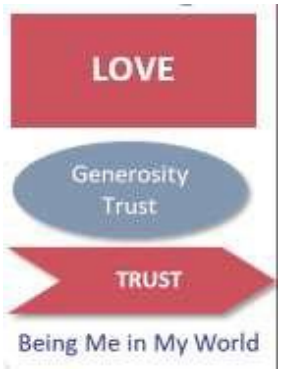
Worlebury St Paul's Church School

Term 1 and 2 Learning

Deer Class

(Year 1)

Brunel's Britain



Worlebury St Paul's Church School

Term 1: Deer Class (Year 1/2)

Brunel's Britain

Key Concepts: Grow with Love

Big Idea: How has life changed since Brunel's Britain?

Essential Questions worth asking:

- Who was Isambard Kingdom Brunel?
- What is his legacy?
- How has life changed for the better thanks to him?
- How is Isambard Kingdom Brunel related to our local area?
- What is in our local area?
- What do people love about the seaside?
- What can we do to make a difference?
- What legacy can we leave to show that we care for our environment and each other?
- What animals live at the seaside?
- What are the basic needs of animals?
- How do animals adapt to living in seaside environments?

What difference could we make to the world? (Values, Dispositions and Attitudes)

How can we show love to those around us by learning about people from the past?

What can we do to encourage others to treat our town with love?

How can we act with generosity to include others in play and teamwork?

How do we build trust when exploring, sharing ideas, and learning from history?

Key Texts

The Tunnel – Anthony Browne

Billy's Bucket – Kes Gray & Garry Parsons

***The Train Ride* by June Crebbin**

***Mrs Armitage on Wheels* by Quentin Blake**

Non-fiction texts on Brunel, trains, and seaside holidays

Our Context

- The World – How has Brunel's inventions changed the world and how people travel? Looking at seaside locations and holiday destinations across the UK.
- The local area – Children conduct fieldwork their local area to gain a better understanding of why and how things change
- In our school – using the school environment to inspire our art and practice our fieldwork skills

Real Maths, English & Science Opportunities (Being a professional)

History: *Historian* – Investigating Brunel, timelines, and changes in living memory (Victorian vs modern holidays).
Geography: ***Geographer*** – fieldwork – observing and recording human and physical geography of local area.
English: ***Author***: Writing own fiction stories for Robins class
Art: ***Artists*** – Exploring and drawing – being inspired by what is around them
Science: ***Meteorologists*:** Studying the weather and seasonal changes
Naturalists: Looking at animals and their habitats in the local environment

Curriculum Outline (see Knowledge Organisers for project driver & maths)

WOW Day: Victorian Seaside Day (costumes, Punch & Judy, sand, traditional games)
English: Fiction narrative – writing an overcoming the monster story, Non Fiction – Writing to explain - instructions
History: Significant person study (Brunel); changes in transport and holidays from Victorian times to now.
Geography: Seaside environments; Weston-super-Mare fieldwork; map and compass skills; seasonal and weather changes.
Science: Seasonal change (light and temperature); observing local weather and daylight; simple seaside habitat studies.
Maths: Number (place value, addition and subtraction)
RE: Why is Jesus important? – Christianity
Music: Charanga unit: Hey You! Pitch and Rhythm
PE: Dance / Forest School

COMMUNITY

Respect
Service

RESPONS-IBILITY

Celebrating Difference

Questioning

Worlebury St Paul's Church School

Term 2: Deer Class (Year 1/2)

Brunel's Britain

Key Concepts: Working as a community.

Big Idea: Exploring brings us together.

Essential Questions worth asking:

- How did Victorian holidays differ from our holidays today?
- How has travel changed over time?
- What do we notice on a journey?
- What are seaside habitats like?
- How do the seasons affect our world?
- What makes a good friend or family member?
- How can we build a strong community through respect and service?

What difference could we make to the world? (Values, Dispositions and Attitudes)

- Where in our community can we act to save precious resources?
- How can we help be part of a caring community in our seaside town?
- How can we show respect to people in history and our classmates?
- How do we contribute to our community by exploring local places and learning together?
- How can we use our skills in service to help others in and beyond our school?

Key Texts

The Tunnel – Anthony Browne
Billy's Bucket – Kes Gray & Garry Parsons
Clean up! – Nathan Byron & Dapo Adeola
Explore! Victorians – Jane Bingham
***Holiday* by Jill Murphy (short text)**
Non-fiction texts on Brunel, trains, and seaside holidays

Our Context

- The World – How has Brunel's inventions changed the world and how people travel?
- The local area – How did Victorians use the local area for holidays compared to us
- In our school – Recording weather and daylight data; creating holiday posters; puppet shows about Victorian life.

Real Maths, English & Science Opportunities (Being a professional)

Geography: ***Geographer*** – data gathering and representing in graphs; climatologist – looking at presenting data for the climate of England and the Desert and Polar Regions.
DT: Engineers – Mechanisms: Wheels and Axles, creating own pull-along toys
English: researcher – note taking for information; author - publish a non-chronological report;
poet: Creating a list poem
Science: Learning about seasons, weather, and seaside habitats; conducting simple tests and observations.

