

| | English | Maths | Science | Topic | DT | Art | Music | Computing | RE | PHSCE | Value s | PE | French/ Spanish |
|--|--|---|--|--|--|--|--|---|---|---|---|---|---|
| Aut 1 (INSET 1.9.17 & 4.9.17) 5.9.17 (7wks) | we 5.9.17 – Assessment Week: CEW checks, Reading Now (RA), Baseline Independent Holiday writing | | | | | | | | | | | | |
| | Aliens: Wks 1 & 2 1.2.b.1, 1.2.b.2 2.2.b.3, 2.3.a.1 *Write a description of an alien. *Write a description of an alien landscape. *Write a goodbye letter to the aliens. SPaG: Y1- CL & Full stops Y2- CL & Full stops Handwriting: Y1- 'c' family Y2- 'c' family | Calculation: 1.1.b.1, 1.1.b.2, 2.1.b.2, 2.1.c.1 Read, write and order numbers Maths: 1.1.a.1, 1.1.a.2, 2.1.a.1, 2.1.b.1 Y1- Counting and recording & Y2- Place Value & Partitioning Calculation: 1.1.b.1, 1.1.b.2, 2.1.a.1, 2.1.a.2 Y1- 1 more or less, Y2-10 more or less Maths: 1.2.a.1, 1.2.d.1, 2.1.d.1, 2.2.d.1 addition facts to 5, 10, 20, pairs of multiples of 10 making 100 | B: 1.5.2 B: 2.4b.1, 2.4b.2, 2.5.1 *Variation between the alien and pupils, explore variation between pupils. *What might an Alien need to stay alive? What do humans need to stay alive and be healthy? * Growth, change, life cycles. | G5, G14, G17 B: 2.4b.1, 2.4b.2, 2.5.1 *Take Alien for a walk to explore locality. *Identify physical features, good & bad features. *Use simple map to follow the route and identify features of the town. Local trip- walk to Bedford Square (local amenities) | AD1, AD15, DT9 *Symmetrical alien-paint & collage, *Flying saucer- using reclaimed materials- 3D model | | Charanga Year 1 Hey You (Autumn 1) Year 2 Hands, feet, heart (Autumn 1) | C6, C8 Word Processing- from alien story (Word). Creative- create symmetrical alien-use symmetry tool. Add text- focus on changing font & colour. (Flying Colours) | RE Syllabus- Unit 1: What does it mean to belong? Myself- Who do I belong to? Belonging to a faith group | Use 'Aliens love Underpants' to link to NSPCC 'Pants' campaign. Road Safety- Crossing the road practice whilst out on walk (in Roman Gardens). | Sept – Kindness Oct – Courage Nov – Enthusiasm Dec – Responsibility Jan – Patience Feb – Honesty Mar – Respect Apr – Aspiration May – Unity | AUTUM N 1 Year 1- Story Time Dance Year 1- Multi-skills Year 2- Ugly Bug Ball Dance Year 2- Boot Camp | Greetings: Bonjour, Au revoir. Introduce counting during transition times. Chanting numbers in French, hold up a number and say in French, CT say number in French- Can pupils hold up/ write the correct number? Numbers to 10 (Y1) Numbers to 20 (Y2) |
| | Dinosaurs: Wks 3 & 4 1.2.b.1, 1.2.b.2 2.2.b.3, 2.3.a.2 *Write an information text about dinosaurs using conjunctions. *Re-tell 'Tyrannosaurus Drip' SPaG: Y1- C L & F Stops Y2- C L for names Handwriting: Y1- 'c' family Y2- 'r' family | Calculation: 1.2.a.1, 1.2.d.1, 2.1.a.1, 2.1.a.2 Y1 Addition facts to 5, 10, 20. Y2- Adding on multiples of 10 Maths: 1.1.1, 1.1.2, 2.1.1, 2.1.2 Measures- Time Days, months, sequencing Calculation: 1.2.b.1, 1.2.b.2, 2.2.a.1, 2.2.c.2 Relationship between addition & subtraction. Maths: 1.2.1, 1.2.2, 2.2.1, 2.2.2 Measures- Time Y1- o'clock/ half past Y2- Revise o'clock & half past | B: 1.4.a.3, 1.4.b.1, 1.4.b.2 B: 2.2.1, 2.4b.1, 2.4b.2 *Use chronological vocabulary. *Say what evidence we have to show dinosaurs really lived. *Use reference materials to ask and answer questions about prehistoric life. * Use maps, globes and atlases to locate countries where dinosaurs were found. *Discuss how Earth has changed from one land mass (Pangea) to present day continents-name them. Visitor- Fossil Handling | G8, G12, G13 H1, H2 *Use chronological vocabulary. *Say what evidence we