

Critical Pathway - Creative Value: Courage Year One Term: Spring 1 2025

	1	2	3	4	5	6
Literacy Theme	Adventure/Quest/ Patterned and repeated language			Non-fiction/research/information text		Poetry-Innovation/ Rhyming Poetry
Text	A Letter to Father Christmas by Rose Impey	The Lighthouse Keeper's Lunch by Ronda and David Armitage		CLPE Power of Reading Sequence The Emperor's Egg by Martin Jenkins and Jane Chapman (Walker)		JC Poetry unit If I were king A.A. Milne
Learning/ Oral/ Written Outcomes	<ul style="list-style-type: none"> • Response to an illustration, write a thank you letter to Father Christmas, include key features and key words • Role Play area: Post Office-Letter writing • Writing area- Letter writing resources 	<ul style="list-style-type: none"> • Role play and drama: story map • Sequencing a story • Collective retelling of the story in the correct order using story making words and actions • Creating a story map and using it to retell the story 	<ul style="list-style-type: none"> • Innovated story and story map • Retell the story using the map, story words and actions to sequence the narrative 	<ul style="list-style-type: none"> • Response to an illustration • Setting description- create and describe an arctic landscape, (rich vocabulary and language) • Role play and drama-: Role play being a penguin family (a colony) using different sized polystyrene balls to represent eggs and a huddle and balance on feet, move like a penguin • List and captions-items for explorers to take on an arctic adventure (Immersive experiences) • Collaborative writing - setting description • Poetry - focusing on language. 	<ul style="list-style-type: none"> • Penguin Fact file • Collaborative writing • Create a class book to model features of information texts headings, sub headings, captions, diagrams, labels, photographs. • Key features of a fact file (labels/captions/photographs/descriptive phrases, questions and sentences) Top five facts about penguins 	<ul style="list-style-type: none"> • Poetry • Innovate a well known rhyme Perform and recite a well known rhyme

<p>SPaG Focus</p>	<p>Teaching Focus: Week 14 Blending and segmenting ou as /oa/ and long /oo/, and oul as short /oo/ /ar/ as a and al</p> <p>Common exception word practice: reading and writing- thought, through</p>	<p>Teaching Focus: Week 15 Blending and segmenting /ur/ as ear and or /eer/ as eer and ere Common exception word practice: reading and writing-many, laughed</p>	<p>Teaching Focus: Week 16 Blending and segmenting /air/ as are, ear and ere /or/ as al Common exception word practice: reading and writing because, any</p>	<p>Teaching Focus: Week 17 Blending and segmenting /or/ as our /or/ as ore Common exception word practice: reading and writing eyes, friends</p>	<p>Teaching Focus: Week 18 Blending and segmenting /or/ as oor /or/ as augh Common exception word practice: reading and writing once, please</p>	<p>Teaching Focus: Week 19 Blending and segmenting /s/ as c /j/ as g Common exception word practice: reading and writing oh, their</p>
--------------------------	--	--	--	--	--	--

Key question: Who is Grace Darling and why is she remembered today?

<p>History Grace Darling (Keystage history)</p>	<p>What did Grace do that made her famous ..and why is she remembered today so long afterwards?</p> <p>WALT: use pictorial clues to make inferences as to what Grace might have done IAT: build up and use vocabulary e.g. rescue, wreck</p> <p><i>Famous Grace Darling Heroine Rescue Wreck Forfarshire Protect Timeline</i></p>	<p>Why did Grace do what she did?</p> <p>WALT: give reasons why Grace acted as she did IAT: provide adjectives to describe her character</p> <p><i>Heroic Fearless Courageous/Courage</i></p>	<p>Are all versions of Grace's story the same?</p> <p>WALT: Are all versions of Grace's story the same? IAT: offer simple reason why not all pictures are the same</p> <p><i>Same Different accurate Artefacts</i></p>	<p>How do we know about Grace's actions which happened so long ago?</p> <p>WALT: understand that we have newspaper accounts and museum objects, but not film IAT: understand idea of a museum having relevant objects <i>Evidence Sources History detectives Museum</i></p>	<p>How did sea rescue improve after her heroic act?</p> <p>WALT: describe two ways in which sea rescue improved IAT: match then and now statements <i>Develop Improve Similarities Differences Modern Chronological order Timeline</i></p>	<p>How should we remember Grace Darling today 170 years after she died?</p> <p>WALT: mention some appropriate ways of commemorating a famous person's life and achievement IAT: offer valid reasons for choices IAT: produce a suitable illustration, with appropriate relevant period detail IAT: understand the reasons why she should be remembered and can offer valid ways of recognizing her achievement, with opportunity to be creative <i>Commemorating Legacy Illustration</i></p>
--	---	---	--	---	--	--

Key Question: How can I design a puppet and use a template?

