



Summerseat Methodist Primary
Steps in Learning, Skills for Life

Expectations for Key Stage One
Year One, Cycle B

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the first half of the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals. It also contains our 'Infinite Eight' enrichment offer for the year.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

Please find below an overview of the topics that your child will cover this year in Year One:

Oak Class Topics – Cycle B	
Autumn 1	Local History: Summerseat
Autumn 2	The Great Fire of London
Spring 1	The Four Seasons of The United Kingdom
Spring 2	Flight
Summer 1	Australia
Summer 2	Oceans



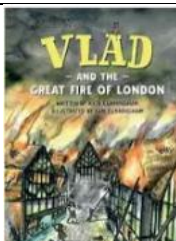
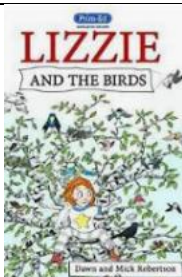
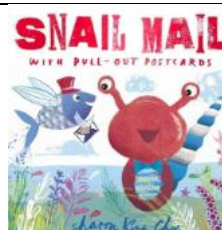
The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John
10:10

Believe. Achieve. Shine.



Summerseat Methodist Primary School – 2026-27 Long Term Plan – Cycle B

Autumn Term		Spring Term		Summer Term	
English - Writing					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
The LumberJack's Beard - Beedie	Vlad & the Great Fire – Cunningham	Big Bad Owl - Smallman	Lizzie & the Birds - Robertson	Snail Mail – King Chai	Dougal's Deep Sea Diary - Bartram
Additional Text: Great and the Giants / Little Big Dream – Great Thunberg	Additional Text: Little Robin's Christmas – Fearnley	Additional Text : Leaf Man	Additional Text: Little People, Big Dreams - Earhart	Additional Text: The Koala Who Could - Bright	Additional Text: The Sea Book - Milner
Poetry					
Please Mrs Butler - Ahlberg Candle Flame		The Owl and the Pussycat - Lear		Oh, the places you'll go – Seuss Monday's Child	
Reading					
Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
SSPF Build and Blend Basics 3 Books	SSPF Choose to Use Higher Level 5 Books – <i>Read each text over two days</i>	SSPF Choose to Use Higher Level 5 Books – <i>Read each text over two days</i>	SSPF Choose to Use Higher Level 5 Books – <i>Read each text over two days</i>	Big Cat – Green / Orange / Turquoise – <i>Read each text over three days</i>	Big Cat – Green / Orange / Turquoise – <i>Read each text over three days</i>
Handwriting					
Practising long-legged giraffe letters Writing words with ll Introducing capitals for long-legged giraffe letters Practising one-armed robot letters Practising long-legged giraffe letters and one-armed robot letters		Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters Practising zig-zag monster letters Writing words with double zz Mixing all the letter families Practising all the capital letters		Numbers 10–20: spacing Practising ch unjoined Introducing diagonal join to ascender: ch Practising ai unjoined Introducing diagonal join, no ascender: ai Practising wh unjoined	

Introducing capitals for one-armed robot letters Practising curly caterpillar letters Writing words with double ff Writing words with double ss Introducing capitals for curly caterpillar letter		Practising all the numbers 0–9 Writing words with ck and qu Practising long vowel phonemes: ai, igh, oo Practising vowels with adjacent consonants: ee, oa, oo		Introducing horizontal join to ascender: wh Practising ow unjoined Introducing horizontal join, no ascender: ow	
Mathematics					
Previous Reception experiences and counting within 100 Comparison of quantities and part–whole relationships Recognise, compose, decompose and manipulate 2D and 3D shapes Numbers 0 to 5 Numbers 0 to 10		Additive structures Addition and subtraction facts within 10 Numbers 0 to 20 Position and direction Numbers 0 to 10		Unitising and coin recognition Time Numbers 10 to 100 Fractions Measure	
Science					
<u>Biology</u> The Human Body – Parts & Senses  <i>Seasons – Autumn</i> 	<u>Biology</u> The Human Body - Keeping Healthy  <i>Seasons - Winter</i> 	<u>Biology</u> Animals – Classifying 	<i>Planting A</i>  <u>Biology</u> Animals - Lifecycles  <i>Seasons – Spring</i> 	<i>Planting B</i>  <u>Biology</u> Plants (Labelling) 	<i>Planting C</i>  <i>Seasons – Summer</i>  <u>Sustainability</u> Looking after the planet / Growing & Cooking
RE					
Who is Muslim and how do they live? (PART 1)	INCARNATION: Why does Christmas matter to Christians?	Who is Muslim and how do they live? (PART 2)	SALVATION: Why does Easter matter to Christians?	GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
History					
<u>Local History</u> <i>Significant historical events, people and places in their own locality</i> Robert Peel			<u>Significant Events (Beyond Memory) / Significant People</u>		

