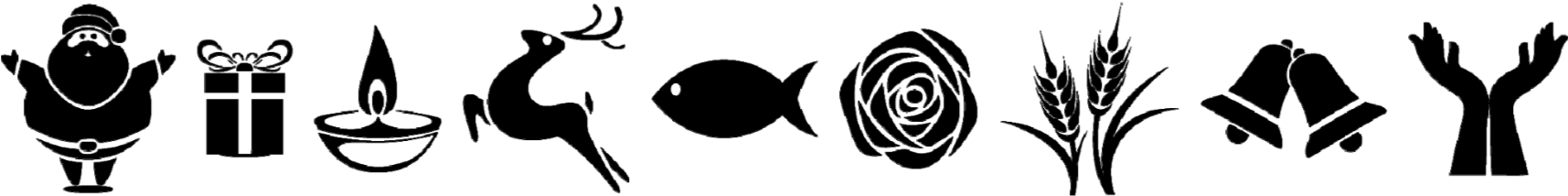


**Unit:** Let’s Celebrate!



**Term:** Autumn 3

**Year:** 1

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| **Unit Overview** |
| **Pupils will be exploring celebrations that happen in our own families, communities and beyond. They will be considering aspects of celebrations, including parties.**    Key questions to be explored will include the following:     * Why do we have celebrations? * What types of celebrations are we aware of? * Are all celebrations annual or are some more or less often? Why? * Are all events celebrated in the same way with the same people? How do they differ?  What types of music do we associate with celebrations? * What songs do we sing at these times? * Do people around the country or the world sing different songs to us? * What colours do we associate with celebrations? * How can we use colours at celebration times? * How are celebrations shown in works of art? * How do they make us feel?     The launch lesson starts with exploring what pupils already know about birthday parties and then explores birthday traditions in this country. They then find out how other people in different parts of the world celebrate birthdays and look at any differences.    Pupils go on to explore elements of parties and celebrations and it is suggested that the classroom could be decorated to represent this. Storybooks relating to parties and birthdays will be useful to support this as well as simple recipes for party food. You might want to include traditional items from birthdays to show pupils, such as cake and candles, cards, invitations and presents would also be useful during this Unit.    During this Unit, the class could plan and hold their own celebration for a range of reasons that may be meaningful for their class, their school, their local community or the wider community. The planning of the celebration event can be used to exemplify many aspects in this Unit    The Unit will conclude with a celebration that will include Victorian party food and a chance to show and share dances, songs and music learnt during the previous 4 weeks. |

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| **Programme of Study** | | | |
| **Unit:** Let’s Celebrate!  **Year:** 1  **Term:** Autumn 3 | | | **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 as 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. | | |

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| **English** | **Reading - word reading** | |  |
| **WR1** | apply phonic knowledge and skills as the route to decode words | **OG** |
| **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 | **OG** |
| **WR3** | read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | **OG** |
| **WR4** | read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | **OG** |
| **WR6** | read other words of more than one syllable that contain taught GPCs | **OG** |
| **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 | **OG** |
| **WR9** | re-read these books to build up their fluency and confidence in word reading | **OG** |
| **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 | **OG** |
| **RC1.2** | being encouraged to link what they read or hear read to their own experiences | **OG** |
| **RC1.3** | becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  | **OG** |
| **RC1.4** | recognising and joining in with predictable phrases | **OG** |
| **RC1.6** | discussing word meanings, linking new meanings to those already known | **OG** |
| **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 | **OG** |
| **RC2.2** | checking that the text makes sense to them as they read and correctinginaccuratereading | **OG** |
| **RC3** | participate in discussion about what is read to them, taking turns and listening to what others say | **OG** |
| **RC4** | explain clearly their understanding of what is read to them | **OG** |

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

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| **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 | **OG** |
| **WVGP1.2** | joining words and joining clauses using *and* | **OG** |
| **WVGP1.3** | beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **OG** |
| **WVGP1.4** | using a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’ | **FT** |



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| **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 |  |
| **Addition and subtraction** | | |
| **2** | represent and use number bonds and related subtraction facts within 20 |  |
| **Measurement** | | |
| **1** | compare, describe and solve practical problems for: |  |
| **1.1** | length and heights (e.g. long/short, longer/shorter, tall/short, double/half) |  |
| **1.2** | mass or weight (e.g. heavy/light, heavier than, lighter than) |  |
| **1.3** | capacity/volume (full/empty, more than, less than, half, half full, quarter) |  |
| **2** | measure and begin to record the following; |  |
| **2.1** | lengths and heights |  |
| **2.2** | mass/weight |  |
| **2.3** | capacity and volume |  |
| **3** | recognise and know the values of different denominations of coins and notes |  |

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| **History** | **1** | changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  |
| **2** | events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) |  |
| **3** | the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence  Nightingale and Edith Cavell) |  |
| **4** | significant historical events, people and places in their own locality |  |

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| **Music** | **1** | use their voices expressively by singing songs and speaking chants and rhymes |  |
| **2** | play tuned and untuned instruments musically |  |

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| **Art & Design** | **2** | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |  |
| **3** | to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |  |



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| **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 |  |
| **Cooking & Nutrition** | | |
| **9** | use the basic principles of a healthy and varied diet to prepare dishes |  |
| **10** | understand where food comes from |  |

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| **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 |  |

