







# Festivals and Celebrations

**Year: 1   Term: Autumn 2   2023/2024**



Tier 1 (Known Words)	Tier 2 (Sentence and Visual)	Tier 3
<p>Celebrate King Religion Christianity Remember Soldier Poppy</p>	<p>Gunpowder Plot Guy Fawkes King James 1 Catholic Protestant Houses of Parliament</p>   <p>Remembrance Day</p>  <p>World War 1 and 2</p> 	<p>Armistice Cenotaph</p>



**English (Objectives)**

**GPS:**  
Separate words with spaces.  
Use punctuation to demarcate simple sentences (capital letters and full stops).  
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.  
Use the joining word and to link words and clauses.  
Extend range of joining words to link words and clauses using but and or.  
Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.  
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.  
Become familiar with key stories, fairy stories and traditional tales.  
Orally retell familiar stories.  
Enjoy and recite rhymes and poems by heart.  
Introduce and discuss key vocabulary, linking meanings of new words to those already known.  
Activate prior knowledge e.g. what do you know about minibeasts?  
Check that texts make sense while reading and self-correct. Explain clearly their understanding of what is read to them.  
Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how  
Identify and discuss the main events in stories.  
Identify and discuss the main characters in stories.  
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.  
Write simple sentences that can be read by themselves and others.  
Re-read sentences to check it makes sense.  
Sequence sentences to form short narratives.  
Discuss what they have written with the teacher or other pupils.  
Read aloud their writing clearly to be heard by their peers and the teacher.

**Handwriting**  
Sit correctly at a table holding a pencil correctly.  
Form lower-case letters correctly - starting and finishing in the right place, going the right way around, correctly oriented.  
Form capital letters correctly.  
Form digits 0-9 correctly.  
Practice forming letters in handwriting families: -'Long ladders' - i, j, l, t, u, -'One armed robots' - b, h, m, n p, r -'Curly caterpillars' - c, a, d, e, g, o, q, f, s -Zig-zag letters - k, v, w, x, y, z

**Spelling**  
Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.  
Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.  
Spell words with n before k e.g. bank, think.  
Divide words into syllables, e.g. pocket.  
Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch.  
Spell words with the /v/ sound at the end of words, e.g. have, live, give.  
Add s and es to words, e.g. thanks, catches.  
Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.  
Add -er and -est to adjectives where no change is needed to the root word.  
Spell words with vowel digraphs. Spell words with vowel trigraphs. Spell words ending - y - happy.  
Spell words with new consonant spellings ph and wh, e.g. dolphin, wheel. Spell words using k for the /k/ sound, e.g. Kent.  
Add the prefix -un. Spell compound words, e.g. farmyard, bedroom.  
Spell common exception words (see below). Spell days of the week.  
Name the letters of the alphabet in order.  
Use letter names to distinguish between alternative spellings of the same sound.  
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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

Christmas Performance.

**Maths (Red Rose Maths Mastery)**

Sorting and Sequencing  
Fractions  
Capacity and Volume  
Money  
Time

**Science (Objectives)**

**Knowledge:**  
**Everyday Materials**  
Distinguish between an object and the material from which it is made.

**Skills:**  
**Questioning**  
Asking simple questions and recognising that they can be answered in different ways.

**Planning**  
Performing simple tests to

**Measuring**  
Observing closely, using simple equipment.

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

**Concluding**  
Using their observations and ideas to suggest answers to questions.

**Humanities (History - Objectives)**

**History - Changes within living memory (Aut 2)**

**Skills**  
Develop an awareness of the past, using common words and phrases relating to the passing of time.  
To know where the people and events they study fit within a chronological framework.

**Knowledge**  
To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

**R.E (unit)**  
Christianity - Jesus

**Music**  
Magical Musical aquarium and the King in the castle.

**DT (Outcome and Objectives)**

**Levers/Moving Parts**  
**Evaluation of existing products**  
Explore existing products and investigate how they have been made.  
Decide how existing products do/do not achieve their purpose.

**Structures**  
Join appropriately for different materials and situations e.g. glue, tape.  
Mark out materials to be cut using a template.

**Mechanical**  
Join appropriately for different materials and situations e.g. glue, tape.  
Mark out materials to be cut using a template.  
Fold, tear and cut paper and card.  
Cut along lines, straight and curved.  
Use a hole punch.  
Insert paper fasteners for card.

**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....  
Explore ideas by rearranging materials.  
Select pictures to help develop ideas.  
Use drawings to record ideas as they are developed.  
Add notes to drawings to help explanations.  
Describe their models and drawings of ideas and intentions.

**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.

**Music**  
Magical Musical aquarium and the King in the castle.

**ICT**  
Teach Computing - Digital painting.

**Health**  
**PSHRE (Unit)**  
  
Respecting ourselves and others- Mental wellbeing.  
  
How behavior affects others, Anti bullying week