Significant Events (Beyond Memory)					
Bonfire Night (D)			Event - First Aeroplane Flight		
The Plague			People - <i>Da Vinci, Wright brothers, Amelie Earhart, Neil Armstrong (D)</i>		
Great Fire of London					
Geography					
		The Four Seasons of the United Kingdom		Australia	Oceans
Art					
Drawing		Painting		Collage & Digital	
Julian Opie		Georgia O'Keefe		Peter Cromer	
Portraits		Topic Link - Four Seasons		Topic link – Australia Geography	
DT					
	Food Preparing fruits and vegetables		Mechanisms Wheels & Axels Model aeroplanes		Structures Free Standing
	Smoothies- Chef: Joe Wicks		Links to History topic <u>Leonardo DaVinci & Wright Brothers</u>		Beach Huts Links to Geography and English topic
PE					
Fundamental Movement Gymnastics	Athletics Dance	Invasion Games	Target Games Gymnastics	Outdoor Adventure Activities Fundamental physical skills	Net and Wall Game Skills
PSHE					
Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Elmer – David McKee	Max The Champion – Sean Stockdale, Alexandra Stick and Ros Asquith	My Grandpa is Amazing – Nick Butterworth	Ten Little Pirates – Mike Brownlow and Simon Rickerty	My World, Your World – Melanie Walsh
One lesson every half term has an Anti-Bullying and No Outsiders focus.					
Computing					
Introduction to Purple Mash Route Explorers	The Internet	Data Explorers	Questioning	Creating and Following Instructions	Presenting Ideas Technology Around Us

Online Safety – Delivered throughout the year.

Music

I wanna be in a band (Rock)	Songs for Christmas performances Western Tradition & Film post 1940: Britten 'This Little Babe from ceremony of the carols'	Western Classic to 1940: Baroque period: Focus Vivaldi 'The 4 Seasons'	Percussion & Ocarina (<i>Play your ocarina Book 1</i>)	Friendship (pop)	Hey You! (Hip Hop) (explore pulse, rhythm and improvisation)
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Visits and Visitors / Hook

Receive 3 letters with versions of Summerseat and pictures from different time periods	Fire fighters—fire safety / how equipment has changed	Islam Workshop Forest School	Visiting birds of prey	Visit to Manchester airport	
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Reading

Oracy & Reading

Speak clearly and confidently in front of others

Retell a well-known story, remembering the main characters

Prepare to use 'new' words when communicating

Hold attention well when collaborating with others

Does not stray away from main topic when engaged in collaborative talk

Prepare to ask relevant questions to extend understanding and knowledge

Initiate conversation in collaborative situation

Listen carefully to what others are saying in group talk

Respond appropriately to what others saying group talk

Happy to join in with role play

Word Reading & Decoding:

Recognises and reads words containing taught GPCs and the prefix un-

Reads words with simple contractions (I'm, I'll, we'll)

Language in Context: V

Checks that the text makes sense as they read and corrects inaccurate reading

Discusses word meanings, linking new meanings to those they already know

Comprehension – Retrieval: R

Joins in with predictable phrases or refrains

Recalls main points from fiction and non-fiction

Links what they read or hear to their own experiences

Comprehension – Sequencing & Summarising: S

Identifies components of a story - beginning, middle and end

Explains what is read in their own words

Comprehension – Inference: I / P

Answers simple how and why questions from pictures or text

Discusses the actions of characters and expresses views on the basis of what is being said and done

Discusses the significance of the title and key events

P Begins to make predictions based on what has been read so far

Comprehension: Themes & Conventions: E

Is becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Is becoming familiar with how to find information from simple non-fiction texts

Learns to appreciate rhymes and poems



A Year One Child English

Speaking

- Speak clearly and confidently in front of others
- Retell a well-known story, remembering the main characters
- Prepare to use 'new' words when communicating
- Hold attention well when collaborating with others
- Does not stray away from main topic when engaged in collaborative talk
- Prepare to ask relevant questions to extend understanding and knowledge
- Initiate conversation in collaborative situation
- Listen carefully to what others are saying in group talk
- Respond appropriately to what others saying group talk
- Happy to join in with role play

Writing

Oracy for Writing

Generates ideas orally from a stimulus.

Talks about their writing and makes simple changes with support.

Reads writing clearly to peers and adults.

Composition: Sentences

Writes 3–5 simple sentences independently.

