

Fiction - Fantasy



Essential Vocabulary	
clause	A group of words that contain a subject (something or someone) and a verb (doing something). For example: the toys jumped
coordinating conjunction	A word that joins together two clauses that make sense on their own, such as 'and,' 'but,' 'or' and 'so.'
prefix	A letter or group of letters added to the start of a root word to make a new word. We are learning the prefix 'un,' for example: unhelpful .
suffix	A letter or group of letters added to the end of a root word to make a new word, such as quickest or helper .
setting	Where the story takes place. One story can have lots of settings, such as a spaceship, a planet and a house.
adjective	A word used to describe a noun. For example: a brave rabbit.
diary entry	Texts written by a person (real or fictional) to recount something that happened to them. They are written in the past tense, in the order in which the events happened. They usually include the writer's emotions or opinions about what has happened.

Key Knowledge
<p>We will write a fantasy story about some toys that are taken onto a spaceship this half term! Our writing will be inspired by 'Toys in Space' by Mini Grey. We will engage in drama activities, write diary entries and descriptions, as well as writing letters between the characters in the book.</p> <p>Fantasy stories are usually set in a magical or imagined world. Ours will mostly be set in space. Fantasy stories often involve magical creatures, and ours will involve toys who come to life. Characters in fantasy fiction often cross between worlds by magic.</p>



Links to Prior Learning
<ul style="list-style-type: none"> English – Adventure Stories, Diary entries (Year 1) Science – Animals including Humans (Year 1) PSHE – Rights and Responsibilities (Reception), Who is special to us? (Year 1)

Key Questions
<ul style="list-style-type: none"> What would it feel like to go into space? If you could go to another planet, where would you go? Who would you choose to go on an adventure to somewhere new with and why? How would you feel if you met a creature from another planet? How important are names? How do you know you are cared for?

Key Skills
<ul style="list-style-type: none"> Join words and clauses using 'and' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add the suffixes -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the prefix 'un' Use some story language Include and describe characters Include and describe the setting Write simple sentences in sequence Include a beginning, middle and end



Everyday materials

Essential Vocabulary	
Waterproof	Something that keeps water out is waterproof. This means that water cannot pass through it.
Absorbent	When something takes in another substance. Materials that absorb water include; a sponge, napkin, paper towel
Transparent	If an object or material is transparent, it means light completely passes through it, and you can see clearly through it (like glass).
Opaque	Opaque means that the object blocks light so that light cannot travel through (like a book or a chair).
Fabric	Fabrics are materials we use for a lot for things like clothes, furniture, curtains and blankets.

Key Knowledge
Distinguish between an object and the material from which it is made.
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Describe the simple physical properties of a variety of everyday materials.
Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Links to Prior Learning
<ul style="list-style-type: none"> Children will make observations and express their views of their environments. (Reception) Children will know that some things in the world are man-made and some things are natural. (Reception) Children will know some important processes and changes in the natural world including states of matter. (Reception)

Key Questions
<ul style="list-style-type: none"> What is an object? What is man-made and what is natural? Why can we see through glass? What does opaque mean?



Enquiry Skills – Science Disciplines
<ul style="list-style-type: none"> Ask simple questions recognising that they can be answered in different ways Observe closely, using simple equipment perform simple tests Identify and classify use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out. Begin to use simple scientific language.

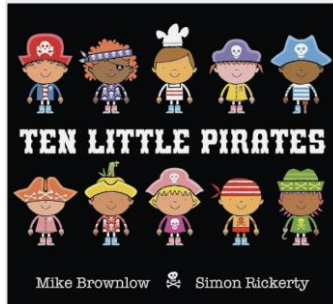
Who else helps us stay safe?

Essential Vocabulary	
community	A community as a big group of people who live near each other and help each other out.
emergency	An emergency is something really bad that happens and you need help right away. It's like when something scary or dangerous is going on and you can't handle it alone. It's when you have to call grown-ups like firefighters, police, or doctors to make things better and keep everyone safe.
safety	Safety means being protected and feeling okay. Safety is when you can play, explore, and be yourself without worrying about danger.
stranger	A stranger might be someone who isn't part of your family, friends, or people you know very well.



