



Class Year 1 **How is a Bog Baby different to a human baby? How would I recognise a Bog Baby?** **Term Autumn** **Hook - Finding a Bog Baby** Children will learn about different creatures. They will formulate questions about the differences between different living things. Children will discover how creatures live and adapt to their surroundings. Children will learn about the way these creatures live and the countries in which they live. Children will use the computer to research local creatures and their lifestyles.

English

SPEAKING AND LISTENING: Through discussion, role-play and drama the children will explore the story of Bog Baby by Jeanne Willis. Children will have opportunities to perform poetry in particular favourite Nursery Rhymes. They will follow instructions to make a Bog Baby and demonstrate their understanding in response to questions and stories. They will develop their own narratives about The Bog Baby and in response to other relevant stories.

PHONICS: Children will complete discrete Phonics sessions lasting approximately 20 minutes following Letters and Sounds a range of activities will be used to support this scheme.

READING: Children will look at fiction and non-fiction books and explore the differences between them. Children will read and understand simple sentences. They will read some common irregular words and use their developing phonics knowledge to decode regular words aloud accurately. They will also begin to answer simple questions about texts.

WRITING: Children will have several opportunities to develop the skills of writing through a variety of different writing genres including instructions, lists and menus. Children will have opportunities to write simple narratives based on 'The further adventures of the Bog Baby'. Children will also develop their understanding of a sentence and how to extend their sentences through games and simple exercises. They will meet the terms noun, adjective (describing words) and verbs.

HANDWRITING Children will continue to develop a comfortable and effective pencil grip. They will learn the different groups of letters and really focus on starting each letter correctly each time as well as beginning to sit the letters correctly on the line.

Mathematics

PLACE VALUE, NUMBER AND COUNTING: Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number. Count in multiples of 2s, 5s and 10s. Begin to read and write numbers 0-20 in digits and words with support.

MEASURES LENGTH AND WEIGHT: Compare, describe & solve practical problems for: Lengths & heights and Mass/weight. Use the following vocabulary correctly (in a range of contexts): Length - long, short, longer, shorter, tall, short, double, half. Weight and Mass heavy, light, heavier than, lighter than. Using that knowledge and vocabulary to order up to 5 different objects.

ADDITION AND SUBTRACTION: Begin to mentally recall 1 more and 1 less or to use equipment to find the answer. Read, write and interpret mathematical statements involving + - = signs. Represent and use number bonds and related subtractions facts within 20

GEOMETRY 2D & 3D SHAPE: To be able to name, label and describe the properties of 2D and 3D shapes. To use shape vocabulary including corner, line, edge, vertices. To recognise shapes when they are in different positions.

FRACTIONS: 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 two equal parts of an object, shape or quantity.

MEASURES CAPACITY AND VOLUME: Compare, describe & solve practical problems. Use vocabulary full, half full, half empty and empty. Order 5 different containers.

MEASURES MONEY AND TIME: Recognise coins and begin to use combinations to make amounts. Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).

Science

Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores;

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Identify. Name, draw and label the basic parts of the human body and say which part is associated with each sense.

Working scientifically

Children can use simple equipment to help them make observations.

Children can perform a simple test.

Tell other people about what they have done.

They will give a simple reason for their answers.

They will explain what they have found out using scientific vocabulary.

They will classify and sort objects by a given criteria.

They put some information in a chart or table.

Cross Curricular English and Maths Links:

Read well known books associated with features of different animals and get children to talk about their favourite animals and the way they live.

Measure - links to art and geography

Data handling - sorting creatures by different criteria. Recording using different graphs. Shape and space - making creatures out of shapes. Counting - differences in legs etc. Problem solving. Tally the minibeasts they see in the school grounds and at home. Measuring to build a shelter for a bog baby. Weighing ingredients for bog baby food.

History

How I'm making History?

Changes within living memory, places locally (new building in market place, Kynren)

Christmas in the past

The children will interview an older person and handle artefacts.

They will learn how to build a timeline.

ICT , computing, digital literacy.

E-Safety - Children will complete activities based around the Hector's World program.

Digital Literacy - Children will research Claude Monet and Serat and create pictures using the Tux Paint. Use a simple word processor to type lists and captions.

Key Skills: Logging On, Saving work and Printing.

Geography

Looking at different countries and the animals that live there. What is our local /school environment like? Plan of the school, investigate the grounds, likes and dislikes. Which minibeasts/mammals live in the school environment? How can we improve the environment for these creatures?

How is a Bog Baby different to a human baby? How would I recognise a Bog Baby?

LC1 - Why do we call some animals 'wild'? (science/ literacy)

LC2 - What would you ask a Park (Zoo) Keeper? (Science/literacy)

LC3 - Why would it not be sensible for all animals to live in England ? (Science/Geography/Literacy)

LC4 - How are we humans different from most animals? (Science/Art/ Literacy)

LC5 - What do we mean by carnivore, herbivore and omnivore? (Science/Literacy)

LC6 - What do we need to keep our pets happy? (Science/Literacy)



R.E. - What can we learn about Christianity from visiting a church?

This unit introduces children to Christianity by giving them the opportunity to visit a local church, reflect on the atmosphere in the church, and learn about how the church is used for Sunday worship. They will find out about the special role of the vicar. Children will also be introduced to special times in the church through the festival of Harvest. Links will be made to Christian beliefs in God as Creator. This unit will build on any previous work on harvest and the church at the Early Years Foundation Stage. Children will have the opportunity to talk about their own experiences and feelings of special places and times and how they may care for the world.

Music

To use their voices expressively and creatively by singing songs and speaking chants and rhymes .To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music.

PSHE

Meet the Go Givers. Our Rules. What makes us special? Citizenship. Why do we wash our hands? Looking after a pet. Feelings and Managing Change Text - The Colour Monster The colour monster goes to school.

P.E. Gymnastics - Using movement skills and body awareness to develop gymnastic movements.

How important it is to be active? To recognise and describe how their bodies feel during different activities. To perform basic skills in travelling, being still, find space and using it safely, both on the floor and using apparatus (where possible/safe to do so).

Art/DT -

Common Animals (linked to science)

Children will be given opportunities to use a range of materials to design and make objects. They will use simple geometric shapes and try out different lines and marks. Children will create printing blocks and learn different methods of printing such as mono, block and relief printing. They will look at the work of artists and copy styles. (Monet)

DT (linked to Science/Geography) Children will have opportunities to taste fruit from different countries and learn where their fruit comes from. They will discuss diet and the importance of healthy eating. Make things using mouldable materials.