have to show dinosaurs really lived. *Use reference materials to ask and answer questions about prehistoric life. * Use maps, globes and atlases to locate countries where dinosaurs were found. *Discuss how Earth has changed from one land mass (Pangea) to present day continents-name them. Visitor- Fossil Handling | AD18, DT3, DT5, DT12, *Mouldable- make a standing dinosaur from modelling clay, press objects into modelling clay to make fossil impressions. *3D- Use reclaimed materials to design and make a 3D dinosaur *Levers- Use split pins to make a dinosaur with a moving neck/ legs. | | Charanga Year 1 Hey You (Autumn 1) Year 2 Hands, feet, heart (Autumn 1) | C6, C8 Word Processing- facts about dinosaurs (Word). Creative- Use clip art to create dinosaur scene. Add text boxes and labels (Flying Colours) | RE Syllabus- Unit 1: What does it mean to belong? Joining a faith- Christian Baptism Getting married- belonging to someone else | Gifts & Talents (SEAL's Good to be me- Y1&2 p9) In groups- What are you good at? Create a presentation to show the class what their group is good at, can include mime/ demonstration. | Dec – Responsibility Jan – Patience Feb – Honesty Mar – Respect Apr – Aspiration May – Unity | Year 2- Boot Camp | Numbers to 10 (Y1) Numbers to 20 (Y2) |
| Autumn: Wks 5 & 6 1.2.b.2, 1.2.b.3 2.2.a.3, 2.3.a.2 *Write an Autumn poem. *Write an information text about Autumn/ Autumn animals using conjunctions SPaG: Y1- CL & F Stops Y2- Commas in lists Handwriting: Y1- 'r' family Y2- 'r' family | Calculation: 1.2.a.1, 1.2.b.1, 2.1.a.2, 2.2.b.1 Subtraction- Y1-within 30. Y2- Taking multiples of 10. Maths: 1.1.b.3, 1.1.c.1, 2.1.2, 2.3.2 Y1- Sorting objects; more/ less/ fewer. Y2- Sorting, tallying, pictograms Calculation: 1.2.a.1, 1.2.b.1, 2.1.a.2, 2.2.b.1 Subtraction- Y1-within 30. Y2- Taking multiples of 10. Maths: 1.3.a.1, 1.3.a.2, 2.3.a.1, 2.3.a.2 | B: 1.4.a.1, 1.4.a.2, 1.4.b.1, 1.4.b.2 B: 2.2.1, 2.2.2, 2.2.3, 2.4.a.1 *What is the weather like in the UK during Autumn? *What is it like in the rest of the world during our Autumn? *Link weather patterns in different parts of the world to the migration of birds and insects. Local trip- walk to Houghton Hall Park (Signs of Autumn) | G11, G12, G13, *What is the weather like in the UK during Autumn? *What is it like in the rest of the world during our Autumn? *Link weather patterns in different parts of the world to the migration of birds and insects. Local trip- walk to Houghton Hall Park (Signs of Autumn) | AD1, AD18, DT3, DT5, DT19 *Mixed media- create an Autumn tree picture. *Mouldable- Use modelling clay to make Autumn animals, make impressions using Autumn leaves/ seeds. *Create rubbings of Autumn leaves using wax crayons. *Design & make a bird feeder, measure & mix ingredients to make bird cake. | | Charanga Year 1 Hey You (Autumn 1) Year 2 Hands, feet, heart (Autumn 1) | C6, C8 Word Processing- typing up Autumn poems from Topic books (Word). Creative- Paint an Autumn tree. Use different fonts to surround tree with Autumn vocabulary/ expanded noun phrases (Flying Colours) | RE Syllabus Unit 9: Why should we care for the Earth? Harvest festivals Other festivals celebrating the importance of the Earth | Being Proud (SEAL's Good to be me- Y1&2 p6, 10) What are you proud of? Can pupils suggest reasons why their peers should be proud? Work together to come up with ideas to praise their peers. | Jun – Humour Jul – Appreciation Aug- Happiness & Relaxation | | | |

| | | Fractions of numbers | | | | | | | | | | | | | |
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| | | wc 9.10.17 ASSESSMENT WEEK- Rising Stars Comprehension, SPaG, Assertive Mentoring Maths half term Test 1, Year 2 Phonic Screening re-tests (June 17 Wt pupils) | | | | | | | | | | | | | |
