The

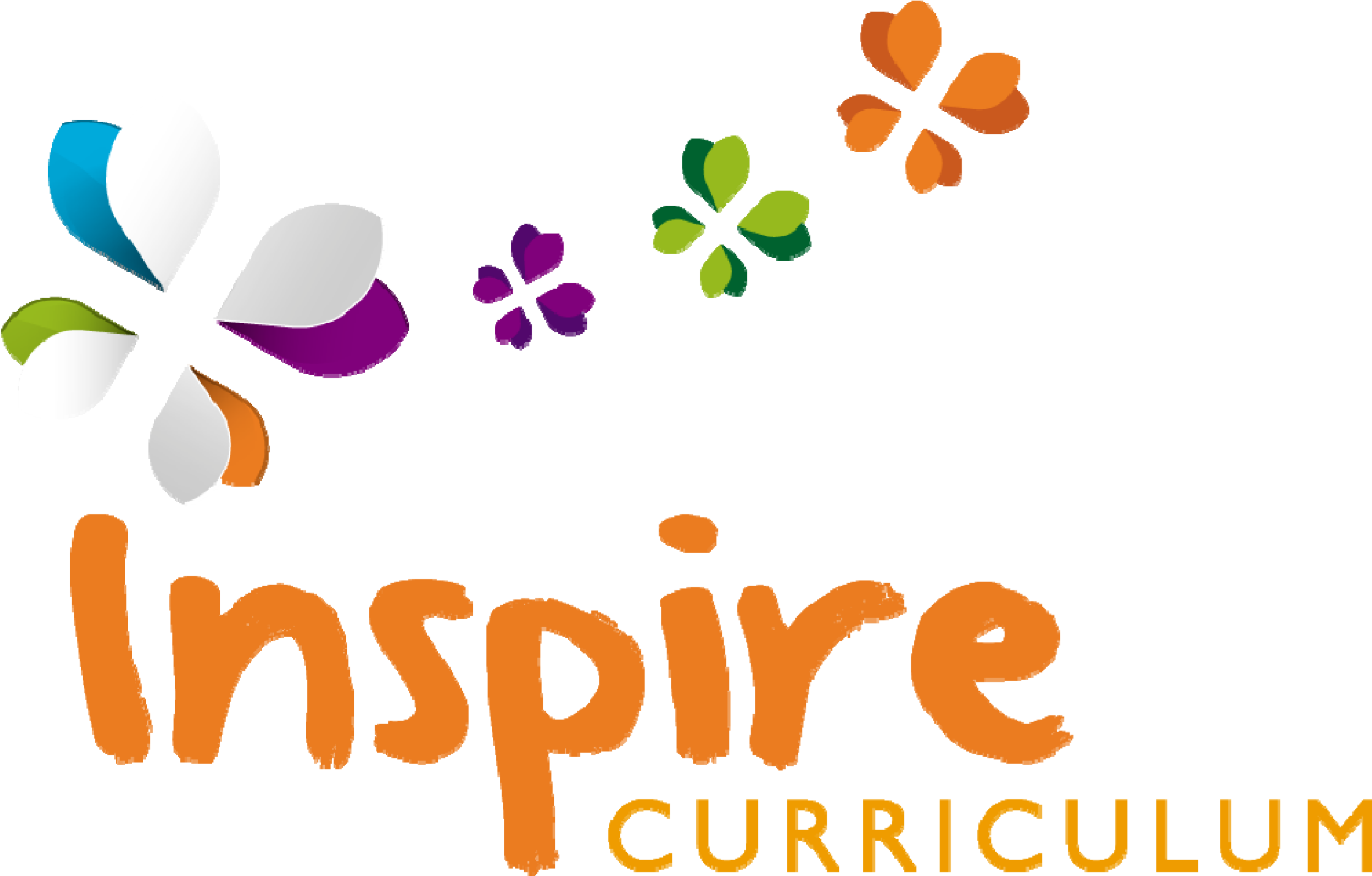
Big

Build

Autumn

1

1



|  |
| --- |
| **Unit Overview** |
| In this Unit, pupils will be exploring how we use materials to change the world around us. People build big, high, wide and strong. They build houses, bridges, roads and railways, airports for aeroplanes and harbours for ships. Pupils will learn how the world looks from above and how we represent our natural and made world in maps, beginning to create their own maps of places that matter to them.    They will experience building shelters and keeping safe through the story of The Three Little Pigs\* as well as inhabiting the story and exploring its characters and themes. They will investigate what materials are used for constructing modern buildings and why different materials are chosen.    \*If children role playing pigs is culturally sensitive for any of your children, the characters can readily be changed to goats or rabbits.    The concluding lesson in this Unit sees group role play, re-telling the story of The Three Little Pigs using some of the masks made in art and design culminating with the attempt by the Big Bad Wolf to blow down the various houses they have made for the Three Little Pigs in design and technology.    In addition you may wish to arrange a presentation session at the end of the Unit which could include the concluding lesson as well as children’s’ performance of the ‘Three Little Pigs’ that they learnt in music using the sounds from materials they have learnt about in science. A story teller ‘conducts’ the piece and the composition can be performed, recorded and shared with parents in the presentation session. |

**Unit: The Big Build**

**Term: Autumn 1**

**Year: 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme of Study** | | | | |
| **Unit:** The Big Build  **Year:** 1  **Term:** Autumn 1 | | | **Key:**  **FT** =First Teaching  **OG** =On Going  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. | |
| **English** | **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 | | |
| These statements apply to all Years. The content should be taught at a level appropriate to the age of the pupils (taken from notes and guidance [nonstatutory]).  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. | | | |
| **English** | **Reading - word reading** | | |  |
| **WR1** | apply phonic knowledge and skills as the route to decode words | | **FT** |
| **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 | | **FT** |
| **WR3** | read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | | **FT** |
| **WR4** | read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | | **FT** |
| **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 | | **FT** |
| **WR9** | re-read these books to build up their fluency and confidence in word reading | | **FT** |
| **Reading - comprehension** | | |  |
| **RC1** | *develop pleasure in reading, motivation to read, and understanding by:* | |  |
| **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 | | **FT** |
| **RC1.2** | being encouraged to link what they read or hear read to their own experiences | | **FT** |
| **RC1.3** | becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  | | **FT** |