Sequences sentences to form short narratives.

Uses and to join ideas.

Chooses more accurate vocabulary and some story language.

Begins writing for different purposes.

Punctuation

Uses full stops and capital letters with growing accuracy.

Begins to use exclamation and question marks.

Uses capital 'I' and capital letters for names.

Composition: Editing

Re-reads writing to check for sense.

Adds missing punctuation with support.

Checks words include all sounds with increasing independence.

Spelling

Writes phonetically plausible words in line with teaching.

Spells common exception words and words using taught phonemes.

Uses suffixes –ing, –ed, –er, –est where no root change is needed.

Applies taught spelling rules and uses letter names to clarify sounds.

Writes simple dictated sentences using taught words.

Handwriting

Holds a pencil correctly and sits properly at a table.

Forms lower-case letters and digits in the correct direction.

Forms digits 0–20 correctly.

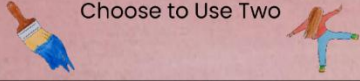
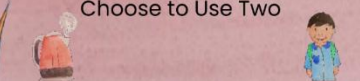
Separates words with spaces consistently.

Begins to use simple joins.

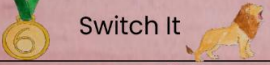
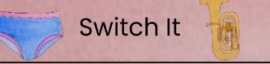
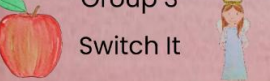
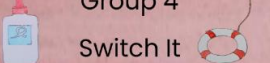
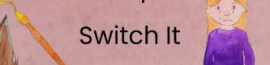
At Summerseat, we use Supersonic Phonic Friends as our phonic approach. In Year One, we work on Basics 4 and the higher levels of Choose to Use Spellings and Switch it Spell Sounds. The content can be found below. Phonic Parent Newsletters will be sent out at the beginning of each new group of spellings for sounds being taught, to guide on the support parents can provide at home.

Phonics Expectation—Year One

Securing The Basics 4 Adjacent Consonants		Tricky Words
Group 1	CVCC 	were what like have
Group 2	CVCC & Polysyllabic 	there here said one
Group 3	CCVC 	house when our your
Group 4	CCVC & Polysyllabic 	love school
Group 5	CCVCC CCCVCC & Polysyllabic 	then them that this

The Higher Levels Choose to Use Spellings		Tricky Words
Group 1 Choose to Use Two 	ai and ay ee and ea igh and ie oa and oe oo and ue	their people Mr Mrs
Group 2 Choose to Use – Split digraph 	ai ay and a_e ee ea and e_e igh ie and i_e oa oe and o_e oo and ue and u-e	Oh these friend asked
Group 3 Choose to Use Two 	oi and oy ur and ir ow and ou or and aw w and wh	where today once

The Higher Levels Choose to Use Spellings		Tricky Words
Group 4 Choose to Use Two & Three 	air and are n and kn r and wr f and ff and ph or aw and au	could should would called
Group 5 Choose to Use Three and Four 	n kn and gn or aw au and ore ee ea e_e and ey ee ea e_e ey and y oo ue u_e and ew	looked son says want
Group 6 Choose to Use 	air, are and ear ur, ir and or ch and tch j and dge ur, ir, or and er	after half only with

The Higher Levels Switch it Spell Sounds		Tricky Words
Group 1 Switch It 	i o c g sixth and wild frog and old crisp and cement growl and gem	does goes tall call small laughed
Group 2 Switch It 	u ow ie ea underpants and tuba clown and yellow pie and chief dream and bread	why over above live please
Group 3 Switch It 	a a apple and angel apple angel and watch	water because break work
Group 4 Switch It 	ou o mouse and mouldy frog old and monk	who any many move eye
Group 5 Switch It 	ue u_e ew y y ch ch glue and rescue flute and cute screw and stew yellow and cry yellow cry and crystal children and chef children chef and chorus	who any many move eye
	ou mouse mouldy and soup	



Grammar Knowledge Organiser

1

Punctuation

Capital letters (ABC): for names, the word I and at the beginning of all types of sentences

Full stops (.): used at the end of statement sentences

Question marks (?): used at the end of a question sentences

Exclamation marks (!): used at the end of exclamation sentences and to show shock or surprise

Word Classes

Noun: A person, place or thing

Adjective: To describe a noun

Composing Sentences

Think it, say it, write it, read it.
Then, don't forget to CHECK IT!



Think it.



Say it.



Write it.



Read it.



Terminology

Letter
phoneme
sound
capital letter
word
sentence
punctuation
full stop
capital letter
question mark
exclamation mark
singular
plural
pronoun



Full Stops

Sentence

Finger spaces: leaving spaces between words

and: joining words and joining clauses using the word and E.g. The dragon was green and fiery.



