

Engage: Mask making
Express: Celebration carnival

Literacy

Spoken Language:

WALT Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

WALT Use relevant strategies to build their vocabulary
WALT Participate in discussions, presentations, performances, role play, improvisations and debates

Reading:

WALT Learn to appreciate rhymes and poems and to recite some by heart

WALT Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

WALT Discuss word meanings

WALT Check that the text makes sense to them as they read

WALT Link what they read and hear to their own experiences

Writing:

WALT Read aloud their writing clearly enough to be heard by their peers and the teacher

WALT Compose a sentence orally before writing it

WALT Sequence sentences to form short narratives

WALT Say out loud what they are going to write about

WALT Re-read what they have written to check that it makes sense

WALT Discuss what they have written with other pupils

WALT Form lower-case letters in the correct direction, starting and finishing in the right place

Mathematics

Included on termly Success and Challenge cards

Personal, Social and Emotional Development

PSCHE: Relationships

WALT Identify the people who are important in the children's lives, including those who they care for and who care for them

WALT Recognise feelings of jealousy

WALT Develop pride in others' achievements

WALT Learn strategies for feeling better without hurting others

R.E.: Is Shabbat important to Jewish children?

WALT Empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.

WALT Share favourite days of the week and talk about food children would choose to share in a special meal.

WALT Use the right names for things that are special to

WALT Jewish people during Shabbat and explain why they are important.

WALT Make connections between being Jewish and decisions about behaviour.

SUMMER TERM 1

Activities

Rio de Vida

Year 1

Knowledge Outcomes

What country and continent is Rio in?

What continent Brazil in?

What is the climate in Rio?

What is Christ the Redeemer and where can it be found?

Challenge

Why are London and Brazil different?

Physical Development

Athletics:

WALT Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Understanding of the World

GEOGRAPHY:

WALT Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area of a contrasting, non-European country
WALT Use world maps, atlases and globes to identify the UK and its countries

WALT Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.

SCIENCE: Seasonal Changes

WALT Observe changes across the four seasons

WALT Observe and describe weather associated with the seasons and how day length varies.

Computing: iWrite

WALT Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Expressive Art and Design

ART:

WALT Use a range of materials creatively to design and make products

WALT Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

DT:

WALT Design purposeful, functional, appealing products for themselves and other users based on design criteria

WALT Select from and use a wide range of materials and components, including construction materials, textiles and ingredients

Music:

WALT Listen with concentration and understanding to a range of high quality live and recorded music