Curriculum Outline (see Knowledge Organisers for project driver & maths) WOW

Day: Invite Parents and Grandparents into share their holiday memories
English: Writing to inform - Non-Chronological Report; Writing to explain - Instructions
Project: Seaside environments; Weston-super-Mare fieldwork; map and compass skills; seasonal and weather changes.
Maths: Number –place value; Shape
RE: Why is Jesus important? – Christianity
DT: Mechanisms: Wheels and axles – Designing a Victorian pull along toy
Music: singing and performing songs for Nativity performance
PE: Locomotion (running and jumping); Gymnastics (balance and movement sequences).
Computing: Digital Photography
Jigsaw: Celebrating Difference
End of Learning: Nativity performance

Victorian Inventions

telephone

motorcar

typewriter

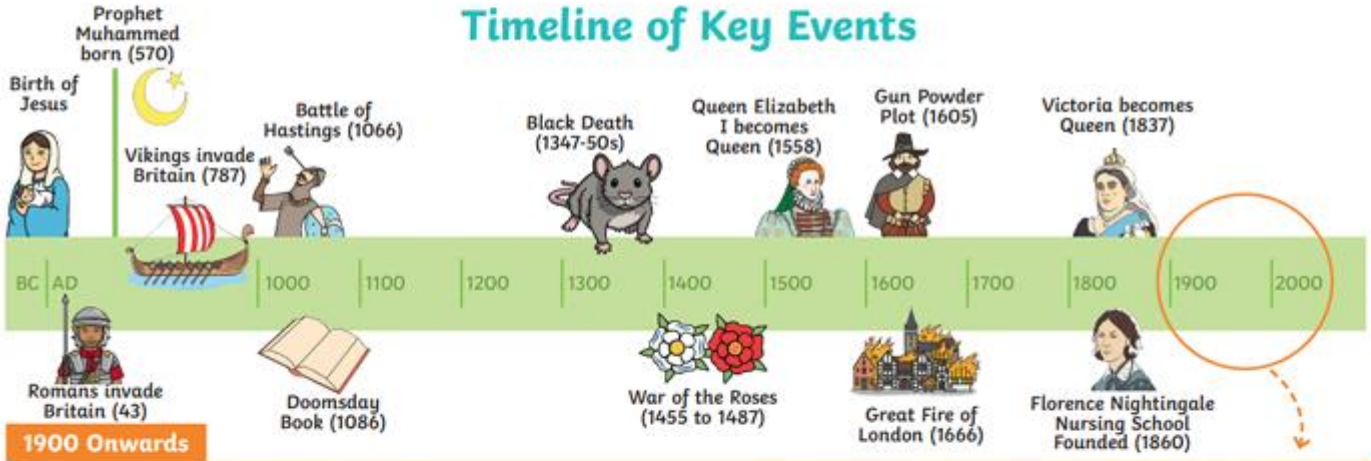
bicycle

bank holidays and seaside holidays

moving films

Isambard Kingdom Brunel

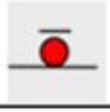
Timeline of Key Events



Some people in the past are considered **significant** because of the contribution they made to wider society (not necessarily **famous**); this is called a **legacy** which many people **benefit** in the future as well as at the time of creation. To be significant sometimes involves being **brave** and **challenging** the status quo and thinking of things in a different way, like I. K. Brunel.

Engineer

Vocabulary:
strengthen
evaluate
improve
structure
transport
bridge
steamship
vessel
dock
engine

function		How something works.
made		Made by people
mould		To form different shapes out of soft, squishy materials
natural		Found in nature eg spider's web or a sheep's wool
stable		Object does not easily topple over
stiff		A material or object that does not bend easily
strong		Something that does not break easily eg wood, brick or a building
weak		something that breaks easily eg paper or eggshells

Local Knowledge

Small Village to Seaside Town

In the early 1800s, Weston-super-Mare was just a small village with about 30 houses behind sand dunes

When train travel began in 1841, suddenly lots of people could visit the seaside. Weston became a busy resort with hotels, piers, and fun places to visit

In 1831, at just 24 years old, Isambard designed the **Clifton Suspension Bridge**, which runs across the River Avon in Bristol. It was not completed until 1864, five years after he died.

Seaside Holidays in the Past

History Knowledge Organiser: Events Beyond Living Memory

I already know...

There are similarities and differences between life in the past and life now.

Vocabulary

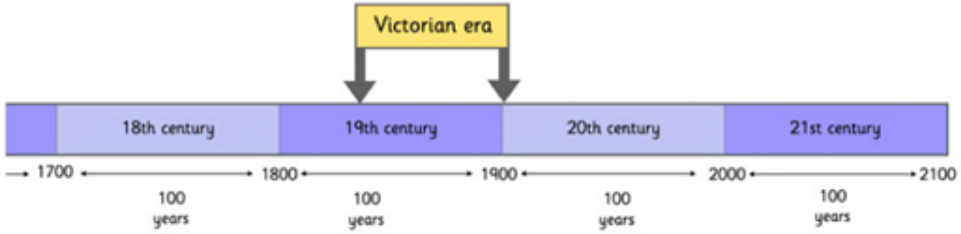
seaside - a place by the sea, especially a beach area or holiday resort
holiday - a period of time where you don't go to work or school, especially one spent away from home or in travelling
promenade - a pathway alongside the beach
pier - a raised platform coming out over the sea that people can walk on
bathing machine - a wheeled hut pulled to the edge of the sea, used for changing in and bathing from
Punch and Judy - a traditional puppet show
parasol - a light umbrella used to provide shade from the sun
steam train - a train powered by steam

Key Facts

- At first, only rich people could afford to go to the seaside.
- The invention of the **steam train** and the building of the railways meant that travelling to the seaside became quicker and cheaper.
- Victorians used **bathing machines** to get changed in and step straight into the sea from.
- There are differences, but also many similarities, between Victorian seaside holidays and seaside holidays today.

Timeline

The Victorian era is **beyond living memory**. It began in 1837, when Queen Victoria came to the throne, and ended in 1901, when she died.