Word

Suffixes: that can be added to verbs where no change is needed in the spelling of root words.

Prefix: how the prefix 'un' changes the meaning of verbs and adjectives- kind-unkind, pack -unpack, tie-untie.

Singular: A singular noun names one person, place, thing or idea.

Plural: A plural noun names more than one person, place, thing or idea. E.g.-There is *one* lamp on my desk. There are *two* lamps on my desk.

Using ing, ed, er and est where no change is needed in the spelling of root words. E.g- helping, helped, helper, eating, eating, quicker, quickest.



Spelling Knowledge Organiser

1



all	her	my	push	today
are	he	me	pull	we
asked	have	Mr	she	was
a	his	Mrs	said	were
be	has	no	so	when
by	here	out	some	what
come	house	one	said	where
could	I	oh	says	you
called	into	of	school	your
do	is	one	the	
friend	like	once	to	
full	little	our	they	
go	looked	people	there	
	love	put	their	

Phase 2 / Phase 3 / Phase 4 / Phase 5 / Common exception

ee	ea	ee	ey	y
ai	ay	ae	a	
ie	igh	ie	i	
oa	oe	oe	o	
oo	ue	ue	ew	
or	aw	au	ore	
f	ff	ph		
n	kn	gn		
oi	oy		air	are
ow	ou		r	ur
w	wh		ur	ir
n	kn		z	zz
l	ll		s	ss
c	k	ck	ch	tch

Plural noun suffixes		Plural
watches		add -s
toys		OR
		add -es
Suffix		
Adding -ing, -ed and -er to verbs		
Adding -er and -est to adjectives		
Prefix		
un- unhappy, unlock		

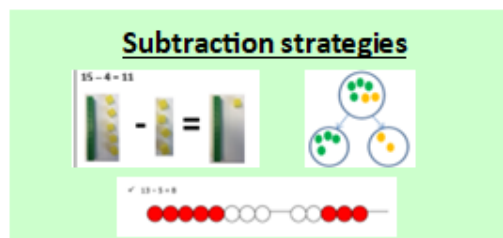
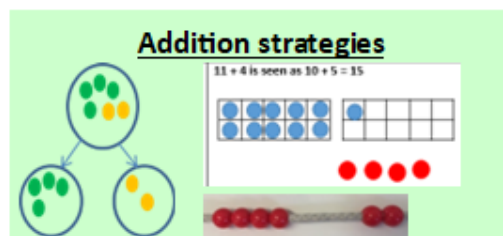
Being a Mathematician

Number

- Count reliably to 100 forwards and backwards
- Count on in 2, 5, and 10s to 100
- Count back in 2, 5, and 10s to 100
- Write all numerals to 100
- Write all numbers to 20 in words
- Identify and represent place value to 100 (tens/ones) - objects and pictorial representation
- Compare numbers to 100 using the language of equal, more, less than/fewer than, most and least
- Say the number that is one more or one less than a number to 100
- Know and use the signs +, -, and =
- Recall doubles and halves from double 1 to double 10/half of 2 to half of 20
- Recall all pairs of additions and subtractions for each number up to 20
Eg: $8 = \underline{\quad} + 3$
- Solve a one-step problem involving addition using concrete objects and pictorial representation
- Solve a one-step problem involving subtraction using concrete objects and pictorial representation
- Solve a one-step problem involving multiplication using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving division using concrete objects and pictorial representations



A Year One Child Mathematics



Being a Mathematician

Fractions, Measurement, geometry & statistics

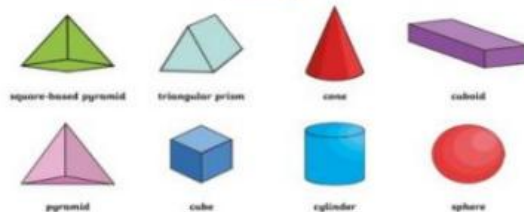
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- Compare, describe and solve practical problems for length, height, mass/weight and capacity/volume
- Measure and begin to record length, height, mass/weight and capacity/volume
- Recognise and name coins up to £2
- Sequence events in chronological order using language of time
- Recognise and use language relating to dates, including days of the week, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and name common 2-D shapes
- Recognise and name common 3-D shapes
- Describe position, direction and movement, including whole, $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ turns

For more detail on our mathematical strategies, please see our calculation policy and progression document.

