe and describe weather associated with the seasons and how the day length varies | | | | | |
| **History** | |  | Wibsey in the past  Changes within living memory  Significant events   * Wibsey Horse Fair * Low Moor Explosion | Toys in the past  Changes within living memory  Significant people   * Ole Kirk Kristiansen * Steve Jobs | Brilliant Bradfordians!  Changes beyond living memory  Significant people / events   * Enoch Priestley * The Jowett Brothers |  |  |
| **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. | |
| 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**  Design  Make  Evaluate | | Cooking and Nutrition  Fruit Salad   * The basic principles of a healthy and varied diet * Understand where food comes from |  | Structures  A bed for Old Bear   * Build structures exploring how they can be made stronger, stiffer and more stable |  | Mechanisms  Levers and sliders   * Explore and use mechanisms in products |  |
| **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. |
| **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 builders  1.5 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 |
| **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* | Games  Outdoor – running, throwing and catching skills | Gymnastics  Performing a range of rolls and jumps | Dance  Use hands and feet expressively to create patterns and feelings | Games  Controlling a range of equipment in group games: striking and fielding | Athletics  Developing and demonstrating balance whilst travelling over a short distance using various speeds | |
| *PPA* | Gymnastics  Using strength and balance to perform a range of rolls and jumps | Dance  Use hands and feet expressively to create patterns and feelings | Games  Developing throwing and catching skills | Gymnastics  Performing 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 stories  C,I | Special events and their celebration  C, I, J + secular celebrations | Caring for others  C,I | Belonging to a church or mosque  C,I | Messages about God  C | |
| **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 walk  Autumn: Judy Woods visit in October (small group) | Victoria Park / Greenway – Local History | Toy Museum  Winter: Judy Woods visit (small group) | R.E. – visit church and mosque  Spring: Judy Woods visit (small group) | Yorkshire Wildlife Park – animals | Summer: Judy Woods visit (small group) |