The Victorian era was in the **19th century**. We live in the **21st century**.

Sources

We can use these **sources** to find out about seaside holidays in the past.

photographs

paintings

letters/postcards

memories

Enquiry questions

- What were seaside holidays like in the past?
- How do we know what seaside holidays were like in the past?
- How have seaside holidays changed?
- Would you prefer a Victorian seaside holiday, or a seaside holiday now? Why?

Enquiry skills

Comparing and contrasting seaside holidays then and now:

then

now

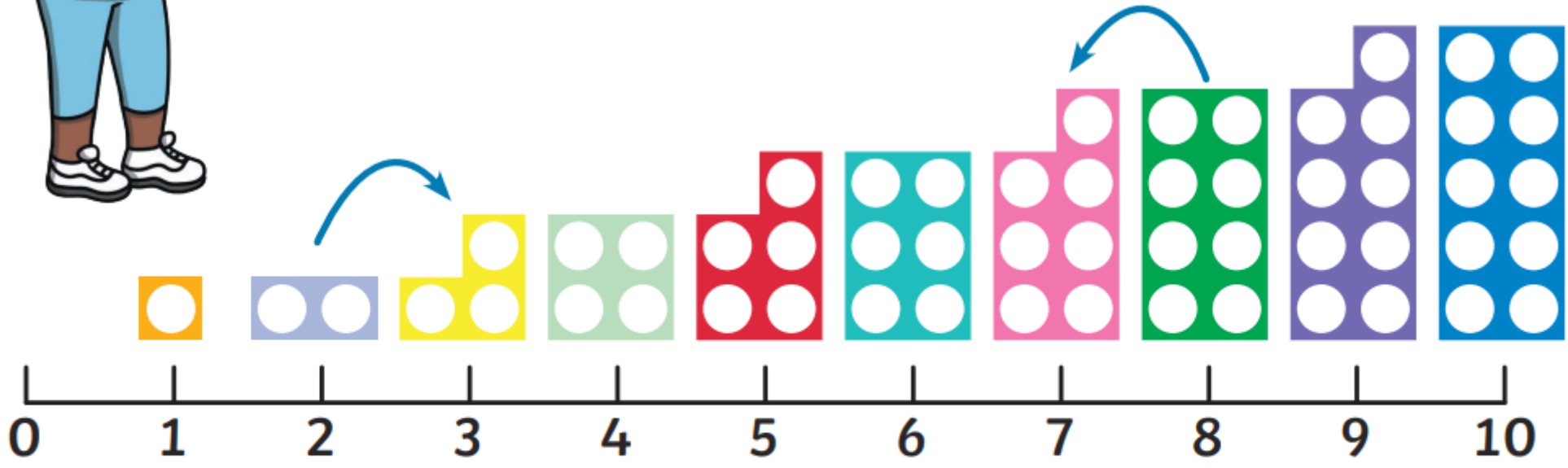
Number and Place Value

Knowledge Organiser

One More and One Less

One more than two is three.

One less than eight is seven.



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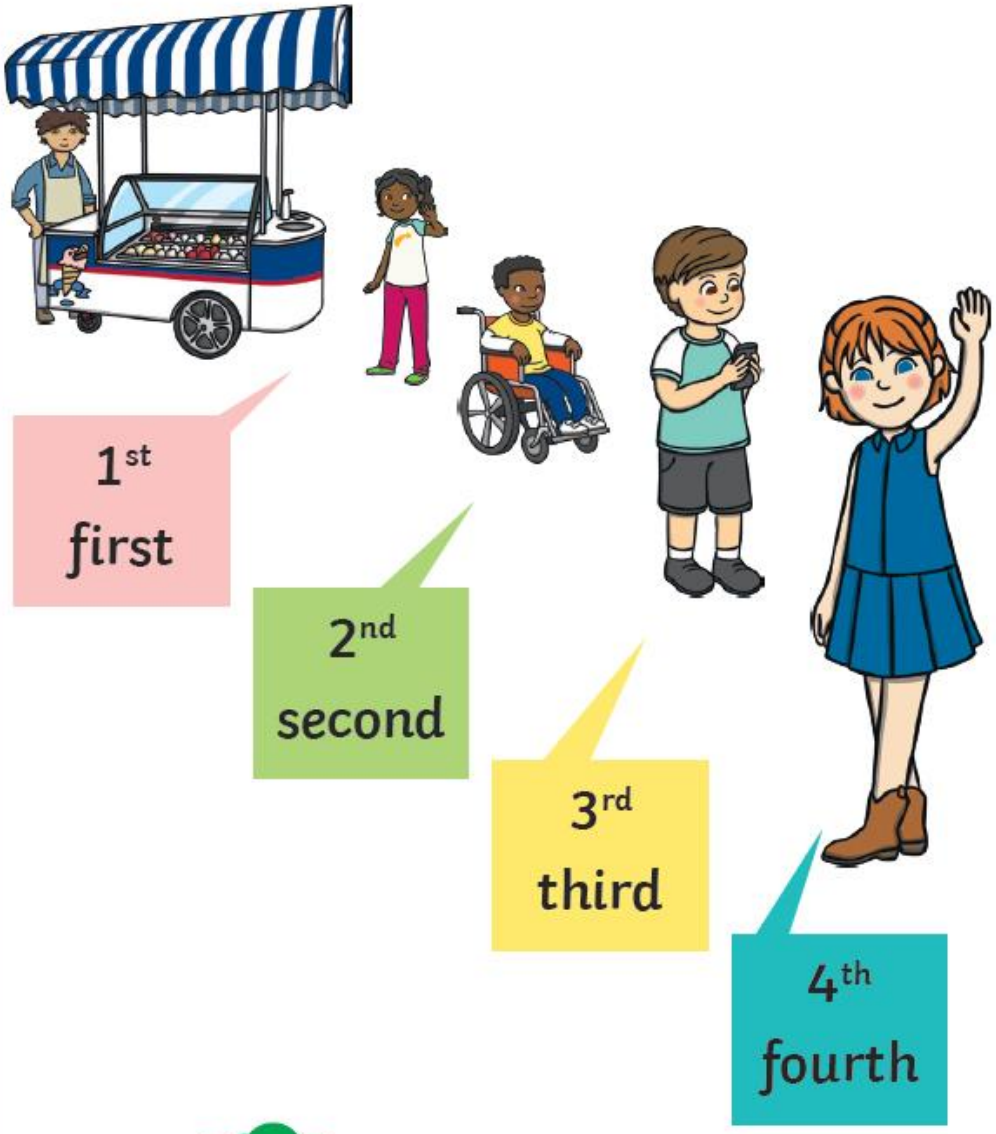
Number and Place Value