Key Knowledge
<ul style="list-style-type: none"> • know that different people in the community have roles/jobs that help keep us safe • know who can help in different places and situations and how to ask for help • know what to say and how to respond safely to adults they don't know • know how to call 999 in an emergency and what to say

Key Questions
<ul style="list-style-type: none"> • how jobs do people do to keep us safe? • how do we ask for help in different places? • what can we do to get help in an emergency? • what do I do if a stranger speaks to me?

RSE No Outsiders
<p>Ten Little Pirates by Mike Brownlow and Simon Rickerty</p>  <p>Children will discuss games for boys and girls and that boys and girls can play these together. They will ask whether some games are just for boys or girls!</p>

Links to Prior Learning
<ul style="list-style-type: none"> • EYFS – who helps us stay safe? • Year 1 – Who helps us to keep safe?



Net and Wall games - Part 1.



Essential Vocabulary	
T position	Imagine a T drawn from the back line of a tennis or squash court. Standing in the centre of the T makes it harder for your opponent.
receive	the individual act of obtaining the ball from a pass or an interception
passive rally	a rally performed by your partner
active rally	a rally that you are involved in
volley	the flight of the ball (as in volleyball or tennis) or its course before striking the ground
rally	a continuous series of shots that the players exchange without stopping.

Key Knowledge
<ul style="list-style-type: none"> To leave a ball which is going to land out. What a T position is and how it can help me. To move to the line of the ball and to get into a T position. That the ball needs to be struck over the net Not to turn my back on the ball. How to throw for accuracy. How to throw for power.

Key Questions
<ul style="list-style-type: none"> What is the T position and how will it help me in racket sports? How can I move the ball so that I am in the T position? How can I make my throw more accurate? How can I position my body to make my throw more powerful? Why is it important to keep my eye on the ball at all times and why should I not turn my back on the ball?

Links to Prior Learning
<ul style="list-style-type: none"> Find a space in EYFS Work carefully in all learning Being aware of different body parts in EYFS

Key Skills
<ul style="list-style-type: none"> Send a large ball with some degree of accuracy. Receive a ball by moving swiftly into the right position. Strike a large ball, with one hand, whilst it is airborne. I can play passive and then active rallies by striking over a net with my hand . Strike and volley a large ball with some degree of accuracy. Dig a ball by getting underneath it. Strike a small ball using an open palm and move into position to receive it back. Strike a small ball with my open palm with some accuracy. Keep a rally going with a partner . Throw with accuracy and power. Keep my eye on the ball at all times.



Multiplication and Division - Number



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Essential Vocabulary	
Equal groups	Groups that contain the same number
Array	An arrangement of pictures or objects in rows and columns
Column	A vertical division of a page
Row	A horizontal division of a page
Double	Two equal groups of something
Twice	Two times of something
Share	Distribute between a number of people or groups

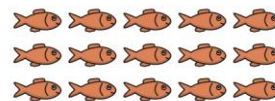
Links to Prior Learning
<ul style="list-style-type: none"> In EYFS understanding that some amounts will share equally into two equal groups and some won't. In EYFS recognize equal and unequal groups.

Our KIRF this half term:
<ul style="list-style-type: none"> Doubles and halves to 10 - children should be able to quickly recall what is double of any number up to 10 and what is half of any number up to 10 (that divides equally)

Our Small Steps of Learning	
Step 1	Count in 2s
Step 2	Count in 10s
Step 3	Count in 5s
Step 4	Recognise equal groups
Step 5	Add equal groups
Step 6	Make arrays
Step 7	Make doubles
Step 8	Make equal groups - grouping
Step 9	Make equal groups - sharing

Ron and Sam bake these cakes.

They put them into equal groups.



Key Questions
<ul style="list-style-type: none"> What pairs can you see/find? How many groups of 10 are there? What number is this? What patterns do you notice when you count in 5s? How do you know that the groups are equal/unequal? How many are there altogether? How can you write this as a number sentence? How many equal rows/columns are there? How many are there in each row/column? How many are there altogether? Is this a double? How do you know? What does "sharing" mean? What does "sharing equally" mean?

