



Inspire

CURRICULUM

Unit: Where shall we go?

Term: Summer 3

Year: 1

Where shall we go? Unit Summary

This Unit will look at the changing seasons and the different weather associated with each one. Pupils will think about journeys they might be making or have made in the past. They will look at maps and globes to see where they have been or where they are going.

Programme of Study

Unit: Where shall we go?

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Please note that all appendices and guidelines referred to in the programme of study are available to download at: <https://www.gov.uk/government/collections/national-curriculum> The POS codes replace the DfE bullets for ease of reference.

Key:

FT = First Teaching

OG = On Going

Spoken Language	
SL1	listen and respond appropriately to adults and their peers
SL2	ask relevant questions to extend their understanding and knowledge
SL3	use relevant strategies to build their vocabulary
SL4	articulate and justify answers, arguments and opinions
SL5	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
SL6	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
SL7	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
SL8	speak audibly and fluently with an increasing command of Standard English
SL9	participate in discussions, presentations, performances, role play, improvisations and debates
SL10	gain, maintain and monitor the interest of the listener(s)
SL11	consider and evaluate different viewpoints, attending to and building on the contributions of others
SL12	select and use appropriate registers for effective communication
<p>These statements apply to all Years. The content should be taught as a level appropriate to the age of the pupils (taken from notes and guidance [non-statutory]). Speaking and listening activities throughout the Unit have been designed with these POS statements in mind. Specific speaking and listening objectives are provided for some English lessons where appropriate.</p>	

English	Reading - word reading		
	WR1	apply phonic knowledge and skills as the route to decode words	OG
	WR2	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	OG
	WR3	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	OG
	WR4	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	OG
	WR5	read words containing taught GPCs and <i>-s, -es, -ing, -ed</i> and <i>-est</i> endings	OG
	WR6	read other words of more than one syllable that contain taught GPCs	OG
	WR7	read words with contractions, e.g. <i>I'm, I'll, we'll</i> , and understand that the apostrophe represents the omitted letter(s)	OG
	WR8	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	OG
	WR9	re-read these books to build up their fluency and confidence in word reading	OG
	Reading - comprehension		
	RC1	<i>develop pleasure in reading, motivation to read, and understanding by:</i>	
	RC1.1	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	OG
	RC1.2	being encouraged to link what they read or hear read to their own experiences	OG
	RC1.3	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	OG
	RC1.4	recognising and joining in with predictable phrases	OG
	RC1.5	learning to appreciate rhymes and poems, and to recite some by heart	OG
	RC1.6	discussing word meanings, linking new meanings to those already known	OG
	RC2	<i>understand both the books they can already read accurately and fluently and those they listen to by:</i>	
	RC2.1	drawing on what they already know or on background information and vocabulary provided by the teacher	OG
RC2.2	checking that the text makes sense to them as they read and correcting inaccurate reading	OG	
RC3	participate in discussion about what is read to them, taking turns and listening to what others say	OG	
RC4	explain clearly their understanding of what is read to them	OG	

English	Writing – transcription – spelling	
	WTS1	<i>spell: See English Appendix 1</i>
	WTS1.1	words containing each of the 40+ phonemes already taught
	WTS1.2	common exception words
	WTS1.3	The days of the week
	WTS2	name the letters of the alphabet
	WTS2.1	naming the letters of the alphabet in order
	WTS2.2	using letter names to distinguish between alternative spellings of the same sound
	WTS3	<i>add prefixes and suffixes:</i>
	WTS3.1	using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular for maker for verbs
	WTS3.2	using the prefix <i>un-</i>
	WTS3.3	using – <i>ing</i> , – <i>ed</i> , – <i>er</i> and – <i>est</i> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>)
	WTS4	apply simple spelling rules and guidance, as listed in English appendix 1
	WTS5	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
	Writing - handwriting	
	WH1	sit correctly at a table, holding a pencil comfortably and correctly
	WH2	begin to form lower-case letters in the correct direction, starting and finishing in the right place
	WH3	form capital letters
	WH4	form digits 0-9
WH5	understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these	

English	Writing - composition		
	WC1	<i>write sentences by:</i>	
	WC1.1	saying out loud what they are going to write about	OG
	WC1.2	composing a sentence orally before writing it	OG
	WC1.4	re-reading what they have written to check that it makes sense	OG
	WC2	discuss what they have written with the teacher or other pupils	OG
	WC3	read aloud their writing clearly enough to be heard by their peers and the teacher	OG
	Writing - vocabulary, grammar and punctuation		
	WVGP1	<i>develop their understanding of the concepts set out in English Appendix 2 by:</i>	
	WVGP1.1	leaving spaces between words	OG
	WVGP1.2	joining words and joining clauses using <i>and</i>	OG
	WVGP1.3	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	OG
	WVGP1.4	using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'	OG

Maths	Number and place value	
	1	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
	2	count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens
	3	given a number, identify one more and one less
	Addition and subtraction	
	2	represent and use number bonds and related subtraction facts within 20
	Measurement	
	1	compare, describe and solve practical problems for:
	1.1	length and heights (e.g. long/short, longer/shorter, tall/short, double/half)
	1.2	mass or weight (e.g. heavy/light, heavier than, lighter than)
	1.3	capacity/volume (full/empty, more than, less than, half, half full, quarter)
	2	measure and begin to record the following;
	2.1	lengths and heights
	2.2	mass/weight
2.3	capacity and volume	
3	recognise and know the values of different denominations of coins and notes	

Science	Working scientifically	
	1	asking simple questions and recognising that they can be answered in different ways
	2	observing closely, using simple equipment
	3	performing simple tests
	4	identifying and classifying
	5	using their observations and ideas to suggest answers to questions
	6	gathering and recording data to help in answering questions
	Seasonal changes	
	1	observe changes across the four seasons
2	observe and describe weather associated with the seasons and how day length varies	

Geography	Location knowledge	
	1	name and locate the world's seven continents and five oceans
	Human and physical geography	
	4	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
	Geographical skills and fieldwork	
	6	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
7	use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map	

History	1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
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Art & Design	2	to use drawing, painting and sculpture to share their ideas, experiences and imagination	
	3	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
	4	about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	

Music	1	use their voices expressively by singing songs and speaking chants and rhymes	
	4	experiment with, create, select and combine sounds using the inter-related dimensions of music	

Computing	4	use technology purposefully to create, organise, store, manipulate and retrieve digital content	
	6	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	