Knowledge Organiser

Ordering



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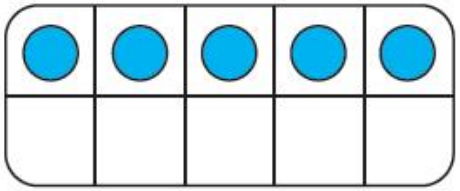
Comparing

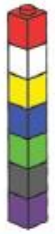
5 = 5

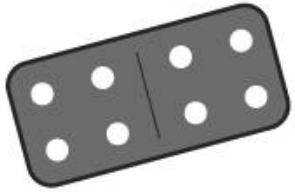
equals



4 < 7

less than

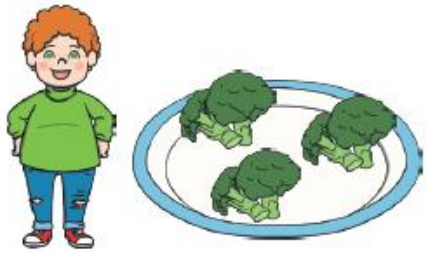




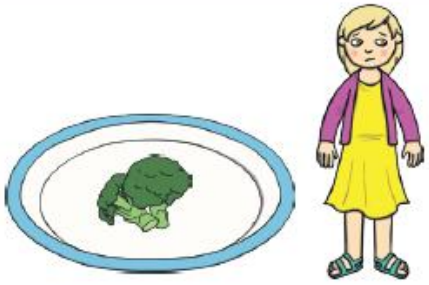
8 > 2

greater than

two



Lewis has the **most**.

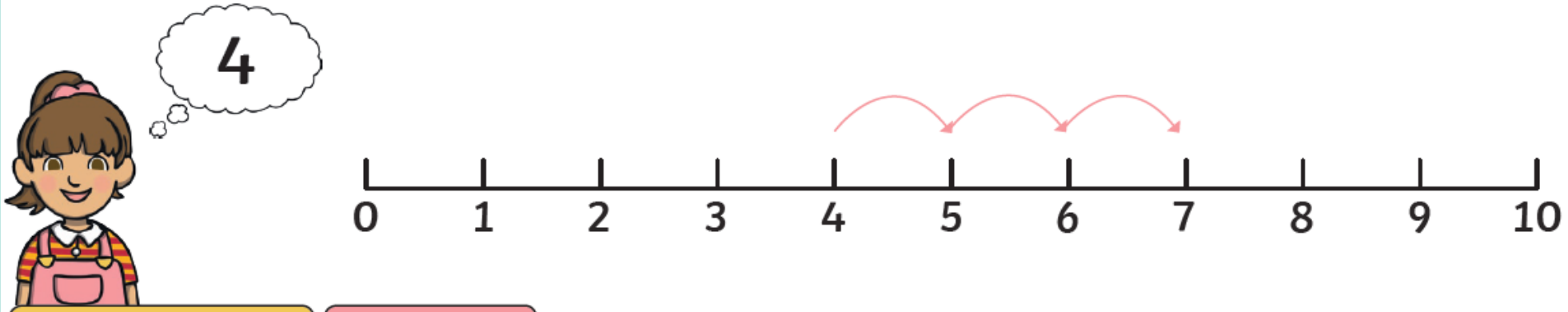


Olive has the **fewest**.