2D Shapes

Name of shape	No. of sides
Triangle	3
Square	4
Rectangle	4
Pentagon	5
Hexagon	6
Octagon	8

3D Shapes

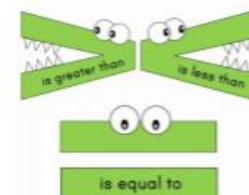


Place Value

Hundreds	Tens	Ones		
5	4	1		

Numerals: 1, 20, 30, 40, 50, 60, 70, 80, 90, 100

Words: four, seven, eight, thirty, forty, fifty, ninety, hundred



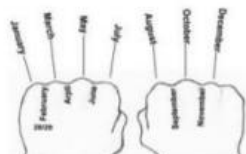
Time facts

60 seconds = 1 minute

60 minutes = 1 hour

7 days = 1 week

12 months = 1 year



1

Maths

Measure

cm = centimetres

l = litres

g = grams

km = kilometres

ml = millilitres

kg = kilograms

1 metre	100 centimetres
1 litre	1000 millilitres
1 kilogram	1000 grams

Counting

- Count to and across 100, forwards and backwards.
- Count, read and write numerals.
- Count in twos, fives and tens.
- Identify 1 more 1 less.
- Represent numbers using pictures representations
- Solve one step problems involving multiplication and division

Fractions



Money

100p = £1



Addition and subtraction

Read, write and interpret mathematical statements involving addition, subtraction and equals sign.

Add and subtract one and two digit numbers
E.g. $24 + 6 = 30$

Use number bonds and related subtraction facts E.g.
 $4 + 6 = 10$ $10 - 6 = 4$

KS1 Aut 1 B Local History



To be secure in this unit you must:

- Know the name of a significant person or place near where they live.
- Know about significant events in their locality.
- Know who Robert Peel is and why he is remembered.
- Know that the local area is different to the way it used to be a long time ago
- Know some ways that homes have changed from over 100 years ago.
- know how school and education has changed over time
- know how transport has changed over time

Develop historical skills:

- Ask questions I would like to find out the answers to about the past
- Use simple stories, artefacts, pictures and online sources and databases to understand things that have happened in the past
- Place events and artefacts in order on a timeline.
- Recount changes that have occurred in their own lives.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Use words and phrases that describe the passing of time.

Vocabulary		Sticky Knowledge – Changes in the Local Area		Significant People
Cotton Mill	A cotton mill is a building that houses spinning or weaving machinery for the production of yarn or cloth from cotton, an important product during the Industrial Revolution		Summerseat grew because of the cotton industry and local mill. New homes were needed near the mill for the workers. The railway also grew for trade.	Significant mill owners were Kay, Hamer and Hoyle. Rogerson was a long serving headteacher at the school. Our School Houses are named after these local people.
Monument	A statue, building, or other structure put in place to remember a notable person or event.			
Statue	A carved or cast figure of a person or animal, especially one that is life-size or larger.	✓ The inside of houses in Summerseat would have been very different from today. There would have been no electrical appliances such as washing machines or fridges.		Sir Robert Peel was born locally.
Locality	An area or neighbourhood.	✓ There were no televisions or electronic games in homes 100 years ago. There were very few books as well and very few poor children would know how to read.		There is a monument and statue in Bury to remember him. He was Prime Minister twice and is also remembered for creating the police force.
Local Area	The space immediately around where you are.		✓ Long ago during the industrial revolution, school was very different and most children would have been working in a full-time job by the time they were 12.	His dad, also Robert Peel, was an early mill owner in Summerseat. Police constables were called 'bobbies' or 'peelers' in reference to Peel.
Prime Minister	A prime minister is the head of government in a country with a parliamentary system. The prime minister is responsible for all the government's policies and decisions.	Significant Events		
Parliament	Parliament is the legislature, or lawmaking group, in the government of the United Kingdom (Great Britain).	✓ There have also been significant events in Summerseat over time: a plane crash, a flood, and an explosion.		
Law	Laws are rules that have been passed by parliament.			
Significant	Important or causing something important.			
Time: Today, yesterday, last year, a long time ago, a very long time ago.				

KS1 Aut 1 B Drawing Portraits



To be secure in this unit you must:

Take Inspiration from the Greats:

- Ask questions and give an opinion about a piece of artwork.
- Create artwork in response to the work of another artist.

Evaluate & Develop your work:

- Make suggestions for changes or improvements in own work.

Develop drawing skills:

- Use different types of lines e.g. straight, curved, zig-zag, range of thickness.
- To use tone (light & dark) to add shading to a line e.g. pencils and coloured pencils.
- Know how to create mood in a picture.
- Show pattern and texture by adding dots and lines.
- Draw and sketch by using a view finder to focus on a specific area.
- Know how to use pastels and charcoal to create artwork.

