

Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT

‘Knowledge is power. Information is liberating.’ Kofi Annan

TOPIC: Amazing Animals				Year Group: 1		
	1	2 Wonderful World Week	3	4	5	6
English	<p>Key text - Goodnight Gorilla</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p>Writing Opportunity – To create our own story Goodnight Gorilla.</p>	<p>Key Text - Elmer The Patchwork Elephant</p>	<p>Key text - The Tiger Who Came To Tea</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p>Writing Opportunity – To rewrite the story using our own ideas.</p>	<p>Key text - Lost & Found</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – oral composition; sequencing sentences to form short narrative.</p> <p>Writing Opportunity – To create a penguin fact file.</p>	<p>Penguin Facts</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – oral composition; sequencing sentences to form short narrative.</p> <p>Writing Opportunity – To create a visually appealing poster of penguin related facts.</p>	<p>Marwell Zoo</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – oral composition; sequencing sentences to form short narrative.</p> <p>Writing Opportunity – To write a recount of our trip</p>
Maths	<p>Addition and Subtraction Solving one-step problems. Mass/Weight</p>	<p>Addition and Subtraction Solving one-step problems. Position</p>	<p>Halving – one of two equal parts of an object or shape Position, direction and movement.</p>	<p>Halving – one of two equal parts of an object or shape 2D shapes.</p>	<p>Multiplication 2D shapes</p>	<p>Division 3D shapes</p>
Science	<p>To identify and name parts of the human body. Skills</p> <ul style="list-style-type: none"> asking simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely 	<p>To describe and compare the structure of a variety of common animals. Skills</p> <ul style="list-style-type: none"> Use simple equipment to observe closely Identify and classify Gather and record data and findings to help 	<p>To identify similarities and differences between humans. Skills</p> <ul style="list-style-type: none"> Use simple equipment to observe closely Identify and classify <p>Vocab Animal, human, fish,</p>	<p>To identify our five senses and state which part of our body is associated with each sense. Skills</p> <ul style="list-style-type: none"> asking simple questions and recognise that they can be answered in different ways 	<p>To name a variety of common pets and consider their needs in order to be happy, safe and healthy. Skills</p> <ul style="list-style-type: none"> Identify and classify Use his/her observations and ideas to suggest answers to questions 	<p>To group a variety of animals according to what they eat.</p> <p>To begin to use the words ‘carnivore’, ‘herbivore’ and ‘omnivore’ as we talk about animals. Skills</p> <ul style="list-style-type: none"> Identify and classify Gather and record data and findings to help

	<ul style="list-style-type: none"> Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocab Human, body, head, hair, eyes, nose, mouth, ears, shoulder, arm, elbow, wrist, thumb, Finger, hand, leg, knee, toes, foot</p>	<p>in answering questions</p> <ul style="list-style-type: none"> Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocab Animal, human, fish, amphibians, reptiles, birds, mammals, pets body parts, whiskers, tail, paw, hoof, fur</p>	<p>amphibians, reptiles, birds, mammals, pets body parts, whiskers, tail, paw, hoof, fur</p>	<ul style="list-style-type: none"> Use simple equipment to observe closely Gather and record data and findings to help in answering questions Use his/her observations and ideas to suggest answers to questions <p>Vocab Senses, see, hear, smell, feel, taste, brain messages</p>	<ul style="list-style-type: none"> Use scientific language and age-appropriate vocabulary. <p>Vocab dogs, cats, hamsters, guinea pigs, stick insects, snakes, ponies, tropical fish, rabbits, budgerigars, animals including fish, amphibians, reptiles, birds and mammals food, water, warmth</p>	<p>in answering questions</p> <ul style="list-style-type: none"> Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocab Carnivore, herbivore, omnivore, meat, plants, fish, diet</p>
PSHE	What rules are; caring for others' needs; looking after the environment.	What rules are; caring for others' needs; looking after the environment.	What rules are; caring for others' needs; looking after the environment	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Using the internet and digital devices; communicating online
Art and Design	<p>Knowledge To be able to understand difference in colour and shade.</p> <p>Skills Colour mixing.</p> <p>Vocab Colour, shade, primary, secondary</p>	<p>Knowledge To use collaging to create an animal from our class story.</p> <p>Skills Using different techniques to create an animal from the story 'Brown Bear, Brown Bear'</p> <p>Vocab Sketch, artist, animals, paint, collage, draw, pencil.</p>	<p>Knowledge To develop a wide range of art and design techniques colour, paint, texture.</p> <p>Skills Experiment with different shades of colour to create a painting of an animal, for our class animal books.</p> <p>Vocab Artist, art, painting, sketching, paintbrush.</p>	<p>Knowledge To develop a wide range of art and design techniques colour, paint, texture.</p> <p>Skills Experiment with different materials to create a textured picture of an animal, for our class animal books.</p> <p>Vocab Artist, materials, texture, collage.</p>	<p>Knowledge To develop a wide range of art and design techniques colour, paint, texture.</p> <p>Skills Experiment with different techniques (watercolour or pastels) to create a picture of an animal, for our class animal books.</p> <p>Vocab Artist, sketching, wash, paintbrush.</p>	<p>Knowledge To develop a wide range of art and design techniques colour, paint, texture.</p> <p>Skills To create a front cover for our class animal books. Discussing the different artistic techniques that we have explored.</p> <p>Vocab Artist, painting, collage, wash, colour, pastel, sketching.</p>