Addition and Subtraction

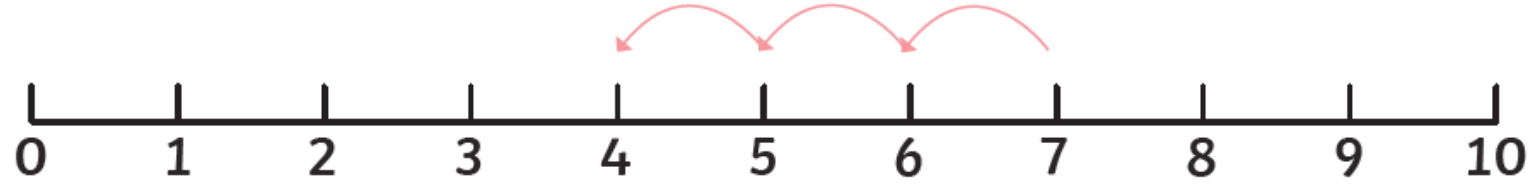
Knowledge Organiser

Counting On and Counting Back



Counting on

4 + 3 = 7



7 - 3 = 4

Counting back

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Addition and Subtraction

Knowledge Organiser

Number Bonds

5 – 0 = 5 5 + 0 = 5

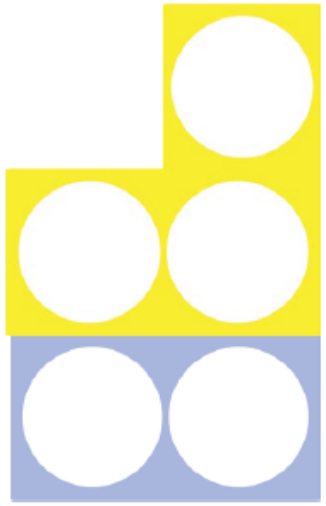
5 – 1 = 4 4 + 1 = 5

5 – 2 = 3 3 + 2 = 5

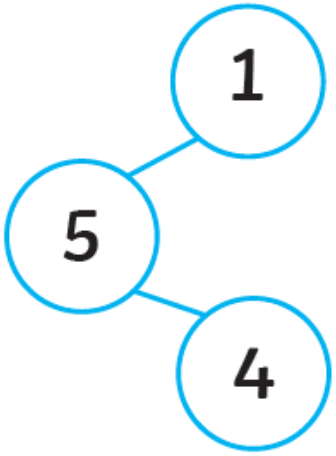
5 – 3 = 2 2 + 3 = 5

5 – 4 = 1 1 + 4 = 5

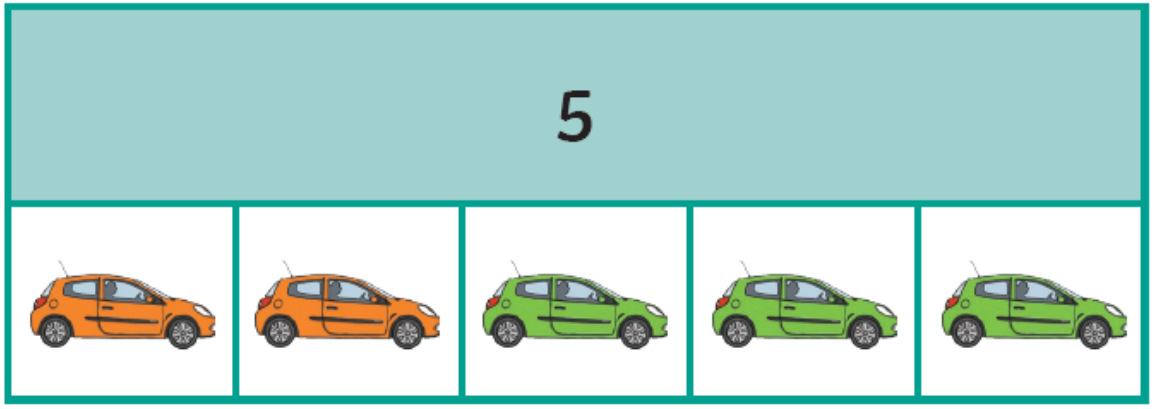
5 – 5 = 0 0 + 5 = 5



3 + 2 = 5



5 = 1 + 4



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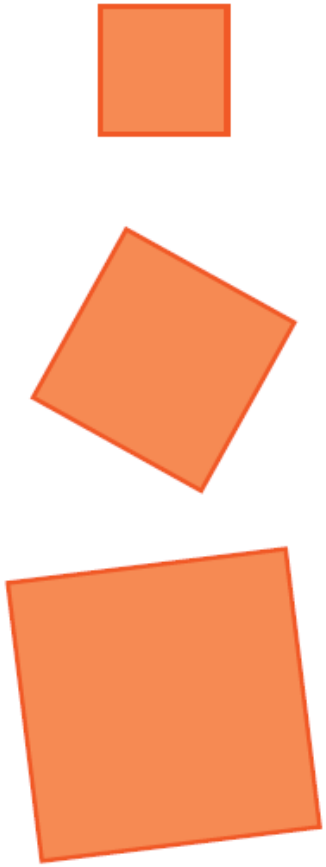