Key Knowledge
<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher



Fractions - Number



Essential Vocabulary	
Equal group	Groups that contain the same number
Share	Distribute between a number of people or groups
Half	One of two equal parts
Quarter	One of four equal parts

Links to Prior Learning
<ul style="list-style-type: none"> In EYFS learning how to share into groups In Year 1 learning about equal and unequal groups

Our KIRF this half term:
<ul style="list-style-type: none"> Doubles and halves to 10 – children should be able to quickly recall what is double of any number up to 10 and what is half of any number up to 10 (that divides equally)

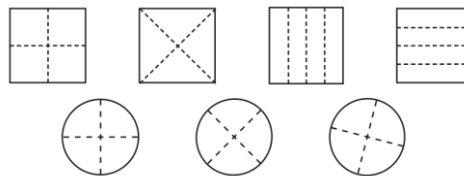
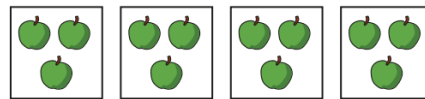
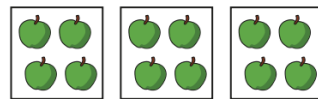
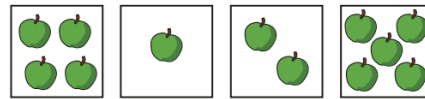
Which object has been cut into quarters?



Our Small Steps of Learning

- Step 1 Recognise a half of an object or a shape
- Step 2 Find a half of an object or a shape
- Step 3 Recognise a half of a quantity
- Step 4 Find a half of a quantity
- Step 5 Recognise a quarter of an object or a shape
- Step 6 Find a quarter of an object or a shape
- Step 7 Recognise a quarter of a quantity
- Step 8 Find a quarter of a quantity

Which row of pictures shows quarters?



Key Questions

- What is the whole?
- How many parts are there? Are the parts equal?
- How many halves make a whole?
- How can you find half?
- If 3 is half, how can you find the whole?
- How do you know that this is/is not a quarter?
- Can you make a quarter in a different way?
- If you know that half of 8 is 4, how can you use this to find a quarter of 8?

Key Knowledge

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

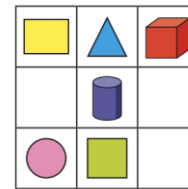
Position and Direction - Geometry



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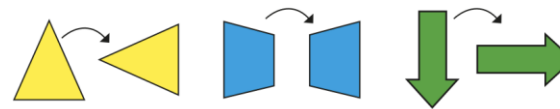
Essential Vocabulary	
Turn	Rotate about a point
Quarter turn	Rotate about a point 90 degrees
Half turn	Rotate about a point 180 degrees
Three-quarter turn	Rotate about a point 270 degrees
Whole turn	Rotate about a point 360 degrees so that you are facing the same direction
Position	Identifying and recording where something is located
Above	Higher in place than something else
Below	Lower in place than something else

Our Small Steps of Learning	
Step 1	Describe turns
Step 2	Describe position - left and right
Step 3	Describe position - forwards and backwards
Step 4	Describe position - above and below
Step 5	Ordinal numbers



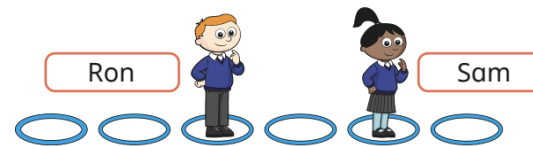
above to the left of
below to the right of

Match the shapes to the turns.



Links to Prior Learning
<ul style="list-style-type: none"> Understanding patterns and positional language in EYFS Describe the location of something using positional language in EYFS

Our KIRF this half term:
<ul style="list-style-type: none"> Doubles and halves to 10 – children should be able to quickly recall what is double of any number up to 10 and what is half of any number up to 10 (that divides equally)



Key Questions
<ul style="list-style-type: none"> What is a turn? How do you make a full turn? How do you make a half/quarter turn? Which is your left/right hand/foot? If two objects both move forwards/backwards, are they moving in the same direction? How could you describe “above”? How could you show me “below”? What does “first” mean? When would you use the word “last”?

Key Knowledge
<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside

Changes within living memory - How has modern day society changed the way we shop?