<p>Computing</p>	<p><u>Knowledge</u></p> <p>Revise computer room expectations. Logging onto computer, entering username and password.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Show an awareness of a range of inputs to a laptop e.g. touch pad, keyboard. Identify where to put username and password and logging in correctly. <p>Vocabulary Laptop, computer, mouse, keyboard, keys, screen, log on, log off.</p>	<p><u>Knowledge</u></p> <p>Log onto laptop, opening a program and saving work.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Identify where to put username and password and logging in correctly. Using a range of simple tools in a paint package software. <p>Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save.</p>	<p><u>Knowledge</u></p> <p>Log onto laptop, opening a program and saving work.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Identify where to put username and password and logging in correctly. Using a range of simple tools in a paint package software. <p>Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save.</p>	<p><u>Knowledge</u></p> <p>Begin to experiment with tools on a paint package system and save work.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Using a range of simple tools in a paint package software. Save work to pupil share. <p>Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save, design.</p>	<p><u>Knowledge</u></p> <p>Design a digital animal using a paint package.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Using a range of simple tools in a paint package software. Save work to pupil share <p>Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save, design, animal.</p>	<p><u>Knowledge</u></p> <p>Design a digital animal using a paint package.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> U Using a range of simple tools in a paint package software. Save work to pupil share. <p>Vocabulary Log in, log off, username, password, colour magic, paintbrush, pencil, rubber, save, design, animal.</p>
<p>Geography</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans.</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. Africa</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, savannah, grasslands.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. Asia</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, jungle, rainforest, city.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. Antarctica</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, cold, ice, snow, iceberg, snow caps.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. Australia</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, outback, dry.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. North and South America</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, city, rainforest.</p>

Physical Education	Real P.E (Social) Journey to the Blue Planet Monkey Business	Real P.E (Social) Journey to the Blue Planet Monkey Business	Real P.E (Social) Journey to the Blue Planet Monkey Business	Real P.E (Social) Journey to the Blue Planet Monkey Business	Real P.E (Social) Journey to the Blue Planet Monkey Business	Real P.E (Social) Journey to the Blue Planet Monkey Business	
	PoS	PoS	PoS	PoS	PoS	PoS	
	<ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. 	<ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. 	<ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. 	<ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. 	<ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. 	<ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. 	<ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing.
	Skills: Dynamic Balance, Jumping and landing	Skills: Dynamic Balance, Jumping and landing	Skills: Dynamic Balance, Jumping and landing	Skills: Dynamic Balance, Jumping and landing	Skills: Dynamic Balance, Jumping and landing	Skills: Dynamic Balance, Jumping and landing	Skills: Dynamic Balance, Jumping and landing
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	<ul style="list-style-type: none"> Dynamic Balance Landing 	<ul style="list-style-type: none"> Dynamic Balance Landing 	<ul style="list-style-type: none"> Dynamic Balance Landing 	<ul style="list-style-type: none"> Dynamic Balance Landing 	<ul style="list-style-type: none"> Dynamic Balance Landing 	<ul style="list-style-type: none"> Dynamic Balance Landing 	<ul style="list-style-type: none"> Dynamic Balance Landing

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TOPIC: Our School				Year Group: 1		
	7	8 BOOK WEEK	9 Maths Day 12.03.2020	10	11	12
English	Key Text - Charlie & Lola go to school Reading Skills – apply phonic knowledge and skills as the route to decode words. Writing Skills – oral composition; sequencing	We will be focusing on non-fiction texts	Key Text - Blue Kangaroo Reading Skills – apply phonic knowledge and skills as the route to decode words. Writing Skills – oral composition; sequencing	Key Text - Never Take a Bear to School Reading Skills – apply phonic knowledge and skills as the route to decode words. Writing Skills – oral composition; sequencing	Key Text - Never Take a Bear to School Reading Skills – apply phonic knowledge and skills as the route to decode words. Writing Skills – oral composition; sequencing	Victorian school experience Reading Skills – apply phonic knowledge and skills as the route to decode words. Writing Skills – oral composition; sequencing

