



Inspire

CURRICULUM

Unit: Posting and Places

Term: Spring 1

Year: 1

Posting and Places Unit Summary

This unit is based on the idea of receiving and writing letters with new friends from around the world. This will enable the children to be able to name and locate the world's continents, and the countries of the UK. They will start to appreciate and understand similarities and differences between themselves and their home country with that of others, with a focus on one contrasting area- the Arctic.

Programme of Study

Unit: Posting and Places

Year: 1 **Term:** Spring 1

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
	WR6	read other words of more than one syllable that contain taught GPCs	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	FT
	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
	RC2.3	discussing the significance of the title and events	OG
	RC2.4	making inferences on the basis of what is being said and done	OG
	RC2.5	predicting what might happen on the basis of what has been read so far	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	OG
	WTS1.2	common exception words	OG
	WTS1.3	the days of the week	OG
	WTS2	name the letters of the alphabet	OG
	WTS2.1	naming the letters of the alphabet in order	OG
	WTS2.2	using letter names to distinguish between alternative spellings of the same sound	FT
	WTS4	apply simple spelling rules and guidance, as listed in English appendix 1	OG
	WTS5	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	OG
	Writing - handwriting		
	WH1	sit correctly at a table, holding a pencil comfortably and correctly	OG
	WH2	begin to form lower-case letters in the correct direction, starting and finishing in the right place	OG
	WH3	form capital letters	OG
	WH4	form digits 0-9	OG
	WH5	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	OG
	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
WC1.3	sequencing sentences to form short narratives	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	

English	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	
	4	identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (<i>fewer</i>), most, least	
	5	read and write numbers from 1 to 20 in numerals and words	
	Addition and subtraction		
	1	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	
	2	represent and use number bonds and related subtraction facts within 20	
	3	add and subtract one-digit and two-digit numbers to 20 ($9 + 9$, $18 - 9$), including zero	
	4	solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	

Maths	Measurement		
	1	compare, describe and solve practical problems for:	
	1.4	time (for example quicker, slower, earlier, later)	
	2	measure and begin to record the following:	
	2.4	time (hours, minutes, seconds)	
	4	sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	
	5	recognise and use language relating to dates, including days of the week, weeks, months and years	
6	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times		

Geography	Location knowledge		
	1	name and locate the world's seven continents and five oceans	
	2	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	
	Place knowledge		
	3	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country	
	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	
9	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		

Music	1	use their voices expressively by singing songs and speaking chants and rhymes	
	2	play tuned and untuned instruments musically	
	3	listen with concentration and understanding to a range of high-quality live and recorded music	

Art & Design	1	to use a range of materials creatively to design and make products	
	2	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	

Computing	5	recognise common uses of information technology beyond school	
	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	