



Half term plan 2017

Teacher: M Wheeldon
Date: Autumn 1

Year group: 1

Topic : Marvellous Me

<p>Literacy Objectives Spoken Language</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Give well-structured descriptions and explanations• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English• Participate in discussions, presentations, performances and debates• Select and use appropriate registers for effective communication. <p>RML- Word Reading Apply phonic knowledge and skills as the route to decode words</p> <ul style="list-style-type: none">• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	<p>Numeracy Objectives Collins Busy Ant Maths Unit 1 Week 1: count read and write numbers to 100 in numerals Lesson 1: Ordering numbers</p> <ul style="list-style-type: none">• Count read and write numbers to 20 in numerals• Write numbers 0-20 in numerals <p>Lesson 2: Counting one less and one more</p> <ul style="list-style-type: none">• Given a number identify one less & one more• Use the language more than and less than correctly when comparing two numbers <p>Lesson 3: Counting to 20</p> <ul style="list-style-type: none">• Count read & write numbers 0-20 <p>Lesson 4: Ordering</p> <ul style="list-style-type: none">• Count to and across 100 forwards, backwards beginning with 0 or 1 or from any given numbers <p>Week 2: Addition Lesson 1: Addition</p> <ul style="list-style-type: none">• Read and interpret mathematical statements involving addition (+) and equals (=) signs• Understand addition as combining two sets of objects
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- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Reading Comprehension

- • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

Writing – transcription

Spell:

- Words containing each of the 40+ phonemes already taught
- Common exception words

Add prefixes:

- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words

- Use addition facts within 5

Lesson 2: Addition on a number line

- Read and interpret mathematical statements involving addition (+) and equals (=) signs
- Understand addition as counting on
- Use addition facts within 5 then 10

Lesson3: Subtraction

- Read and interpret mathematical statements involving addition (-) and equals (=) signs
- Understand subtraction as taking away (counting back)
- Use subtraction facts within 5 then 10

Lesson 4: Subtraction on a number line

- Read and interpret mathematical statements involving addition (-) and equals (=) signs
- Understand subtraction as taking away (counting back)
- Use subtraction facts within 5 then 10

Week 3: Geometry – properties of shapes

Lesson 1: 2-D shape names

- Recognise and name common 2-D shapes circles, triangles, squares and rectangles

Lesson 2: 2-D shape orientation and size

- Recognise and name common 2-D shapes circles, triangles, squares and rectangles in different orientations and sizes

Lesson 3: Triangles

- Distinguish a variety of triangles from other shapes

Lesson 4: Rectangles and squares

Handwriting

- Sit correctly at a table holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters

Writing – Composition

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with a teacher and other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Vocabulary, Grammar & Punctuation

- Leaving spaces between words
- Joining words and joining sentences using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Learning the grammar for year 1
- Use grammatical terminology in discussing their writing.

- [Wk 2/3: Friendship](#)

[The Cloudspotter](#)
[Imaginary Fred](#)

- Identify rectangles and squares

Unit 2:

Week 1: Number – Addition and Subtraction

Lesson 1: Addition facts

- Recall addition facts within 5 then 10

Lesson 2: Subtraction facts

- Recall subtraction facts within 5 then 10

Lesson 3: Doubles

- Recall doubles of numbers to 5

Lesson 4: Addition and subtraction facts

- Recall addition facts within 10 and work out the corresponding subtraction facts

Week 2: Number – Addition and Subtraction

Lesson 1 : Addition in any order

- Understand that addition can be done in any order
- Realise the effect of using zero

Lesson 2: subtraction as finding the difference

- Understand subtraction is finding the difference

Lesson 3: Addition and subtraction – missing numbers

- Solve simple addition and subtraction problems within the range of 0 – 10
- Solve simple missing number problems involving addition or subtraction