| wc 23.10.17 | | HALF TERM | | | | | | | | | | | | | |
| Aut 2 31.10.17 (7 wks) | <p>Fire: Wks 8 & 9 1.2.b.2, 1.2.b.3, 1.3.b.1 2.2.a.2, 2.2.a.3, 2.3.a.1, 2.3.a.2</p> <p>*Write a firework poem. *Write an information text about Guy Fawkes using conjunctions SPaG: Y1- CL & F Stops Y2- Adjectives Handwriting: Y1- Revise 'c' & 'r' families Y2- Revise 'c' & 'r' families</p> | <p>Calculation: 1.2.a.1, 1.2.c.1, 1.2.e.1 2.1.d.1, 2.2.a.2, 2.2.b.1</p> <p>Addition- finding missing numbers in addition calculations Maths: 1.2.1, 1.2.2 2.2.2</p> <p>Shape- naming 2D shapes, properties of 2D shapes. Calculation: 1.2.a.1, 1.2.c.1, 1.2.e.1 2.1.d.1, 2.2.a.2, 2.2.b.1</p> <p>Subtraction- Finding missing numbers in subtraction calculations. Maths: 1.2.3 2.1.2, 2.2.1, 2.2.3</p> <p>Shape- naming 3D shapes, properties of 3D shapes.</p> | <p>WS: 1.1.a.1, 1.2.a.1, 1.5.a.1, 1.5.b.1 WS: 2.1.a.1, 2.2.a.1, 2.3.a.1, 2.5.a.1, 2.5.b.1</p> <p>*Observation skills during experiments. *Recording data. *Notice heat causes things to melt. *Notice burned things do not change back. *Fire is a source of light.</p> | <p>H1, H5 *Who was Guy Fawkes? Why and How do we remember him? What did we learn as a result of this event? Remembrance Day- explain briefly why we wear poppies.</p> | <p>AD18, AD19 DT1, DT3, DT16 *Mouldable- create a Diva from clay to contain a tealight (LINK: RE). Use thumb pot technique. Design, Make, Evaluate. *Mixed media- bonfire pictures, firework pictures/ reclaimed material models.</p> | <p>Charanga Year 1 Rhythm in the way we walk & the Banana Rap (Autumn 2) Year 2 Ho Ho Ho (Autumn 2)</p> | <p>C6, C8 Word Processing- typing up firework sentences, adding adjectives, verbs and sounds... or copy up firework poem. Creative- create firework images, add text and manipulate the font/ size/ colour of text. (Flying Colours). Or... Use 2Simple to create newspaper report about Guy Fawkes.</p> | <p>RE Syllabus Unit 5: How and why do we celebrate special times? <i>The Hindu festival of Diwali</i></p> | <p>Making choices to improve wellbeing (Mr Men PSHE Resource Bk p10) What exercise can you do to stay healthy?</p> | <p>Sept – Kindness Oct – Courage Nov – Enthusiasm Dec – Responsibility Jan – Patience</p> | <p>AUTUM N 2 Year 1- Body Parts and their functions Year 1- Boot Camp Year 2- Multi-skills</p> | <p>REVISION Greetings: Bonjour, Au revoir. Counting 0-10 (Yr1) 0-20 (Yr2) BEGIN: * Learn colours *Learn to say... My name is... I am 5/6/7 years old.</p> | | | |
| | <p>Funnybones: Wks 10 & 11 1.2.b.2, 1.2.b.3, 1.3.b.1 2.2.a.1, 2.2.b.3, 2.3.a.2</p> <p>*Study story beginnings and write a new repetitive beginning for a Funnybones setting. *Write a new Funnybones story. SPaG: Y1- Conjunction 'and' Y2- Conjunctions 'and', 'but', 'because' Handwriting: Y1- letter 'e' Y2- joining 'e'</p> | <p>Calculation: 1.1.b.3, 1.2.c.1, 1.2.e.1 2.1.d.1, 2.2.b.1</p> <p>Addition on a number line- Y1- add two single digit/ single digit to a small 2-digit. Y2- Add two 2-digit numbers. Maths: 1.1.4 2.1.4</p> <p>Y1- Length- non-standard units Y2- Measuring within a metre. Calculation: 1.1.b.3, 1.2.c.1, 1.2.e.1 2.1.d.1, 2.2.b.1</p> <p>Addition on a number line- Y1- add two single digit/ single digit to a small 2-digit. Y2- Add two 2-digit numbers. Maths: 1.1.4, 1.2.3 2.1.4, 2.2.3</p> <p>Y1- Length- standard units to measure body parts. Y2- Length- standard units to measure body parts.</p> | <p>B: 1.5.2 B: 2.4b.1, 2.4b.2, 2.5.1</p> <p>*Identify and label the external parts of a human. * Identify several bones in the human body. *Identify the 5 senses. *Describe what humans need to stay healthy.