Essential Vocabulary	
National	Relating to or characteristic of a nation; common to a whole nation.
Lifetimes	The duration of a person's life.
Online	Connected to a computer network or accessible by computer (internet)
Parents	A person's father or mother.
Grandparents	The parents of a person's father or mother – paternal or maternal.
Great Grandparents	Grandfather or grandmother of one's father or mother.
Home life	The domestic routine or way of living.

Links to Prior Learning
<ul style="list-style-type: none"> Children continue to learn about changes within living memory covered in Reception.

Key Knowledge
<ul style="list-style-type: none"> To understand what a shop is and share experiences of shopping. Department stores are a type of retail store that sells a wide variety of items like John Lewis and Selfridges. Supermarkets are large, self-service stores with central checkout facilities. They carry an extensive line of food items and often non food products like Asda and Tesco. Newsagent - a shop that sells newspapers and magazines. Self Service is the system whereby customers select goods for themselves and pay at a checkout. The Trafford Centre is a large indoor shopping centre and entertainment complex in Manchester. The Trafford Centre opened in 1998 and is third largest in the United Kingdom by retail space.

Key Questions
<ul style="list-style-type: none"> What is a shop? What were shops like in 1950? What is a high street? What is a supermarket? How were items purchased? How has technology changed the way we shop? What was the Trafford Centre like in 1998? What is the Trafford Centre like in 2024?



The Music Year Theme: Musical Theatre (Summer 1) and Film Music (Summer 2)

Essential Vocabulary	
Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse.
Pitch	The speed of music; fast, slow or in between.
Call and Response	Two separate musical phrases, the second one responds to the first.

Links to Prior Learning
In Spring, Year 1 have experimented for the first time with composing short pieces of music and sound effects. Children have also responded to music through movement and dance.

Key Knowledge
<ul style="list-style-type: none"> Recognising the mood and feeling of pieces of music, for example Samba and 20th Century music. The difference between rhythm patterns and pitch patterns as well as recognition of graphic symbols to show notation.

Key Questions
Listening
<ul style="list-style-type: none"> What is the mood/feeling of pieces of the piece of music? Who is the composer/writer? Which genre is the piece of music?
Singing
<ul style="list-style-type: none"> What are the key principles to warming up our voices? Is your voice ready for singing? Why/why not?
Perform (vocal)
<ul style="list-style-type: none"> How can you engage with the audience? What were your reflections on the live/recorded performance?
Composition
<ul style="list-style-type: none"> What is the difference between creating a rhythm pattern and a pitch pattern?

Wider Opportunities	
Listening suggestions for this term	
	Oogway Ascends by Hans Zimmer and John Powell
	Let it Go by Robert Lopez
	Truly Scrumptious From Chitty Chitty Bang Bang
Music groups in our local area	
<ul style="list-style-type: none"> Trafford Music Service (choirs and instrument lessons) Sale Youth Choir One Education Music Centre Greater Manchester Music Hub 	

How and why do we celebrate special and sacred times?



Essential Vocabulary	
Harvest	The process or period of gathering in crops
Easter Sunday	The day Jesus rose from the dead.
Jesus	God's son who died for us.
Creator	A person who invents, produces, or makes things.
Dedication	Committed to a task or purpose.
Fasting	To go without food or drink for a period of time.
Festival	A day or period of celebration.

Key Skills
<ul style="list-style-type: none"> Recognise and name features of religions and beliefs. Recall features of religious practices- festivals, worship, rituals. Recognise different symbols and actions that express a community way of life.

Key Knowledge
<ul style="list-style-type: none"> Festivals in Christianity include: Christmas, Easter, Harvest and Pentecost. Festivals in Judaism include: Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God). Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan).

Key Questions
<ul style="list-style-type: none"> What is the importance and value of celebration and remembrance in children's own lives? What is the meaning and significance of Jewish rituals and practices during each festival? What happens in a Muslim household at Eid-ul-Fitr? What is the importance of the symbol of light within different festivals?

