



## Half term plan 2017

**Teacher: M Wheeldon**  
**Date: Autumn 2**

**Year group: 1**

**Topic : Christmas**

<p>Literacy Objectives</p> <p>Spoken Language Pupils should be taught to: Speak audibly and fluently participate in performances and role play gain, maintain interest of listener</p> <p>Pupils should be taught to: a. listen and respond appropriately to peers articulate/justify answers &amp; opinions give well-structured explanations</p> <p>Participate in discussions. consider different viewpoints, attend to and build on contributions of others.</p> <p><b>RML- Word Reading</b> Apply phonic knowledge and skills as the route to decode words</p> <p>Pupils should be taught to: read accurately by blending sounds in unfamiliar words containing GPCs taught read other words of more than one syllable that contain taught GPCs</p>	<p>Numeracy Objectives Collins Busy Ant Maths Numeracy Objectives</p> <p>Unit 3: Week 1: Number and place value</p> <p>Lesson1: Count in multiples of 2</p> <p>Lesson2: Count in multiples of 5</p> <p>Lesson3: Count in multiples of 10</p> <p>Lesson4: Count in multiples of 2,5 and 10</p> <p>Week2: Multiplication and Division:</p> <p>Lesson 1: make connections between arrays, number patterns and counting in 2s</p> <p>Lesson2: make connections between arrays, number patterns and counting in 5s</p>
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<p>Spell by applying simple spelling rules and guidelines Using knowledge of phonemes and graphemes already taught Pupils should be taught to: read accurately by blending sounds in unfamiliar words read other words of more than one syllable that contain taught GPCs read words with contractions, e.g. I'm, I'll, we'll; understand that the apostrophe represents the omitted letter(s)</p> <p>Reading Comprehension</p> <p>Pupils should be taught to: Understand the books they can already read accurately and fluently by: discussing the significance of events Explain clearly understanding of a story read to them Pupils should be taught to: Participate in discussion about a story that is read to them, taking turns and listening to what others say</p> <p>Pupils should develop pleasure in reading and motivation to read by: becoming very familiar with key stories, fairy stories and traditional tales recognising and joining in with predictable phrases learning to recite by heart</p> <p>Pupils should be taught to: Participate in discussion about a story that is read to them, taking turns and listening to what others say Explain clearly their understanding of a story that is read to them</p> <p>Develop pleasure in reading and motivation to read by: a. listening to and discussing a wide range of poems at a level</p>	<p>Lesson3: make connections between arrays, number patterns and counting in 10s</p> <p>Lesson4: Understand division through sharing small quantities</p> <p>Week3: Geometry – Position and direction</p> <p>Lesson1: understand and use words relating to direction and movement , left, right, up down</p> <p>Lesson2: Understand and use a range of words relating to position, top, middle, bottom, above, below, between</p> <p>Lesson3: Describe movement and recognise and make whole and half turns.</p> <p>Lesson4: Describe movement and recognise and make quarter and 3 quarter turns.</p> <p>Unit4: Week1: Number – Addition and subtraction</p> <p>Lesson1; Represent and use addition facts within 10 then 15</p> <p>Lesson2: Represent and use subtraction facts within 10 then 15</p> <p>Lesson3: Solve simple addition and subtraction problems within</p>
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<p>beyond that which they can read independently  being encouraged to link what they read/hear read to own experiences  learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Writing – transcription</p> <p>Handwriting  Pupils should be taught handwriting:  sit correctly at a table  form lowercase and capital letters  Form capital letters.</p> <p>Wring – Composition  Pupils should be taught to:  write sentences by:  saying out loud what they are going to write about  composing a sentence orally before writing it  re-reading what they have written to check it makes sense  Pupils should be taught to:  Discuss what they have written with teacher or other pupils  Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Vocabulary, Grammar &amp; Punctuation  Leave spaces between words.  Begin to punctuate sentences using a capital letter and full stop.  Begin to punctuate sentences using a capital letter and question mark.  Develop their understanding of the concepts by:  using a capital letter for names of people, places.</p>	<p>the range of 0-15</p> <p>Lesson4: Solve simple addition and subtraction word problems within the range of 0-15</p> <p>Week2: Number- fractions</p> <p>Lesson1: Recognise and find one half of an object or shape  Understand that half is one of two equal parts</p> <p>Lesson2: Recognise and find one half of a quantity  Understand that half is one of two equal parts</p> <p>Lesson3: Recognise and find one half of a length  Understand that half is one of two equal parts</p> <p>Lesson4: Recognise and combine halves as part of one whole</p> <p>Week3: Measurement - money</p> <p>Lesson1: Recognise and understand the value of 1p,2p,5p and 10p coins</p> <p>Lesson2: Recognise and understand the value of 20p,50p coins</p>
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<p>Wk 1/2: <b>Labels, lists and signs</b>  Essential books:  <i>Not a stick</i> by Antoinette Portis  <i>Billy's Bucket</i> by Kes Gray and Garry Parsons</p> <p>Wk 3/4: <b>Commands</b>  What you shouldn't do at school  I'm Mad about Pizza</p> <p>Wk 5/6: <b>Poems with Pattern and Rhyme</b>  <i>The Gingerbread man</i>  <i>The Three Little Pigs</i>  Assorted poems and rhymes including  <i>Down behind the Dustbin</i> by Michael Rosen (online)  <i>Batman's Exercise Video</i> by Ian McMillan</p> <p>Spellings  Adding /ing/ to the end of words  Adding /ed/ to the end of words  Adding /est/ to the end of words  Using /ai/ in words  Using /oi/  Using /ay/at the end of words  Using /oy/at the end of words</p>	<p>Lesson3: Recognise and understand the value of £1 and £5 notes</p> <p>Lesson4: Solve problems involving money</p> <p>Week 7: Assessment</p>
<p>Science Objectives  Using our senses  Observe changes across the four seasons  Observe changes across the four seasons, and observe and describe weather associated with the seasons and how day length varies  Observe and describe weather associated with the seasons and</p>	<p>ICT objectives  Understand what algorithms are; how they are implemented as programs on digital devices; and how that programs execute by following precise and unambiguous instructions.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Recognise common uses of information technology beyond</p>