Vocabulary		Julian Opie Fact File	Inspiration
<u>Portrait</u>	A drawing, painting or photograph that shows a face. It often shows how the person looks and / or their personality and feelings. <i>Portrait can also refer to the orientation of a piece of paper.</i>	• Julian Opie is a leading contemporary artist, becoming famous in the 1980s. His style is Pop Art. • He is famous for making portraits with minimal line detail drawn in black. • He famously designed an album cover for Blur. • Opie's work has been exhibited extensively in galleries and museums around the world. • In later work, he started to use shades and shadow. He has also added more detail where before features would be lines and dots.	
<u>Pop Art</u>	Based on popular culture. Often bright and minimal.		
<u>Viewfinder</u>	A viewfinder is a simple square or rectangle cut out of card that you can look through. Using a viewfinder helps you to focus on something and not get distracted by what's around it. It will help you pay close attention to the image that you are trying to create.	Key Experiences • Use the story 'The Dot' to inspire everyone to be an artist and look at dots and lines. Explore dots and lines of different types and shade to make <u>art work</u>. • Digital portrait – Take photograph portraits exploring how they can capture personality, feelings and emotion. Make a montage of these and reflect and how they can inspire our drawings. • Explore oil pastels, chalk and pencils (including coloured) to create early Julian Opie Pieces. What makes oil pastels best suited for this style? • Create later Opie style pieces, teaching skills of drawing eyes, mouths noses in more detail. Use a viewfinder to help to focus on a particular part of the face. • Look at shading on Opie portraits. Explore how colour and shade affect mood using the colour monster. • Create a final piece that captures personality and demonstrates early and late work of Opie i.e. <u>lack of</u> detail, then lots! Could demonstrate two emotions / moods. This will be someone significant to them.	  
<u>Line</u>	The path of one moving point. Can be <u>curved, straight and zig-zag</u> , wavy, thick, thin.		
<u>Tone</u>	The lightness or darkness of an area.		
<u>Light</u>	Something that makes vision possible.		
<u>Dark</u>	Little or no light.		
<u>Shading</u>	Shading is a technique used in art to change the intensity of the colour. Can make it lighter or darker.		
<u>Oil Pastel</u>	An oil pastel is an art material.		

KS1 Aut 1 Cycle B



Senses

To be secure in this unit you must:

- Identify, name, draw and label the basic parts of the human body and say which is associated with each sense.

Develop scientific skills:

- Asking simple questions and recognising that they can be answered in different ways.
- Gathering and recording data to help in answering questions
- Performing simple tests
- Using their observations and ideas to suggest answers to questions

Enquiry type

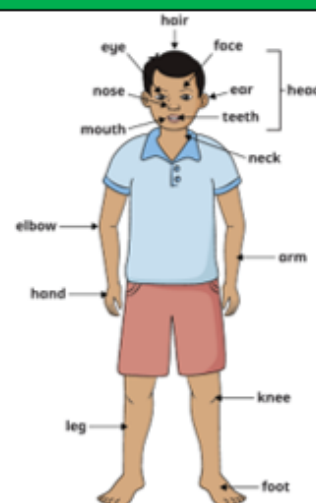


Research

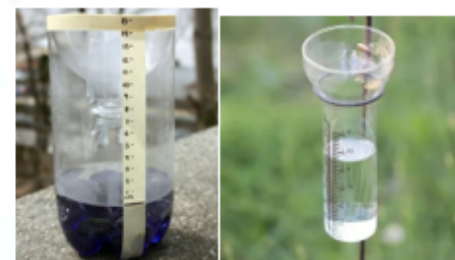
Vocabulary

senses	the ways we find out about the world around us
sight	to see something through the eyes
sound	something we hear with our ears
hear	when we listen to sounds
taste	to sense the flavour of something through the tongue.
touch	to feel something through our skin
smell	to sense something through the nose
skin	the part of the body that senses touch
light	something that allows people to see
dark	when there is no light
season	one of four parts of the year
autumn	the season after summer and before winter
rainfall	the amount of rain that falls in one place
rain gauge	equipment that measures how much rain has fallen
useful vocabulary: sweet, salty, savoury, bitter, sour, quiet, loud, rough, smooth, hard, soft, daylight, night	