<p>Art and DT</p> <p><i>Kapow Primary</i></p> <p>Textiles Puppets</p>	<p>Which joining technique do you I the best and can I explain why I like it best? WALT: join fabrics together using different methods <i>Join/joining Method Technique Safety pin Staple</i></p>	<p>How will I join my two pieces of fabric? Why did I choose this technique? WALT: use a template to create my design <i>Design Criteria Template Fabric Inspiration Hand puppet</i></p>	<p>What will I need to decorate my puppet and how will I attach decorations to my puppet? WALT: join two fabrics together accurately <i>Flexible Align/Aligned Pinning Stapling Gluing Accurately</i></p>	<p>What techniques will I use to attach decorations to my puppet? Why? WALT: embellish my design using joining methods <i>Embellish Attach Secure Mistakes Materials Joining techniques Decorations</i></p>	<p>How could I make my puppet better? WALT: Say what I like and dislike about my puppet <i>Like Dislike Improve Modify Difficult Better Evaluate/Reflect</i></p>		
<p>Music</p> <p><i>Kapow Primary</i></p> <p>Classic music, dynamics and tempo (Theme: Animals)</p>	<p>Key Question: Which words can I use to talk about a piece of music? Can I explain what effects each musical word can create?</p>						
	<p>Which instruments can represent animals? WALT: use percussion and my body expressively in response to music</p>	<p>What animal does the music make you think of and how did the music make you think of that animal? WALT: sing a song in sections</p>	<p>How can I improve my performance? WALT: Perform a song</p>	<p>What is tempo, dynamics and why do we need to play at the same speed? WALT: use instruments to create different sounds</p>	<p>What is a musical composition and why do we need to organise our music? WALT: create and choose sounds</p>	<p>How can we perform our group composition? Rehearse and perform WALT: perform a group composition.</p>	
<p>RE</p>	<p>1.2 Who do Christians say made the world? (Referenced to Gloucestershire Agreed Syllabus)</p>						

<p>Colour key: <i>Making sense</i> <i>Understanding impact</i> <i>Making connections</i></p>	<p><i>Who made the world?</i> <i>Can you retell the story of creation from Genesis?</i> WALT: retell the story of creation from Genesis 1:1-2.3 simply WALT: recognise that 'Creation' is the beginning of the 'big story' of the Bible Add to our class 'Spiritualtree' <i>Beginning</i> <i>Creation</i> <i>Genesis</i> <i>Creator</i> <i>retell</i></p>	<p><i>What does the story tell us about what God is like?</i> WALT: say what the story tells Christians about God, Creation and the world <i>Loving</i> <i>Powerful</i> <i>Forgive/Forgiveness</i> <i>Forgiving</i> <i>Parent</i></p>	<p><i>Can you think of a time of the year when Christians think about God as Creator and say thank you?</i> WALT: Give at least one example of what Christians do to say thank you to God for Creation. <i>Harvest</i> <i>Thea Thanks</i> <i>Peter Praise</i> <i>Prayer</i> <i>Harvest Festival</i></p>	<p><i>If God made the world, how should people live? Why does a creator want their creation looked after?</i> WALT: Think, talk and ask questions about living in an amazing world <i>Respect</i> <i>Compassion</i> <i>Loving</i> <i>Caring</i> <i>Community</i> <i>Environment</i></p>		
---	--	---	---	--	--	--

	1	2	3	4	5	6
Maths	Place Value (Within 20)			Addition and Subtraction (Within 20)		
	<ul style="list-style-type: none"> Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 	<ul style="list-style-type: none"> Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 	<ul style="list-style-type: none"> Step 12 Order numbers to 20 End of Unit Assessment Step 1 Add by counting on within 20 Step 2 Add ones using number bonds 	<ul style="list-style-type: none"> Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction - counting back 	<ul style="list-style-type: none"> 8 Subtraction - finding the difference End of unit assessment 	Assess and review using Maths.co.uk
Problem solving	<p>Weekly session: WALT: solve mathematical problems efficiently IAT: Use the CUBES strategy to solve problems</p> <p>https://www.ncetm.org.uk/in-the-classroom/</p>					
Science	Key Question: Animals-Are all animals the same?					
	<p>What is a mammal?</p> <p>WALT: identify mammals as an animal that has fur or hair on its body.</p> <p>IAT: explain the difference between mammals that can be kept as pets and mammals that live in the wild</p> <p>Mammal Fur/Hair Pet Wild Characteristics</p>	<p>What features do all birds have?</p> <p>WALT: explore and identify different birds and their features</p> <p>Birds Common birds Wings Beaks Feathers Flightless Swimming birds Collect Data Tally marks</p>	<p>What features do fish have?</p> <p>WALT: explore different types of fish and their features</p> <p>Fish Scales Gills Breathe Underwater Same Different</p>	<p>What features do amphibians have?</p> <p>WALT: explore different amphibians and their features</p> <p>Amphibian Land Damp habitats Different to Similar to Frog/Newt/Toad</p>	<p>What features do reptiles have?</p> <p>WALT: explore different reptiles and their features</p> <p>Reptile Dry scales Features Land reptiles Aquatic reptiles Different to Similar to Lizard/Snake/Crocodile/ Turtle</p>	

Can I use controlled dribbling and fundamental skills in an invasion game?

