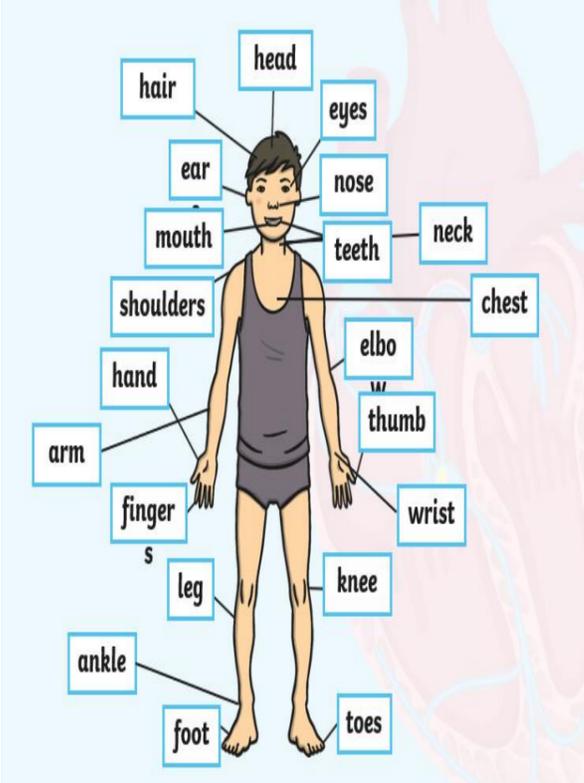


# Step into the Wild

**Year: 1    Term: Summer 1**  
**2023/2024**



WHERE THE WILD THINGS ARE

<u>Tier 1</u> (Known Words)	<u>Tier 2</u> (Sentence and Visual)	<u>Tier 3</u>
<p>Head Body Arms Legs Eyes Ears Mouth Tongue</p> 	<p>Senses Taste Smell Sight Hearing Touch</p> 	<p><b>Mammals</b></p> <p>a warm-blooded vertebrate animal of a class that is distinguished by the possession of hair or fur, females that secrete milk for the nourishment of the young, and (typically) the birth of live young.</p>  <p><b>Skeleton</b></p> <p>An internal or external framework of bone, cartilage, or other rigid material supporting or containing the body of an animal or plant.</p> 

<p><b>English (Objectives)</b></p> <p><b>GPS:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Extend range of joining words to link words and clauses using but and or.</li> <li>• Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.</li> <li>• Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</li> </ul>	<p><b>Maths (Red Rose Maths Mastery)</b></p> <p>Number and Place Value          Addition and Subtraction          Capacity and Volume          Fractions          Position Direction and Time          2D and 3D Shape</p>	<p><b>DT – Bugs and Beasties</b></p> <p><b>Art- Andy Warhol</b></p> <p><b>Observational drawings and paintings developed into printmaking.</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Use pictures and words to convey what they want to design/make. Propose more than one idea for their product.</li> <li>• Select appropriate technique explaining First... Next... Last....</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Discuss their work as it progresses.</li> <li>• Select materials from a limited range that will meet the design criteria. Select and name the tools needed to work the materials.</li> <li>• 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.</li> </ul>
<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Enjoy and recite rhymes and poems by heart.</li> <li>• Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.</li> <li>• Discuss the title and how it relates to the events in the whole story.</li> <li>• Make basic inferences about what is being said and done.</li> <li>• Make predictions based on what has been read so far.</li> <li>• Participate in discussion and take turns.</li> <li>• Listen to what others say.</li> </ul>	<p><b>Science – The Human Body</b></p> <p>Identify name draw and label the basic parts of the human body and say which part is associated with each sense.          Recognise that humans are animals.          Compare and describe differences in their own features (eye hair skin colour etc)          Recognise that humans have many similarities</p> <p><b>Skills:</b></p> <p><b>Questioning</b> Asking simple questions and recognising that they can be answered in different ways.  <b>Recording</b> Gathering and recording data to help in answer questions. identifying and classifying.  <b>Concluding</b></p>	<p><b>Evaluation</b></p> <p>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.</p> <p><b>PSHE (Unit)</b></p> <p><b>Physical health and Mental wellbeing.</b>  <i>Keeping healthy, food and exercise, Hygiene routines, sun safety.</i></p>
<p><b>Writing (Objectives and Outcome):</b></p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about. Compose a sentence orally before writing it.</li> <li>• Sequence sentences to form short narratives to describe or re-tell.</li> <li>• Write Character descriptions</li> </ul>	<p><b>Humanities (Geography – Objectives)</b></p> <p><b>How can we use maps to find out about our world?</b></p> <p>Locate the seven continents and five oceans of the world.</p> <p><b>R.E (unit)</b></p> <p><b>Judaism</b> -What do people say about God?          To examine the Jewish belief in their special relationship with God. The content Focus is on God, Torah and the People and The Land.</p>	<p><b>ICT (Rising Stars Unit)</b></p> <ul style="list-style-type: none"> <li>• Digital Writing</li> <li>•</li> </ul> <p><b>Music - Sing</b></p> <ul style="list-style-type: none"> <li>• Come dance with me</li> <li>• Nautilus</li> <li>•</li> </ul> <p><b>P.E (Unit)</b></p> <p>Target Games overarm throw</p> <p><b>Enrichment (Visits/Visitors/Parent Showcase)</b></p> <p>KS2 SATS Week 8<sup>th</sup> April 2023</p>