| **RC1.4** | recognising and joining in with predictable phrases | | **FT** |
| **RC1.6** | discussing word meanings, linking new meanings to those already known | | **FT** |
| **RC2** | *understand both the books they can already read accurately and fluently and those they**listen to by:* | |  |
| **RC2.1** | drawing on what they already know or on background information and vocabulary provided by the teacher | | **FT** |
| **RC2.2** | checking that the text makes sense to them as they read and correctinginaccuratereading | | **FT** |
| **RC2.3** | discussing the significance of the title and events | | **(FT Narrative Content)** |
| **RC2.4** | making inferences on the basis of what is being said and done | | **(FT Narrative Content)** |
| **RC2.5** | predicting what might happen on the basis of what has been read so far | | **(FT Narrative Content)** |
| **RC3** | participate in discussion about what is read to them, taking turns and listening to what others say | | **FT** |
| **RC4** | explain clearly their understanding of what is read to them | | **FT** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **English** | **Writing - transcription - spelling** | | |  |
| **WTS1** | *spell: See English Appendix 1* | |  |
| **WTS1.1** | words containing each of the 40+ phonemes already taught | | **FT** |
| **WTS1.2** | common exception words | | **FT** |
| **WTS2** | *name the letters of the alphabet* | | **FT** |
| **WTS2.1** | naming the letters of the alphabet in order | | **FT** |
| **WTS4** | apply simple spelling rules and guidance, as listed in English appendix 1 | | **FT** |
| **WTS5** | write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | | **FT** |
| **Writing - handwriting** | | |  |
| **WH1** | sit correctly at a table, holding a pencil comfortably and correctly | | **FT** |
| **WH2** | begin to form lower-case letters in the correct direction, starting and finishing in the right place | | **FT** |
| **WH3** | form capital letters | | **FT** |
| **WH4** | form digits 0-9 | | **FT** |
| **WH5** | understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these | | **FT** |
| **Writing - composition** | | |  |
| **WC1** | *write sentences by:* | |  |
| **WC1.1** | saying out loud what they are going to write about | | **FT** |
| **WC1.2** | composing a sentence orally before writing it | | **FT** |
| **WC1.3** | sequencing sentences to form short narratives | | **FT** |
| **WC1.4** | re-reading what they have written to check that it makes sense | | **FT** |
| **WC2** | discuss what they have written with the teacher or other pupils | | **FT** |
| **WC3** | read aloud their writing clearly enough to be heard by their peers and the teacher | | **FT** |
| **English** | **Writing - vocabulary, grammar and punctuation** | | |  |
| **WVGP1** | | *develop their understanding of the concepts set out in English Appendix 2 by:* |  |
| **WVGP1.1** | | leaving spaces between words | **FT** |
| **WVGP1.3** | | beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **FT** |
| **WVGP1.6** | | use the grammatical terminology in English Appendix 2 in discussing their writing | **FT** |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 (fewer), 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 = □ - 9 |  |