Lesson 4: Addition and subtraction word problems

- Solve simple addition and subtraction word problems within the range 0-10

<ul style="list-style-type: none"> • Wk 4/5: Stories in familiar settings Knuffle Bunny by Mo Willems • Wk 6: Songs and repetitive poems Selection of appropriate poems <p>Spellings</p> <ol style="list-style-type: none"> 1. The f,l,s,z sound rules: This letter is doubled if followed by a vowel. 2. The ng and nk sounds & high frequency words. 3. Words with syllables ('beats') in a word. 4. Words with tch sound. 5. The /v/ sound at the end of words 6. Adding /s/ to the end of words 	<p>Week 3: Measurement (length and height)</p> <p>Lesson 1: Comparing lengths</p> <ul style="list-style-type: none"> • Use mathematical vocabulary to describe and compare lengths <p>Lesson 2: Comparing heights</p> <ul style="list-style-type: none"> • Use mathematical vocabulary to describe and compare heights <p>Lesson 3: measuring with hands and feet</p> <ul style="list-style-type: none"> • Measuring width, length and height using uniform non standard units <p>Lesson 4: Using rulers</p> <ul style="list-style-type: none"> • Measuring width, length and height in cm using rulers
<p>Science Objectives</p> <p>Using our senses</p> <ol style="list-style-type: none"> 1) Is everyone's body the same? 2) What differences can our tongues taste? 3) What can we hear using our sense of hearing? 4) How can we explore the world using our sense of touch? 5) Which smells do we love and hate? 6) How do we use our senses to find out about the world around us? 	<p>ICT objectives</p> <p>Programming/Computer Science</p> <p>To Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>To Create and debug simple programs</p> <p>To Use logical reasoning to predict the behaviour of simple programs</p> <p>Espresso Coding</p> <p>Lesson 1: Fairy Story - write an instruction to make a wizard move across the screen</p>

	<p>Lesson 2: Burst the bubbles - Learn how to combine start events and click events to make a simple game</p> <p>Lesson 3: Magic castle - Practise combining start events and click events to make a magic castle. Learn to draw things in the background.</p> <p>Lesson 4: Unit 2a- Using the keyboard - Learn how to make an object do simple things when keys are pressed on the keyboard</p> <p>Lesson 5: Unit 2a- Red Riding Hood - Learn how to code an object to move around the screen when keys are pressed</p> <p>Lesson 6: Unit 2a- Snow White - Learn how to move an object on an iPad/ tablet screen using 'swipes'. (You can do this with a mouse too)</p>
<p>Art objectives</p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Print using everyday objects/ food etc. <p>2. Self portraits</p> <p>3. Funny Bones - skeletons</p> <p>4. Vegetable/fruit prints</p>	<p>P.E objectives</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Introduction to equipment and setup. • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required • Respond to different stimuli, copy and explore basic body actions and movement patterns • Explore basic body actions • Use different body parts to make movements
<p>History</p> <ul style="list-style-type: none"> • To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • To know where people and events they study fit within a 	<p>Geography</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>

<p>chronological framework and identify similarities and differences between ways of life in different periods</p> <ul style="list-style-type: none"> • To use sources to ask and answer questions • the lives of significant individuals in the past <p>When Grandma was little..... The history of toys linked to changes in life e.g. in the home, at school e.t.c.</p> <p>wk 3 Toys today & Toys my parents and grandparents would have played with</p> <p>Wk 4 Toys from before my grandma was little (early 20th century) & Toys from before my grandma was little (Victorian)</p> <p>Wk 5 Important changes in toy & Toy Box</p>	<p>Wk 1 The UK – Where do I live? Small area study (Rochdale/ countryside) & the UK</p> <p>Wk 2 where we are in relation to other Countries & UK landmarks</p>
<p>French (KS2)</p>	<p>DT</p> <p>Develop food vocabulary e.g. taste, smell , texture and feel</p> <p>Cut peel, grate, chop</p> <p>Group familiar foods e.g. fruit and vegetables.</p> <p>Wk 6 Vegetable soup & Fruit Salad</p>
<p>Music</p> <p>Bubbles Music Scheme</p> <p>Fairies and frogs</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high quality live and recorded music. • Experiment with, create, select and combine sound using the interrelated dimensions of music. <p>Listening</p> <p>Identify a variety of sounds</p> <p>Identify sounds in stories</p>	<p>R.E</p> <p>AT1</p> <ul style="list-style-type: none"> • to be able to talk about Harvest Festival Celebrations; • know that there are Christian charities working worldwide to improve the living conditions of people in third world countries and other areas of poverty; • know that we believe that helping others is part of putting our Christian faith in action. <p>AT2</p> <ul style="list-style-type: none"> • begin to develop their own response of gratitude to God for Harvest; • be able to express feelings about the issues raised by Christian Aid/Tear Fund materials etc;

<p>Performing Join in with songs, chants and rhymes Can sing loud and quiet. And high and low. Play untuned instruments.</p> <p>Creating Experiment with the sounds of musical instruments Teach pitch (high/low) and tempo (speed). Learn terminology</p>	<ul style="list-style-type: none"> • to ask questions about their own and others' experiences.
<p>PSCHE (circle time)</p> <p>Working as a team friendship</p>	<p>Dance/ Drama</p> <ul style="list-style-type: none"> • Use of Home corner • Improvise characters through role play • To hot seat characters from a story • Pretend to be a character, demonstrating emotion through actions and language
<p>Visits/visitors</p>	<p>Enrichment Activities/ Topic Days/ Role-play Doctors Surgery role play House = small world</p>