Sticky Knowledge



Rain gauges



Seasons

spring

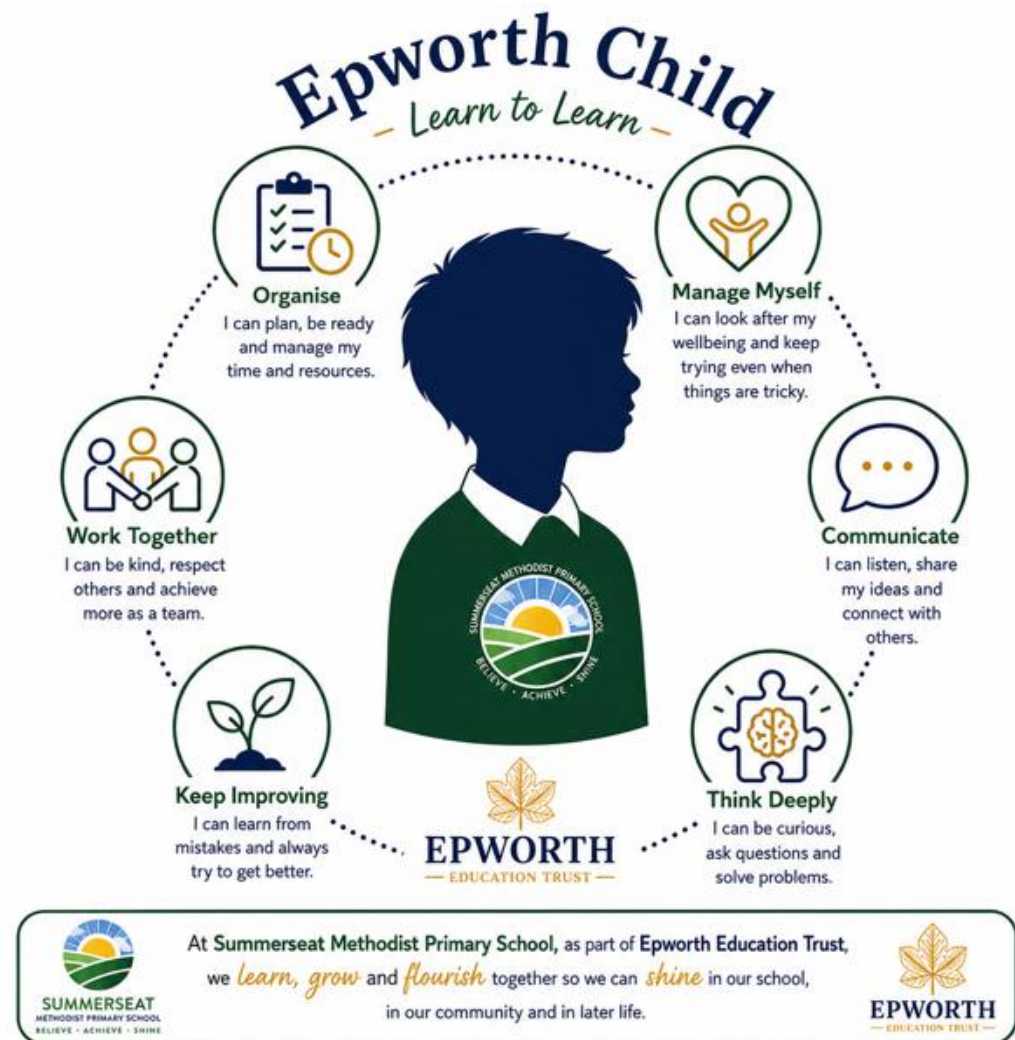
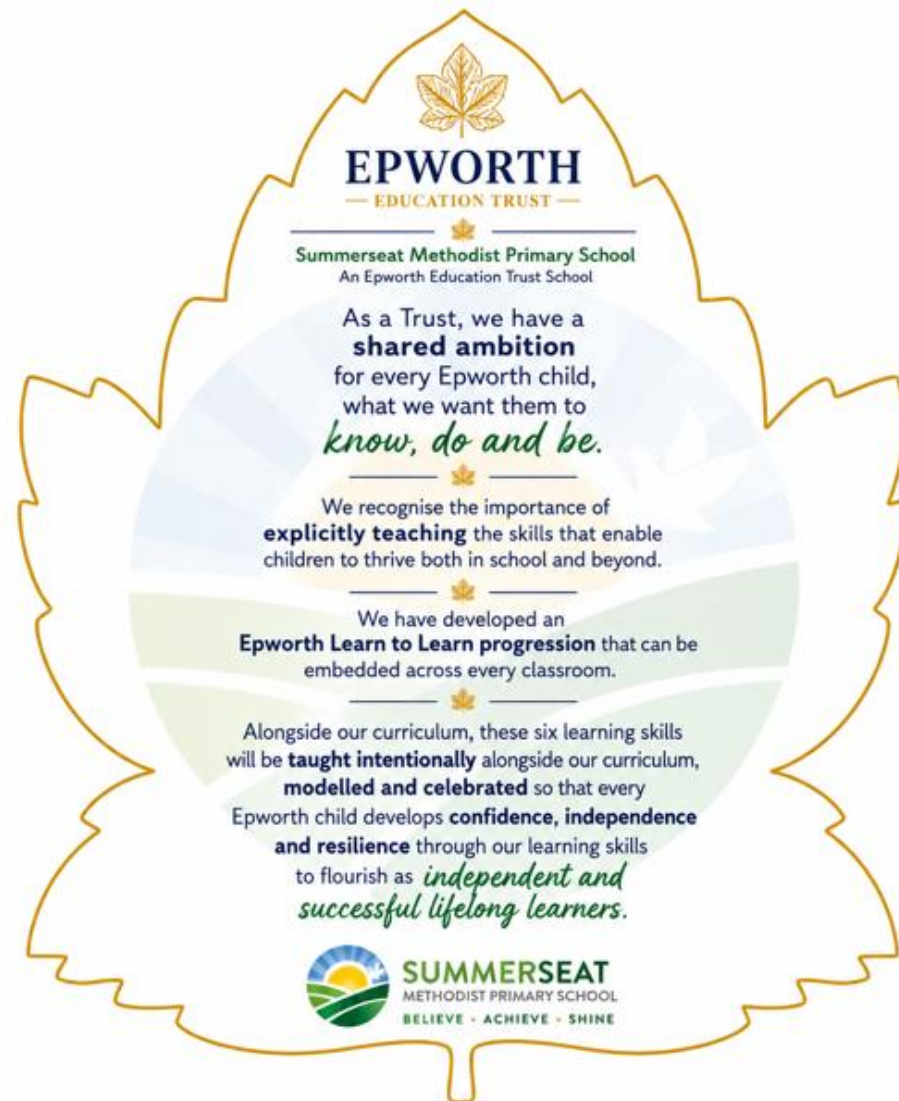
summer



