



Julia Donaldson



English – National Curriculum	Skills	Overview
<p>Composition write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Compose a sentence orally before writing it. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. <p>Discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly 	<ul style="list-style-type: none"> Can say out loud what I am going to write about. Can create a sentence before writing it. Can discuss what I have written about. Can clearly read aloud my writing. Can use capital letters and full stops. Can use finger spaces. Can use simple adjectives. Can sit correctly and hold a pencil comfortably and correctly. Can start to form lower case letters in the correct direction. Can name all letters of the alphabet. Can start to spell words containing the 40+ sounds. 	<p>Through Talk for Writing, children will learn different Julia Donaldson stories including The Gruffalo, Room on the Broom and the Highway Rat.</p> <p>They will use different Talk for Writing techniques including hot seating where they will have the opportunity to meet and question different Julia Donaldson characters.</p> <p>They will begin by using labels and captions to describe the different Julia Donaldson characters. Children will practise simple letter formation, which will progress into the composition of simple sentences using the appropriate punctuation, with a main focus on capital letters and full stops.</p> <p>The children write simple descriptive sentences about different characters from Julia Donaldson stories using powerful adjectives.</p> <p>They will begin to write simple instructions and invitations relating to the appropriate Julia Donaldson stories using powerful adjectives and continuously focusing on the appropriate punctuation.</p>



<ul style="list-style-type: none"> • Begin to form lower-case letters in the correct direction <p>Vocabulary, grammar & punctuation</p> <ul style="list-style-type: none"> • Leave spaces between words. • Begin to punctuate sentences using a capital letter and a full stop. 		
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Science – National Curriculum	Skills	Overview
<p>Animals including humans</p> <ul style="list-style-type: none"> • 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 • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> • Can ask simple questions and recognize that they can be answered in different ways • Can observe closely, using simple equipment • Can perform simple tests • Can identify and classify • Can use their observations and ideas to suggest answers to questions • Can gather and recording data to help to answer questions. 	<p>Children will investigate different animals and look at how they can be categorised into different groups. Children will look at the different types of animals from specific Julia Donaldson stories. Begin to carry out simple tests by looking at how different animals can be categorised.</p> <p>Children will begin to investigate the human body and label the different body parts. They will look at how we have changed and what different body parts do. Senses will be introduced and what we use them for. They will go on different sense walks using appropriate equipment to see how our senses help us understand the world around us.</p>



• Geography – National Curriculum	Skills	Overview
<p>Human and Physical Geography 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</p> <p>Location Knowledge</p> <ul style="list-style-type: none">Name and locate the world's 7 continents and 5 oceans	<ul style="list-style-type: none">I can keep a weather chart and answer questions about the weather.I can explain some of the main things that are in hot and cold places.I can explain the clothes that I would wear in hot and cold places.I can locate the world's continents.	<p>Children will develop an understanding of the different types of weather. They will perform mini weather forecasts and create their own weather diaries. Children will look at and group different items of clothing and design their own clothing suitable for different climates.</p> <p>They will look at the different weather and locations of Julia Donaldson stories and this will be a focus of their writing.</p>

History – National Curriculum	Skills	Overview
<p>Changes within living memory.</p>	<p>I can explain how I have changed since I was born.</p>	<p>Children to learn about their body and how they have changed. They will compare their own baby pictures and sort them in accordance with the science curriculum.</p>



Design Tech – National Curriculum	Skills	Overview
<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none">• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">• Select from and use a range of tools and equipment to perform practical tasks	<ul style="list-style-type: none">• I can think of some ideas of my own.• I can explain what I want to do.• I can use pictures and words to plan.• I can explain what I am making.• I can say which tools I am using.• I can describe how something works.• I can cut materials using scissors.	<p>Children are to design and make different houses for characters from Julia Donaldson stories. They will focus on cutting skills which will support their fine motor skills.</p>



RE – National Curriculum	Skills	Overview
To study Christianity	<ul style="list-style-type: none">• I can explore a range of religious stories and sacred writings.• I can name and explore a range of celebrations, worship and rituals in religion.• I can identify meanings for religious symbols and begin to use a range of religious words.	<p>Children will become familiar with the story of Christianity. Children will be looking at the key question of ‘What can we learn about Christianity from a church?’</p> <p>This will involve introducing features of church and understanding what acts of worship can be carried out there (christening, marriage etc.)</p> <p>Children will also be looking at Harvest festival and what this act of worship is about.</p>

Music – National Curriculum	Skills	Overview
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none">• I can join in with class singing.• I can explore vocal sounds.• I can make different sounds with instruments.• I can make a sequence of sounds.	<p>Children will learn some different rhymes and chants associated with Julia Donaldson stories. They will be focussing on the retelling of Julia Donaldson stories, which incorporates using voice effectively.</p> <p>Children will use different instruments when retelling and singing different rhymes.</p>

Physical Ed – National Curriculum	Skills	Overview
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<ul style="list-style-type: none">• I can make my body tense, relaxed, curled and stretched.• I can control my body when travelling.• I can control my body when balancing.	<p>Children will look at different ways of travelling.</p> <p>The children will be learning how to use different apparatus and the basic steps/skills involved in gymnastics. They will also be taught how to use the apparatus safely.</p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Year Group: 1

Nunthorpe Primary Academy

- I can copy sequences and repeat them.
- I can roll in different ways.
- I can travel in different ways.
- I can balance in different ways.

PSCHE – National Curriculum

Skills

Overview

Our bodies and how to look after ourselves properly.

- To maintain personal hygiene

- I can name the different parts of girls' and boys' bodies.
- I can look after my teeth.
- I can keep myself healthy through exercise, food and sleep.
- I know the rules of food hygiene.

Children will carry out personal routines and focus on developing skills for maintaining personal hygiene, cleaning teeth, washing hands etc. Children will be motivated to be clean and healthy and will think about what can be harmful.

Computing – National Curriculum

Skills

Overview

- Online Communication and E-Safety

- I can use technology safely.
- I can keep personal information private.

Children will look at how to stay safe online. They will understand where to go for help and support when they have concerns about material on the internet or other online technologies. They will understand the importance of not giving out private information e.g. names, addresses online or to strangers.



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Nunthorpe Primary Academy

Year Group: 1

British Values	Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
<ul style="list-style-type: none">• Mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none">• How have we changed?• Why is Christianity important?	A trip to the theatre to watch a Julia Donaldson show. An outside agency to come into school and perform a Julia Donaldson story.	Julia Donaldson stories including: The Gruffalo The Highway Rat Room on the Broom The Scarecrows Wedding A Squash and a Squeeze