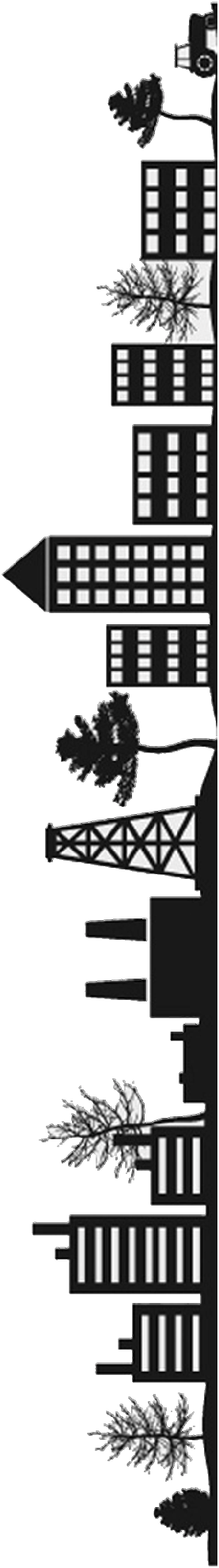


|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | **Measurement** | | |
| **1** | *compare, describe and solve practical problems for:* |  |
| **1.4** | time (for example quicker, slower, earlier, later) |  |
| **2** | *measure and begin to record the following:* |  |
| **2.4** | time (hours, minutes, 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 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Science** | **Working scientifically** | | |
| **1** | asking simple questions and recognising that they can be answered in different ways |  |
| **2** | observing closely, using simple equipment |  |
| **3** | performing simple tests |  |
| **4** | identifying and classifying |  |
| **5** | using their observations and ideas to suggest answers to questions |  |
| **6** | gathering and recording data to help in answering questions |  |
| **Everyday materials** | | |
| **1** | distinguish between an object and the material from which it is made |  |
| **2** | identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock |  |
| **3** | describe the simple physical properties of a variety of everyday materials |  |
| **4** | compare and group together a variety of everyday materials on the basis of their simple physical properties |  |
| **Geography** | **8** | use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Music** | **1** | use their voices expressively by singing songs and speaking chants and rhymes |  |
| **4** | experiment with, create, select and combine sounds using the inter-related dimensions of music |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Art & Design** | **1** | to use a range of materials creatively to design and make products |  |
| **3** | to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |  |
| **4** | about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work |  |



|  |  |  |  |
| --- | --- | --- | --- |
| **Design & Technology** | **Design** | | |
| **1** | design purposeful, functional, appealing products for themselves and other users based on design criteria |  |
| **2** | generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology |  |
| **Make** | | |
| **3** | select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) |  |
| **4** | select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |  |
| **Evaluate** | | |
| **5** | explore and evaluate a range of existing products |  |
| **6** | evaluate their ideas and products against design criteria |  |
| **Technical knowledge** | | |
| **7** | build structures, exploring how they can be made stronger, stiffer and more stable |  |
| **8** | explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Applied Computing** | **4** | use technology purposefully to create, organise, store, manipulate and retrieve digital content |  |
| **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 |  |