PE
Pro-
Stars
(PPA
Cover)
Sport's
Coaches

Can I kick a ball toward a stationary target?

WALT: kick accurately towards a target

IAT: kick the ball confidently with the inside of a foot

Can I dribble a ball with control at different speeds?

WALT: develop knowledge of stronger and weaker sides of the body

IAT: dribble around various cones and objects

Can I kick a ball with accuracy with both feet?

WALT: kick the ball confidently with the inside of your foot

IAT: kick accurately towards a target

Can I control and dribble a ball with a hockey stick?

WALT: travel whilst moving a ball with your feet or apparatus

IAT: develop knowledge of stronger and weaker sides of the body

Can I dribble with speed and accuracy in competitive situations?

WALT: dribble around various cones and objects

IAT: travel whilst moving a ball with your feet or apparatus

PE
Dance
Animals
Jungle

Session 1: Sloth and leopard
https://teach.files.bbci.co.uk/schoolradio/dance/lets_move_life_in_the_rainforest.pdf

WALT: explore Dynamics: levels (high, medium and low) and changing speeds.
• Space: working in a self-defined space, using high and low levels, making circular pathways.

Session 2: 2: Flying dragon searches for ants
<https://www.bbc.co.uk/teach/school-radio/articles/zhqhd6f>

WALT: explore Dynamics: responding to different rhythms in the music and moving slowly and quickly in time.
Moving with slow, graceful movements, moving with quick, sudden movements.

Session 3: Leopard is rescued
<https://www.bbc.co.uk/teach/school-radio/articles/zfbjbdm>


WALT: Action: creeping and rolling as the leopard, stretching and hanging upside down as the sloth, scurrying as the ants and gliding and biting as the flying dragon.
• Dynamics: responding to the changes in the music, using slow, creeping movements for the slow, soft music of the leopard and fast, light movements for the quick music of the ants. Changing levels, crouching low as the leopard and gliding from high to low as the flying dragon.
Space: making your own curvy pathways through the space, using high and low levels.


Session 4: Jungle Animal Ribbon Dance

What was your favourite way to move your ribbon? Why?

Were there any shapes/movements that you found tricky? Why?

WALT: use large-muscle movements to wave ribbons or streamers

<p>PSHE Scarf</p>  <p>Keeping Myself Safe Children's Mental Health week 3rd to 9th February 2025, (Week 5) with the theme of Know yourself, grow yourself.</p>	<p>Key Question(s): Scarf- How can I keep safe?</p>				
<p>Computing</p>	<p>Key Question: How can we stay safe online?</p>				
<p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-sleep-1 Scarf Lesson Title: Super Sleep <i>Why do you think we all need a good night's sleep?</i> WALT: Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; IAT: identify simple bedtime routines that promote healthy sleep <i>Air Sleep Exercise Healthy Routine</i></p>	<p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-1-1 Scarf Lesson Title: Who can help? <i>Who can help me when I feel unsafe?</i> WALT: Recognise emotions and physical feelings associated with feeling unsafe; IAT: identify people who can help them when they feel unsafe. <i>Feelings Nervous Safe Unsafe Share Worried Scared Uncomfortable</i></p>	<p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-or-bad-touches Scarf Lesson Title: Good or bad touches? <i>What are the names of parts that are private?</i> WALT: Understand and learn the PANTS rules; IAT: name and know which parts should be private; IAT: explain the difference between appropriate and inappropriate touch; IAT: understand that they have the right to say "no" to unwanted touch; IAT: start thinking about who they trust and who they can ask for help. <i>Share Body Private Safe Unsafe Uncomfortable Worried Scared Nervous</i></p>	<p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/sharing-pictures Scarf Lesson Title: Sharing Pictures <i>How can we keep safe if we use the internet - now and as we get older?</i> WALT: know ways to keep safe when using the internet <i>Internet Uncomfortable Safe Unsafe Personal Information Permission</i></p>		

<p>Internet Safety</p> 	<p>What is the internet and how can I use it safely?</p> <p>Internet Safety: Using the internet safely WALT: recognise what the internet is and how to use it safely</p> <p><i>Device Internet Safely</i></p>	<p>Can I share four top tips for staying safe online?</p> <p>Internet Safety: Online Emotions WALT: identify how people's feelings and emotions can be affected by online content</p> <p><i>Personal information Trusted adult Feelings Upset</i></p>	<p>How can we be kind online?</p> <p>Internet Safety: Always be kind and Considerate WALT: recognise how to treat others, both online and in person</p> <p><i>Feelings Kindness In person interactions Online interactions</i></p>	<p>What things can we share and post online? When we share information online, like posting a picture, how long does that information stay online?</p> <p>Internet Safety: Posting and Sharing Online WALT: recognise the importance of being careful when posting and sharing online</p> <p><i>App Digital footprint Posting online Appropriate Going online Sharing online</i></p>	<p>How much time should we spend on technology?</p> <p>Internet Safety WALT: discuss ways to balance time spent online and offline</p> <p><i>Internet Online experience Screen time Online activity Offline activity Technology</i></p>	
--	--	---	--	--	---	--