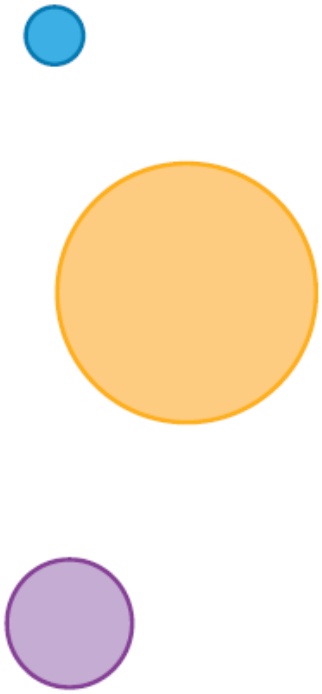
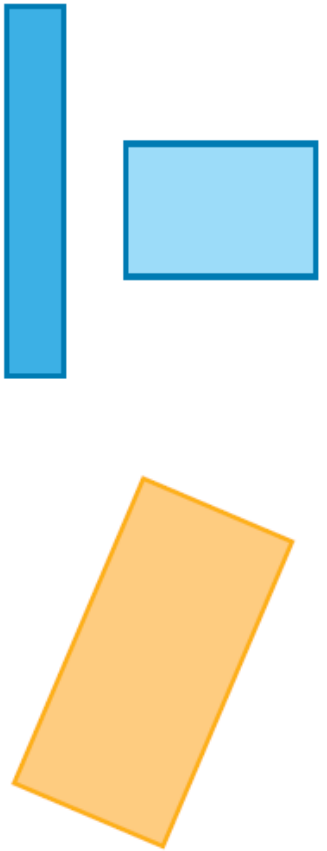
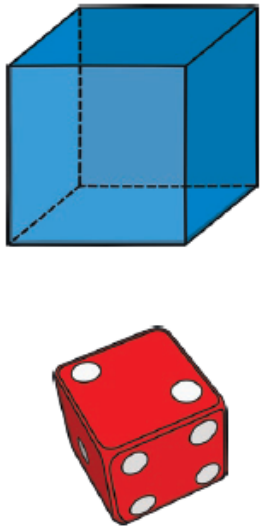
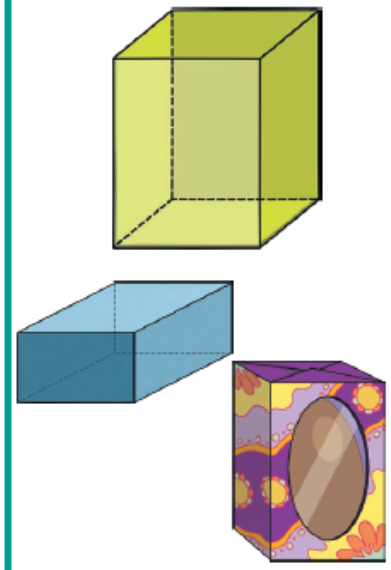
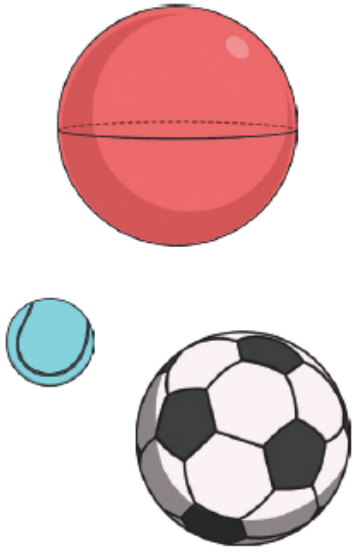
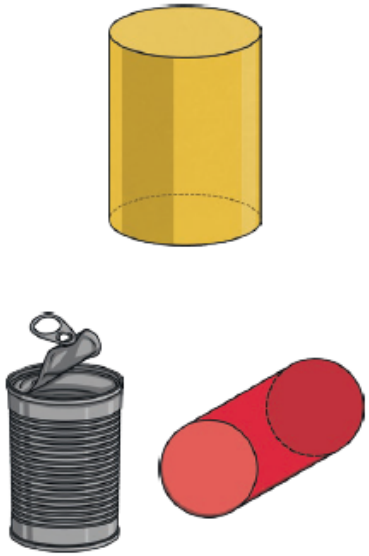
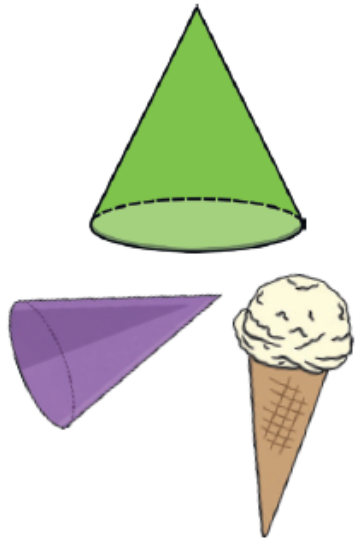
Key Vocabulary
side
corner
vertices
vertex
face
straight
2D
3D
pattern

2D Shapes

square	circle	rectangle	triangle
			

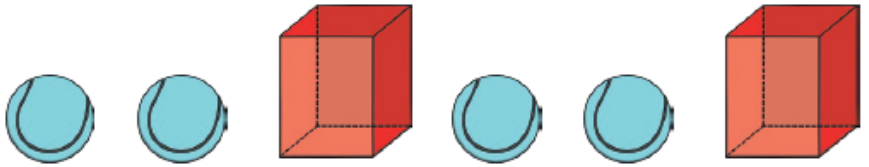
3D Shapes

cube	cuboid	sphere	cylinder	cone
				

Patterns

A pattern follows a rule.

What shape will be next?



What shape will be next?