Links to Prior Learning
<ul style="list-style-type: none"> Which places are special and why? EYFS

Year 1 – Summer 1 – Computing

Creating Media: Digital writing

Essential Vocabulary	
Word Processor:	A special computer tool for writing.
Keyboard:	Like a piano for typing letters.
Keys:	Buttons on the keyboard for making letters appear.
Type:	Using the keyboard to write words.
Space:	Makes gaps between words.
Backspace:	Erases mistakes.
Text Cursor:	Blinking line showing where to type.
Toolbar:	Row of buttons for changing text.
Bold:	Makes words thicker and stronger.
Italic:	Makes words lean to the side.

Key Skills
<ul style="list-style-type: none"> • Open a word processor • Recognise keys on a keyboard • Identify and find keys on a keyboard adding and removing text • Enter text into a computer • Use letter, number, and space keys • Use backspace to remove text • Type capital letters • Explain what the keys that I have learnt about already do • Identify the toolbar and use bold, italic, and underline • Select a word by double-clicking • Select all of the text by clicking and dragging • Change the font • Say what tool I used to change the text • Decide if my changes have improved my writing • Use 'undo' to remove changes • Make changes to text on a computer • Explain the differences between typing and writing • Say why I prefer typing or writing

Key Questions
<ul style="list-style-type: none"> • What is a word processor, and how is it different from writing with pen and paper? • Can you name some keys on the keyboard that help you with typing? What do they do? • How do you make text bold, italic, or underline in a word processor? • What is the purpose of the text cursor? How does it help you when typing? • Explain the role of the toolbar in a word processor. What are some common functions you can find on it?

Links to Prior Learning
<p>This unit progresses the children's knowledge and understanding of using computers to create and manipulate digital content, focussing on using a word processor. In Reception, children learned to type basic inputs using a keyboards.</p>

Key Knowledge
<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>

Online Safety Focus
<p><u>Online relationships</u></p> <ul style="list-style-type: none"> • Explain why it is important to be considerate and kind to people online and to respect their choices. • Explain why things one person finds funny or sad online may not always be seen in the same way by others.



Year 1- Sculpture and 3d Paper Play



Essential Vocabulary	
carving	Carving is the act of using tools to shape something from a material by scraping away portions of that material.
concertina	A method of folding a sheet of paper, first to the right and then to the left, so that the sheet opens and closes in the manner of a concertina.
mosaic	A surface decoration made by inlaying small pieces of variously coloured material to form pictures or patterns.
sculpture	Art in all dimensions, walk all around it to look at it.
spiral	Winding in a continuous curve.
Three dimensional	A solid shape, art that is not flat on paper.
loop	A shape produced by a curve that bends round and crosses itself.
overlap	To extend over so as to cover partly.

Links to Prior Learning
<ul style="list-style-type: none"> EYFS- Sculpture and 3d- Creation Station

Key Knowledge
<ul style="list-style-type: none"> Sculptures can be made by carving, modelling or placing materials together. A sculpture can be a representation of something or a way of expressing emotion, feelings or beliefs. Sculptures can be made out of stone, wood, clay or any other material the artist wants to use! Artists use many tools to create sculptures, for example their own hands or modelling tools. You can use your hands to fold, bend, twist or scrunch paper to change its shape and appearance.

Key Questions
<ul style="list-style-type: none"> What is a sculpture? What can we make sculptures from? Which tools would help me to create a sculpture? How can I manipulate paper to create a sculpture? Where can I see sculptures by well known artists in the UK? Which artists are famous sculptors?

Artists
<ul style="list-style-type: none"> Samantha Stephenson from Sydney, Australia is an artist who uses metal to create sculptures that show movement by using curves. Louise Bourgeois (1911) was a French-American Artist known for her large scale sculpture and installation artwork.

Key skills	
Paper Sculpture Skills	
<p>Scrunch</p>	<p>Zig-zag</p>
<p>Spiral</p>	<p>Roll</p>
<p>Fold</p>	<p>Overlap</p>

Where can I see sculptures?
<p>Locally The Jane Baugh Woodland Sculpture trail is located in Walkden Gardens in Sale, Manchester. You can enjoy sculptures of different shapes, sizes and materials.</p>
<p>Nationally 'The Angel of the North' is a well known sculpture created by Anthony Gormley and is located in Tyne and Wear in the North East of England.</p>