




# Kings Queens and Castles

**Year: 1**

**Term: Spring 1**

**2022/2023**



<u>Tier 1</u> <u>(Known Words)</u>	<u>Tier 2</u> <u>(Sentence and Visual)</u>	<u>Tier 3</u>
<p>Beans</p> <p>Plant</p> <p>Leaves</p> <p>Stem</p> <p>Stalk</p> <p>Roots</p> <p>Flower</p> <p>Seed</p>	<div data-bbox="632 590 1133 1167" data-label="Image">  </div> <div data-bbox="1151 638 1647 743" data-label="Section-Header"> <h2>Evergreen</h2> </div> <div data-bbox="1151 762 1736 1157" data-label="Text"> <p>Having foliage that remains green and functional through more than one growing season.</p> </div> <div data-bbox="605 1293 1145 1799" data-label="Image">  </div> <div data-bbox="1166 1329 1641 1425" data-label="Section-Header"> <h2>Beanstalk</h2> </div> <div data-bbox="1166 1455 1955 1682" data-label="Text"> <p>The stem of a bean plant, proverbially <u>fast-growing</u> and tall.</p> </div>	<div data-bbox="2000 510 2528 1052" data-label="Image">  </div> <div data-bbox="2000 1087 2792 1184" data-label="Section-Header"> <h2>Deciduous trees</h2> </div> <div data-bbox="2000 1213 2807 1682" data-label="Text"> <p>shedding all leaves annually  at the end of the growing season and then having a dormant period without leaves.</p> </div>



## English (Objectives)

### GPS:

- Use capital letter for the personal pronoun I. Use capital letters for names of people, places and days of the week. Identify and use question marks. Identify and use exclamation marks.
- Extend range of joining words to link words and clauses using but and or.
- Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.
- Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.

### Reading Comprehension

- Listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently. Link what they have read to own experiences.
- Recognise and join in with predictable phrases.
- Enjoy and recite rhymes and poems by heart.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.
- Discuss the title and how it relates to the events in the whole story.
- Make basic inferences about what is being said and done.
- Make predictions based on what has been read so far.
- Participate in discussion and take turns.
- Listen to what others say.

### Writing (Objectives and Outcome): Composition

- Say out loud what they are going to write about. Compose a sentence orally before writing it.
- Sequence sentences to form short narratives to describe or re-tell.
- Write Character descriptions
- Write a plant diary

## Maths (Red Rose Maths Mastery)

Number and Place Value

Mass/Weight

2D and 3D shape

Counting and Money

Multiplication

Division

## Science (Objectives)

### Plants

- Identify and name a variety of common wild an garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

### Skills:

#### Questioning

Asking simple questions and recognising that they can be answered in different ways.

#### Recording

Gathering and recording data to help in answering questions. identifying and classifying.

#### Concluding

## Humanities (Geography– Objectives)

What do we know about our Island home.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.

### R.E (unit)

Islam

Where is God? Talk about Allah, creation and Living things.

## DT – Preparing food and Combining

### Design

- Use pictures and words to convey what they want to design/make. Propose more than one idea for their product.
- Select appropriate technique explaining First... Next... Last....

### Make

- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria. Select and name the tools needed to work the materials.
- Talk about their design as they develop and identify good and bad points. Note changes made during the making process as annotation to plans/ drawings.

### Evaluation

Say what they like and do not like about items they have made and attempt to say why.

Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

## Health

### PSHE (Unit)

#### Belonging to a community.

- What rules are.
- caring for others' needs
- looking after the environment

### P.E (Unit)

Athletics and Games –

- Catching and bouncing

### ICT (Rising Stars Unit)

- Moving a Robot

### Music - Sing

- 'Football' and 'The sea'.

### Enrichment (Visits/Visitors/Parent Showcase)

Fire service visit