Medium Term Plan - Stage 1

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	**Step 1: Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'**	**Step 7: Compound words and words with unstressed vowels**	**Step 13: Words with the split digraph 'o_e'**	**Step 19: Words where the digraph 'er' is stressed**	**Step 25: Words where the digraph 'ou' makes an /ow/ sound**	**Step 31: Words with the trigraph 'igh'**
Words	puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back	pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish	home, those, woke, hope, hole, mole, spoke, joke, bone, phone	herb, verb, her, term, person, germ, stern, perch, fern, mermaid	out, mouth, sound, proud, shout, about, around, found, mound, count	high, night, light, bright, right, sight, tight, mighty, fright, midnight
Objective	**Step 2: Words with the /k/ sound spelled 'k' and 'nk' spelling pattern**	**Step 8: Words with the digraphs 'ai' and 'oi'**	**Step 14: Words with the split digraph 'u_e'**	**Step 20: Words where the digraph 'er' is unstressed**	**Step 26: Words where the digraph 'ow' makes an /ow/ or /oa/ sound**	**Step 32: Words with the digraph 'or' and the trigraph 'ore'**
Words	bank, honk, tank, pink, think, kit, skin, mask, kick, basket	rain, point, oil, wait, train, coin, join, paid, afraid, soil	June, rude, tube, flume, huge, rule, use, tune, flute, plume	better, summer, sister, after, never, under, winter, brother, ever, river	down, town, frown, how, brown, own, grow, show, blow, snow	forty, morning, north, torn, horse, more, score, before, wore, shore
Objective	**Step 3: Words with the 'tch' trigraph**	**Step 9: Words with the digraphs 'ay' and 'oy'**	**Step 15: Words with the digraph 'ar'**	**Step 21: Words with the digraphs 'ir' and 'ur'**	**Step 27: Words ending in 'y' /ee/ and 've' /v/**	**Step 33: Words where the digraphs 'aw' and 'au' make an /or/ sound**
Words	catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch	day, play, cowboy, enjoy, stay, toy, joy, clay, say, way	car, jar, park, arm, garden, hard, dark, stars, art, shark	girl, shirt, third, bird, first, turn, hurt, burst, church, Thursday	very, happy, funny, party, family, give, have, love, shove, dove	saw, yawn, draw, crawl, lawn, drawn, author, autograph, August, astronaut
Objective	**Step 4: Adding '-s' and '-es' to make plurals**	**Step 10: Words with the split digraph 'a_e'**	**Step 16: Words with the digraph 'ee'**	**Step 22: Words where the digraph 'oo' makes an /oo/ sound**	**Step 28: Words with the digraphs 'ue' and 'ew'**	**Step 34: Words with the trigraphs 'air' and 'ear'**
Words	flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches	made, take, came, mistake, same, safe, awake, snowflake, rake, plate	feel, tree, green, meet, week, see, free, sheet, feet, seek	food, pool, moon, zoo, soon, tool, boots, spoon, afternoon, boom	Tuesday, blue, clue, true, rescue, threw, few, drew, grew, new	air, pair, chair, fairy, hairy, ear, hear, year, near, clear
Objective	**Step 5: Adding the suffixes '-ing' and '-ed'**	**Step 11: Words with the split digraph 'e_e'**	**Step 17: Words where the digraph 'ea' makes an /ee/ sound**	**Step 23: Words where the digraph 'oo' makes an /u/ sound**	**Step 29: Words where the digraph 'ie' makes an /igh/ sound**	**Step 35: Words where the trigraphs 'ear' and 'are' make an /air/ sound**
Words	looking, looked, buzzing, buzzed, jumping, jumped, helping, helped, fizzing, fizzed	even, complete, delete, Chinese, these, evening, eve, athlete, extreme	each, peach, reach, teach, lead, leaf, leap, beak, squeak, real	book, cook, foot, wood, good, shook, brook, stood, took, wool	lie, tie, pie, cried, tried, died, spied, fried, dried, tied	bear, wear, pear, bare, care, scare, share, hare, mare, dare
Objective	**Step 6: Adding the prefix 'un-' and the suffixes '-er' and '-est'**	**Step 12: Words with the split digraph 'i_e'**	**Step 18: Words where the digraph 'ea' makes an /e/ sound**	**Step 24: Words where the digraphs 'oa' and 'oe' make an /oa/ sound**	**Step 30 Words where 'ie' makes an /ee/ sound**	**Step 36: Words with the digraphs 'ph' and 'wh'**
Words	fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock	five, ride, like, time, side, slide, spike, trike, fire, mine	head, bread, meant, instead, wealth, sweat, threat, spread, dead, deaf	goes, goat, boat, dominoes, woe, toe, doe, road, soap, coat	chief, thief, piece, brief, handkerchief, field, belief, priest, shield, grief	dolphin, phonics, alphabet, elephant, wheel, white, when, which, while, why

Y1 Writing Expectations

By the end of Year 1, children are expected to:

- ✓ Write simple sentences – that make sense and are linked to an idea.
- ✓ Use capital letters and full stops – sometimes using question marks and exclamation marks.
- ✓ Choose simple but interesting words – starting to expand vocabulary beyond "big" or "nice."
- ✓ Use grammar correctly, including:
  - Words joined with 'and' and 'but'
  - Using the correct tense (I can run fast, I ran yesterday).
- ✓ Begin to use punctuation, such as:
  - Capital letters at the start of a sentence and for names.
  - Full stops at the end of a sentence.
  - Question marks and exclamation marks introduced.
- ✓ Spell phonetically – writing words as they sound and starting to spell some common words correctly (the, said, was, you).
- ✓ Handwriting should show clear letter formation – with most letters the right size and written on the line.
- ✓ Write short pieces – stories, captions, lists, labels, simple instructions.
- ✓ Re-read their writing – to check it makes sense.

How you can help at home

- ❖ Encourage your child to write every day – notes, labels, shopping lists, birthday cards.
- ❖ Practise handwriting – focusing on letter size and shape.
- ❖ Support them to spell challenging words (said, are, one, they).
- ❖ Read together daily – spotting punctuation like capital letters and full stops.
- ❖ Ask them to read their writing aloud – it helps them notice mistakes.
- ❖ Talk with your child frequently and remind them to speak using full sentences
- ❖ Find interesting words when you are out and about or watching something together and talk about what they mean.

My Phase 2 Sound Mat

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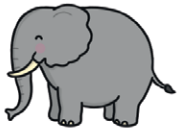
g	o	c	k	ck	e 	u	r
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My Phase 3 Sound Mat

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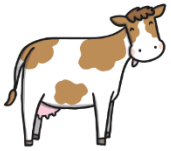
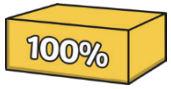
oo	oo	ar	Or	ur	ow 	oi	ear
air	ure 	er					

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Pure

My Phase 5 Sound Mat

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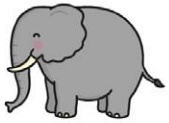
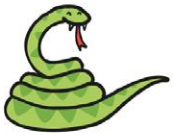
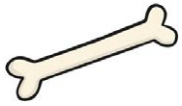
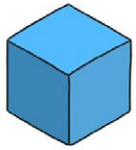
aw	wh	Ph 	ew	ew	oe	au	ey
a-e 	e-e*	i-e	o-e 	u-e	u-e 		

*even

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New Curriculum Spelling List **Year 1**

the	your	come	are	go	push
a	they	some	were	so	pull
do	be	one	was	by	full
to	he	once	is	my	house
today	me	ask	his	here	our
of	she	friend	has	there	
said	we	school	I	where	
says	no	put	you	love	

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50 Recommended Reads for...