	sentences to form short narrative. Writing Opportunity – To create a persuasive piece of writing about what makes our school special.		sentences to form short narrative. Writing Opportunity – To write a report about our teddies.	sentences to form short narrative. Writing Opportunity – To plan and rewrite our own version on Never Take a Teddy to School.	sentences to form short narrative. Writing Opportunity – To plan and rewrite our own version on Never Take a Teddy to School.	sentences to form short narrative. Writing Opportunity – To write about schools in the past.
Maths	Place Value Days of the Week. Months of the Year.	Place Value Time	Read and write numbers in numerals and words. Time	Number bonds relating to subtraction 2D Shapes	Addition and Subtraction Weight	Addition and Subtraction Lengths and Heights
Science	<u>SEASONAL CHANGES</u> Observe changes across the 4 seasons. SPRING Observe and describe weather associated with the seasons and how day length varies. <u>Skills</u> • Use his/her observations and ideas to suggest answers to questions <u>Vocab</u> Spring, sun, light, dark	<u>Everyday materials</u> To identify, sort and name a variety of everyday materials, inc wood, plastic, glass, metal, water, and rock Grouping materials <u>Skills</u> • To Identify and classify <u>Vocab</u> Wood, plastic, glass, paper, water, metal, rock	To locate and name a variety of materials in the school environment. To distinguish between an object and the material from which it is made. Material hunt <u>Skills</u> • Gather and record data and findings to help in answering questions <u>Vocab</u> Wood, plastic, glass, paper, water, metal, rock, tally chart	To sort materials and objects according to given criteria. Odd one out <u>Skills</u> • To Identify and classify • Gather and record data and findings to help in answering questions <u>Vocab</u> rough/smooth, flat/bumpy, sharp/blunt, properties	To describe and sort a variety of everyday materials based on their purpose. Focus on Transparent and opaque. Discuss what materials would be suitable to make things for the bear from focus story. <u>Skills</u> • asking simple questions and recognise that they can be answered in different ways. <u>Vocab</u> Properties, suitable, transparent, opaque, translucent	To suggest how to test an idea and say what the result of the test shows. Investigation – which is the strongest? <u>Skills</u> To use simple equipment to observe closely To perform simple tests To identify and classify To gather and record data and findings to help in answering questions. <u>Vocab</u> Properties, suitable, test, flexible, strong, weak, heavy, light
PSHE	Using the internet and digital devices; communicating online	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community.	Strengths and interests; jobs in the community.	Strengths and interests; jobs in the community.	Strengths and interests; jobs in the community.

Art and Design		Linked to Book Week.	<p>Knowledge To learn about different artists.</p> <p>Skills Explore Mary Kate Wolfe's work and use our school as a starting point and draw a small part of the school, using Mary Kate Wolfe as inspirations</p> <p>Vocab Art, artist, paper, sketching.</p>	<p>Knowledge To learn about different artists.</p> <p>Skills Develop skills from last week and introduce more sophisticated techniques such as shading.</p> <p>Vocab Art, artist, paper, sketching</p>	<p>Knowledge To learn about different artist and draw on similarities and differences.</p> <p>Skills Using colour washing to add colour to drawing from last week.</p> <p>Vocab Art, artist, paper, sketching, colour wash.</p>	<p>Knowledge To learn about different artist and draw on similarities and differences.</p> <p>Skills Begin to evaluate and explore eachothers work. Evaluate the process they went through and what they have learned from doing it. What would they do better next time?</p> <p>Vocab Art, artist, paper, sketching, colour wash.</p>
Computing	<p><u>Knowledge</u> Take and review pictures. What do they look like? How could they be better?</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Become familiar with a camera. • Learn how to take a picture. <p>Vocabulary Camera, picture, photo, capture.</p>	<p><u>Knowledge</u> Using tools such as zoom to focus on an area of a picture.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Become familiar with a camera. • Use tools on a camera to focus on a detail of picture. <p>Vocabulary Camera, picture, photo, capture, zoom, focus.</p>	<p><u>Knowledge</u> Look at street views on Google. Zoom in and focus on detail.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Become familiar with street view on Google Earth. • Use tools to focus on a detail of picture. <p>Vocabulary Google Earth, photo, zoom, focus, location, street.</p>	<p><u>Knowledge</u> Retrieval of information. Find saved photographs and set up own file.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Access a file of photos. • Set up own file. <p>Vocabulary Laptop, computer, mouse, keyboard, keys, screen, log on, log off.</p>	<p><u>Knowledge</u> Retrieval of information. Find saved photographs and set up own file.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Access a file of photos. • Set up own file. <p>Vocabulary Laptop, computer, mouse, keyboard, keys, screen, log on, log off.</p>	<p><u>Knowledge</u> Internet safety. How to be safe on a computer when playing games.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Know how to be safe when playing games. • Know what to do <p>Vocabulary Safety, internet, computing.</p>
History	<p>Knowledge To be able to explore our own personal history.</p> <p>Skills</p>	<p>Knowledge To be able to use historical sources to find out about the history of our school.</p>	<p>Knowledge To explore Victorian artefacts and pictures.</p> <p>Skills</p>	<p>Knowledge To be able to explore our own personal history.</p> <p>Skills</p>	<p>Knowledge To be able to explore our own personal history.</p> <p>Skills</p>	<p>Victorian Visitor.</p> <p>Can children dress up to embed learning over half term.</p>

