



Class Year 1 Text How to Train your train and The Train book a visual guide.

WHAT DID THE FIRST ROCKET LOOK LIKE?

Term Summer Hook – VISIT TO SHILDON MUSEUM Children will investigate the historical changes in the context of transport. They will find out about the significance of George Stephenson and the Rainhill trials. They think about how the actions of an individual(s) can have a profound effect on our quality of life now.

English

SPEAKING AND LISTENING: Through discussion, role-play and drama the children will explore the main ideas of transportation and planning a journey. They will meet non-fiction texts, think of relevant questions and answer their peers. They will role play different characters from history and debate the 'new' railway that is passing by their village.

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 'Oi Get off our train' by John Burningham. Children will also develop their understanding of a sentence and how to extend their sentences through games and simple exercises. They will revise 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. Read and write numbers 0-20 in digits and words accurately and begin to write numbers greater than 20 in 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 by weight.

ADDITION AND SUBTRACTION: Children will 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 subtraction facts within 20. They will use concrete and pictorial representations to solve addition and subtraction problems.

POSITION AND DIRECTION: To be able to use the vocabulary associated with position and direction. Include 2D and 3D shapes to build models and create shape pictures.

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.

Multiplication and Division – Solve simple one step problems involving multiplication and division using pictures and practical equipment. Begin to relate counting in 2s, 5s and 10s to their relevant times tables.

MEASURES MONEY AND TIME Recognise coins and being 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

Can I work as a Scientist?

Children will complete different practical experiments into forces and movement that links to our main transportation theme.

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 methods of transport.

Measure - links to art and geography

Data handling - Favourite method of transport. Holiday destinations and recording daily journey to school. Distances from home to school. Train distance Bishop Auckland to Shildon

Role-Play - St Anne's Travel Agents. Children will use this area to explore dates, places and think about Geographical distances and revise the features of hot and cold countries and how humans interact with these localities.

History Significant Individuals. Children will think about the idea of what makes a person significant? Who are the significant people in our life? What makes a person significant? Children will then begin to think about time and how we measure time in years, decades and centuries. They will look at differences and similarities between different transportation. They will learn how to build a timeline of trains and discuss the similarities and differences. They will consider George Stephenson and the Rainhill trials. They will then think about how the development of the trains changed people's lives. They will then role play being contemporaries of George Stephenson and how they might have reacted to a new train line.

ICT , computing, digital literacy.

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

Digital Literacy - Children will research 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

Look at plans of different transport networks possibly the London underground. and work out different routes and journeys . Look at the LNER route and the different towns and stations from Edinburgh to London.

WHAT DID THE FIRST ROCKET LOOK LIKE?

LC1 - Why do we have wheels? When did we first use wheels?

LC2 - What are the different ways that we move from place to place?

LC3 - How have trains changed? What did the first trains look like?

LC4 - Who was George Stephenson? What happened at the Rainhill trials?

LC5 - Did everyone like the first trains? Does everyone like change?

LC6 -How can we create different transport pieces?

Reflection: How significant was George Stephenson's Rocket? What would life be like without trains as transportation?



R.E. – Who was the Buddha?

What can we find out about Buddha? (Buddhist stories) Why did Prince Siddhartha leave home? What happened under the Bodhi tree? How did the Buddha choose his first followers? Wesak and the importance of light to the festival. Why did Angulimala change? How do Buddhists worship? How do Buddhists show they care for creatures? Story of Siddhartha and the swan. The Story of the Monkey King.

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

Following the GoGivers planning including Anna's Monster lies, You can't do that here and Mirtali gets angry.

British Values - Democracy. Significant people

P.E. Dance - Making a transportation dance.

Listening to different pieces of music and create a dance.

Team Games - TEN POINT HOOP

Children develop the skills of throwing and catching. They will develop the skills of turn taking defending and evading. They will compete in a small tournament and think about how to improve their performance

Art/DT -

Transport (linked to science)

Children will be given opportunities to use a range of materials to design and make trains in different mediums. They will investigate using stencils. They will use collage materials to work collaboratively to create Stephenson's rocket. They will look at famous Railway Posters and discuss likes and dislikes.

DT (linked to Science/Geography) Make a simple boat using a variety of materials and test their suitability. Investigate making vehicles using different construction kits.