Year 1

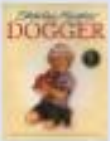
Which ones have you read?

Books for Topics

	❑ **Not Now, Bernard** David McKee		❑ **If All The World Were...** Joseph Coelho & Allison Colpoys
	❑ **Grandad's Secret Giant** David Litchfield		❑ **Stick Man** Julia Donaldson & Axel Scheffler
	❑ **A First Book of Nature** Nicola Davies & Mark Hearld		❑ **Meerkat Mail** Emily Gravett
	❑ **The Tiger Who Came to Tea** Judith Kerr		❑ **Daisy: Eat Your Peas** Kes Gray & Nick Sharratt
	❑ **Man on the Moon** Simon Bartram		❑ **Once Upon a Raindrop** James Carter & Nomoco
	❑ **Where the Wild Things Are** Maurice Sendak		❑ **Anna Hibiscus** Atinuke & Lauren Tobia
	❑ **Ruby's Worry** Tom Percival		❑ **Winnie the Witch** Valerie Thomas & Korky Paul
	❑ **Professor Astro Cat's Human Body Odyssey** Dominic Walliman & Ben Newman		❑ **A Cat's Guide to the Night Sky** Stuart Atkinson & Brendan Kearney
	❑ **Mr Wolf's Pancakes** Jan Fearnley		❑ **Fantastically Great Women Who Worked Wonders** Kate Pankhurst
	❑ **That Rabbit Belongs to Emily Brown** Cressida Cowell & Neal Layton		❑ **Zeraffa Giraffa** Dianne Hofmeyr & Jane Ray
	❑ **We Build Our Homes** Laura Knowles & Chris Madden		❑ **Chocolate Cake** Michael Rosen & Kevin Waldron
	❑ **Funnybones** Janet & Allan Ahlberg		❑ **The Fox in the Dark** Alison Green and Deborah Allwright
	❑ **Clever Polly And the Stupid Wolf** Catherine Storr & Marjorie-Ann Watts		❑ **The Adventures of the Wishing Chair** Enid Blyton

50 Recommended Reads for...

Year 1

	❑ **The Rainbow Fish** Marcus Pfister		❑ **The Puffin Fantastic Book of First Poems** June Crebbin
	❑ **Baby Brains** Simon James		❑ **Actual Size** Steve Jenkins
	❑ **One Day, So Many Ways** Laura Hall & Loris Lora		❑ **The Giant Jam Sandwich** Janet Burroway & John Vernon Lord
	❑ **The Lighthouse Keeper's Lunch** Rhonda & David Armitage		❑ **The Storm Whale** Benji Davies
	❑ **Nimesh the Adventurer** Ranjit Singh & Mehrdokht Amini		❑ **Would You Rather?** John Burningham
	❑ **Fantastic Mr Fox** Roald Dahl & Quentin Blake		❑ **When We Were Very Young** A. A. Milne
	❑ **Pumpkin Soup** Helen Cooper		❑ **Gorilla** Anthony Browne
	❑ **Paddington** Michael Bond & R. W. Alley		❑ **The Night Pirates** Peter Harris & Deborah Allwright
	❑ **The Big Book of Bugs** Yuval Zommer		❑ **Amazing Grace** Mary Hoffman & Caroline Binch
	❑ **Dogger** Shirley Hughes		❑ **Tree: Seasons Come, Seasons Go** Patricia Hegarty & Britta Teckentrup
	❑ **Sophie's Snail** Dick King Smith		❑ **Lost and Found** Oliver Jeffers
	❑ **Toys in Space** Mini Grey		❑ **Peace at Last** Jill Murphy

Project Home Learning

Year 1/2

Tips for grown-ups: Please complete as many of these as you would like. Encourage children to talk about what they learned and present their work with confidence. Drawings, models, videos, voice notes and photos are all welcome. You can bring your wonderful creations to celebrate in school or post a photo in your portfolio in Class Dojo.

Create your own Victorian Seaside Game Invent a new game Victorian children could play on the beach. Draw or explain the rules!	**Build a Victorian Steam Train** Use LEGO, blocks, recycled materials or drawing to design a steam train like Brunel's.	**Design a new Holiday Outfit** Draw two outfits: one for a Victorian child and one for a modern child. Add labels and color	**Invent a new way to travel** Be an inventor! Draw or build your own new vehicle. What does it do? What powers it?	**Holiday Memory Jar** Create a real or drawn jar filled with pictures or words about your favourite holiday moments.
Holiday suitcase Decorate a box or draw a paper suitcase. Fill it with 5 things a Victorian child might pack.	**Story: The Lost Ticket** Write or tell a story about a child who loses their train ticket in Victorian times. What happens next?	**Build a Punch and Judy Theatre** Make a mini puppet theatre from a cereal box and paper characters. Act out a scene!	**Seaside Soundtrack** Make sound effects (waves, gulls, train) using your voice or objects at home. Perform or record it.	**Then vs Now** Create a mini book comparing things from the past with now: clothes, homes, travel, holidays.

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