	To develop an awareness of children's our history. Vocab History, past, present, future.	Skills Use the 10-year book from GG to look and explore the difference at GG. Vocab History, past, present, future.	Investigating pictures and artefacts to see what schools looked like many years ago. Vocab History, past, present, future, school, dunce hat.	Investigating pictures and artefacts to see what schools looked like many years ago. Vocab History, past, present, future, school, cane.	Investigating pictures and artefacts to see what schools looked like many years ago. Vocab History, past, present, future, school, cane, dunce hat, discipline.	
Physical Education	Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope PoS <ul style="list-style-type: none"> I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at. <i>Skills: Dynamic Balance</i> <i>Key Vocabulary:</i> <ul style="list-style-type: none"> Static Instruction Rules 	Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope PoS <ul style="list-style-type: none"> I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at. <i>Skills: Dynamic Balance</i> <i>Key Vocabulary:</i> <ul style="list-style-type: none"> Static Instruction Rules 	Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope PoS <ul style="list-style-type: none"> I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at. <i>Skills: Dynamic Balance</i> <i>Key Vocabulary:</i> <ul style="list-style-type: none"> Static Instruction Rules 	Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope PoS <ul style="list-style-type: none"> I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at. <i>Skills: Dynamic Balance</i> <i>Key Vocabulary:</i> <ul style="list-style-type: none"> Static Instruction Rules 	Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope PoS <ul style="list-style-type: none"> I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at. <i>Skills: Dynamic Balance</i> <i>Key Vocabulary:</i> <ul style="list-style-type: none"> Static Instruction Rules 	Real P.E (Cognitive) Tilly the Train's Big Day Thembi Walks the Tightrope PoS <ul style="list-style-type: none"> I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at. <i>Skills: Dynamic Balance</i> <i>Key Vocabulary:</i> <ul style="list-style-type: none"> Static Instruction Rules
Religious Education	<u>What do eggs have to do with Easter?</u> -why the symbols of crosses and eggs are important at Easter time, and what they have to do with the Easter story.	<u>What do eggs have to do with Easter?</u> -value themselves, reflecting on their own feelings and experiences and develop a sense of belonging	<u>Why did Jesus tell parables?</u> -To explore a range of parables that Jesus told, in order for children to understand how he used simple stories to teach	<u>Why did Jesus tell parables?</u> -explore the reasons why Jesus told them, to help them to make connections between the parables and what Christians believe.	<u>Who is Jesus?</u> <ul style="list-style-type: none"> To explore key events in Jesus' life. Skills: -Retell events from Jesus' life	<u>Who is Jesus?</u> -To know that Christians believe that Jesus was both human and divine Skills: -Retell events from Jesus' life

	<p>-focus on the contrasting emotions of Easter.</p> <p>Skills: -Know what the different symbols linked to the Easter story mean. -Know that friendship is precious and can be damaged and mended -Talk about the range of emotions connected with the Easter story</p> <p>Vocabulary: Cross egg friendship forgive</p>	<p>Skills: -Know what the different symbols linked to the Easter story mean. -Know that friendship is precious and can be damaged and mended -Talk about the range of emotions connected with the Easter story</p> <p>Vocabulary: Cross egg friendship forgive</p>	<p>people deep truths about God and his kingdom.</p> <p>Skills: -Understand why Jesus told parables and what people might learn from them -Retell a parable and know the meaning of some parables -Talk about what they find important about parables</p> <p>Vocabulary: Parable meaning truth Bible</p>	<p>Skills: -Understand why Jesus told parables and what people might learn from them -Retell a parable and know the meaning of some parables -Talk about what they find important about parables</p> <p>Vocabulary: Parable meaning truth Bible</p>	<p>-Know which events show him to be like God. -Know that he is special to Christians</p> <p>Vocabulary: Miracle God divine Christian</p>	<p>-Know which events show him to be like God. -Know that he is special to Christians</p> <p>Vocabulary: Miracle God divine Christian</p>
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