<p>how day length varies</p> <p>Wk1 (Bonfire night- Weds) How do the seasons affect me? (Thurs)</p> <p>Wk2 What can we see and hear that shows us the seasons are changing? Part 1 What can we see and hear that shows us the seasons are changing? Part 2</p> <p>Wk3 How does the weather change across the seasons? What do different kinds of weather look and feel like?</p>	<p>school. Use logical reasoning to predict the behaviour of simple programs.</p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> <li>1. Investigating recipes and TV cookery programmes.</li> <li>2. Programming a sandwich-making robot.</li> <li>3. Developing a recipe.</li> <li>4. Practising with the camera.</li> <li>5. Filming the recipe video.</li> </ol> <p>Editing and reviewing.</p>
<p><b>Art objectives</b> <b>Simple collage from a range of papers, fabrics, natural materials.</b></p> <p><b>Print repeating patterns from blocks</b></p> <p>!</p> <p><b>Bonfire pictures</b> <b>Wrapping paper</b></p>	<p>P.E objectives Gymnastics</p> <ul style="list-style-type: none"> <li>• Introduction to equipment and setup.</li> <li>• Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required</li> <li>• Respond to different stimuli, copy and explore basic body actions and movement patterns</li> <li>• Explore basic body actions</li> <li>• Use different body parts to make movements</li> </ul>

<p>History changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Wk 1 Bonfire night</p> <p>Christmas for our grandparents – traditions etc</p>	<p>Geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Weather and climate Keep a weather chart – observational</p> <p>Wk3 Make simple recordings of the weather.(for wk 4 start)</p>
<p>French (KS2)</p>	<p><b>DT</b> <b>Use running stitches</b> <b>Decorate fabric with sequins, buttons ribbons etc.</b> <b>Evaluate</b> <b>Take part in deconstructing simple products.</b> <b>Evaluate their own designs against criteria</b></p> <p><b>Construction/ mechanics</b> <b>Mark out materials using a template.</b> <b>Use simple pop ups</b> <b>Use a hole punch</b> <b>Use split pins.</b> <b>Make structures from a variety of materials.</b></p> <p><b>Christmas stockings (link to history)</b> <b>Christmas cards (pop up)</b></p>
<p>Music Bubbles Music Scheme</p>	<p><b>RE Objectives</b> <b>RE:</b> <b>AT1</b></p> <ul style="list-style-type: none"> <li>• know that Christians believe that Jesus is God’s gift to the world;</li> <li>• be able to retell the nativity story;</li> </ul>

	<ul style="list-style-type: none"> <li>• know that the Wise Men visited baby Jesus after Christmas;</li> <li>• know that we believe that the gift of Jesus shows God's love and care for the world.</li> </ul> <p>AT2</p> <ul style="list-style-type: none"> <li>• have an understanding of the concept of giving;</li> <li>• experience the excitement of giving and be able to explain how it feels;</li> <li>• have some understanding of being able to give Jesus a gift through their actions and relationships with one another.</li> </ul> <p><b>Programme of Study to Include:</b></p> <ul style="list-style-type: none"> <li>• Christmas as a celebration of giving and receiving, emphasising the core Christian belief that God gave to us Jesus His only son to show how much he loves us;</li> <li>• Giving and receiving presents to and from each other and the feelings associated with those actions;</li> </ul> <p>The Nativity Story, The Story of the Magi, (The Wise Men), The Story of St Nicholas.</p> <p><b>Key Questions</b></p> <p>Why do people give and receive gifts at Christmas?  Why is Jesus described as a gift?  How does it feel when you give and receive gifts?  What is the best gift you have ever received?</p>
<p>PSCHE ( circle time)</p> <ul style="list-style-type: none"> <li>• To listen to other people, and play and work co-operatively</li> <li>• To develop a caring attitude towards family, friends and each other To greet and talk with adults</li> <li>• To develop positive relationships through work and play</li> <li>• To be able to ask for help from an appropriate adult</li> </ul>	<p>Dance/ Drama</p> <p>Dr2 Use different voices in acting  Dr3 Reflect on the situation or character both in and out of role  Dr4 Respond to other characters in role  Dr5 Pretend to be a character, demonstrating emotion through actions and language  Dr7 Demonstrate their knowledge of the key differences between a play and a story  Dr8 Say why they like a performance</p>

	<ul style="list-style-type: none"> <li>• Use of Home corner</li> <li>• Improvise characters through role play</li> <li>• To hot seat characters from a story</li> <li>• Pretend to be a character, demonstrating emotion through actions and language</li> </ul>
<p>Visits/visitors</p> <p>Pantomime</p>	<p>Enrichment Activities/ Topic Days/ Role-play</p> <p>Artic small world</p> <p>Bakery – role play</p>