autumn

winter

Learn to Learn Skills



Learn to Learn

We are learning how to become successful learners.

Key Stage One
(KS1)



I can Organise

Getting myself ready to learn

- ✓ I can find the things I need.
- ✓ I can keep my things tidy.
- ✓ I know what I need to do next.
- ✓ I can follow a routine.
- ✓ I can ask for help when I need it.
- ✓ I can stop and think before I begin.
- ✓ I can choose the equipment I need.
- ✓ I can choose where to put my resources.



I can Manage Myself

Staying calm and ready to learn

- ✓ I can recognise how I feel.
- ✓ I can calm myself when I need to.
- ✓ I can keep trying when learning is difficult.
- ✓ I know what helps me concentrate.
- ✓ I can ask for a movement break if I need one.
- ✓ I know mistakes help me learn.
- ✓ I can choose something that helps me feel calm.



I can Communicate

Sharing ideas and asking for help

- ✓ I can listen carefully.
- ✓ I can share my ideas.
- ✓ I can ask questions.
- ✓ I can explain my thinking.
- ✓ I can ask for help.
- ✓ I can take turns when talking.
- ✓ I can choose when to ask for help.
- ✓ I can choose the best way to share my ideas.



I can Work Together

Learning with and from others

- ✓ I can work with others.
- ✓ I can take turns.
- ✓ I can share ideas.
- ✓ I can be kind and helpful.
- ✓ I can listen to other people's ideas.
- ✓ I can follow group rules.
- ✓ I can lead and be directed by others.
- ✓ I can choose to work kindly with others.



I can Keep Improving

Growing through challenge and mistakes

- ✓ I can have a go at something new.
- ✓ I can have a go even when something is difficult.
- ✓ I can keep trying.
- ✓ I can learn from mistakes.
- ✓ I can celebrate success.
- ✓ I can be proud of my effort.
- ✓ I can think about what I have learnt.
- ✓ I can choose to keep trying.



I can Think Deeply

Questioning, connecting and solving problems

- ✓ I can ask questions.
- ✓ I can say what I think.
- ✓ I can give an opinion.
- ✓ I can think of different ideas.
- ✓ I can make simple choices.
- ✓ I can solve simple problems.
- ✓ I can be curious.
- ✓ I can choose different ways to solve a problem.



Confident



Independent



Resilient

These are the learning skills we practise everyday.

Infinite Eight *Enrichment Offer*

The 'Infinite Eight' strategy outlines Epworth's offer of eight opportunities for children to enjoy meaningful experiences beyond the taught curriculum during their time in our Epworth Trust schools.

Listed below are the minimum experiences your child will take part in this year.