</p> | <p>NONE IN THIS TOPIC</p> | <p>AD3, AD20, AD21</p> <p>*Investigate Picasso portraits. Draw a face in the style of Picasso. *Mixed media- Create a skeleton picture using paper and art straws. *Drawing- teach proportions of a person.</p> | <p>Charanga Year 1 Rhythm in the way we walk & the Banana Rap (Autumn 2) Year 2 Ho Ho Ho (Autumn 2)</p> | <p>C6, C8 Word Processing- typing up excerpts from Funnybones story (Word). Compose an 'All about me' factfile. Creative- Use different widths of line to create a skeleton. Label using different fonts. (Flying Colours)</p> | <p>RE Syllabus Unit 9: Why should we care for the Earth? <i>The Christian Bible Creation story</i></p> | <p>Realising household products & medicines can be harmful (Mr Men PSHE Resource Bk p.26) Read the story of Mr Worry. Discuss medicines and how they should be used. Why do people worry about medicine?</p> | <p>Feb – Honesty Mar – Respect Apr – Aspiration May – Unity Jun – Humour</p> | <p>Year 2- Mighty Movers (running)</p> | | | | |
| | <p>Christmas: Wks 12 & 13 1.2.b.2, 1.2.b.3, 1.3.b.1 2.2.a.1, 2.2.b.3, 2.3.a.2</p> <p>*Write a letter to Santa. *Write a Christmas story. SPaG: Y1- Conjunction 'and' Y2- Conjunctions 'and', 'but', 'because'</p> | <p>Calculation: 1.2.c.1, 1.2.e.1 2.2.a.1, 2.2.c.1</p> <p>Addition & subtraction word problems. Maths: 1.5.1 2.4.3</p> <p>Y1- Direction- whole and half turns. Y2- Direction- Describing and making routes. Calculation: 1.1.3, 1.3.2 2.1.3, 2.3.2, 2.3.3</p> <p>Addition/ Money- finding the total cost of Christmas presents.</p> | <p>NONE IN THIS TOPIC</p> | <p>G4, G8 H5</p> <p>*How was Christmas celebrated in the past? *When did particular traditions begin? (focus on Victorian Christmas). *How is Christmas celebrated differently around the world? Identify/ locate countries on a map.</p> | <p>AD1, AD3, DT1, DT8, DT9 *Create Christmas cards, calendars, decorations. Party hats & placemats etc.</p> | <p>Charanga Year 1 Rhythm in the way we walk & the Banana Rap (Autumn 2) Year 2 Ho Ho Ho (Autumn 2)</p> | <p>C3, C4 C6, C8 Control- Use BeeBots to make a route to Christmas images. Use screen turtle to draw quadrilaterals to represent different shaped gifts. Word Processing- write a letter to Santa (Word).</p> | <p>RE Syllabus Unit 5: How and why do we celebrate special times? <i>Christmas</i></p> | <p>Anxiety and Worrying (SEAL's Good to be me- Y1&2 p6, 12) Read the 'Wobbly tooth' story. How was Jamima feeling? How might they stop Jamima worrying? If Jamima started our school, what might she worry</p> | <p>Jul – Appreciation Aug- Happiness & Relaxation</p> | | | | | |

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| | Handwriting: Y1- 'p', 'y' & 'g'-descenders Y2- 'p', 'y' & 'g'-descenders | Maths: <u>1.1.4</u> <u>2.1.4, 2.2.3</u> Y1- Mass- balance, compare and order. Y2- Mass- use standard units. | | | | | Creative- Create a Christmas card. | | about? How could we stop her worrying? | | | |
| | wc 7.12.15 ASSESSMENT WEEK- Rising Stars Comprehension, SPaG, Assertive Mentoring Maths half term Test 2, Year 2 Phonic Screening re-tests (June 17 Wt pupils), Year 1 Phonic screening interim tests | | | | | | | | | | | |
| | wc 19.12.17 | | | | | | | | | | | |
| | CHRISTMAS HOLIDAYS | | | | | | | | | | | |
| Spr 1 (INSET 2.1.18) 3.1.18 (6wks) | Snow & Ice: Wks 1&2 <u>1.2.b.2, 1.2.b.3, 1.3.b.1</u> <u>2.2.a.3, 2.2.b.3, 2.3.a.1, 2.3.a.2</u> *Write a Winter poem *Write an information text about Polar animals- include note-taking and planning. SPaG: Y1- Conjunction 'and' Y2- Conjunctions 'and', 'but', 'because' Expanded noun phrases, adverbs (poetry) Handwriting: Y1- Forming 'tall letters'- b, f, h, k, l, t Y2- Forming 'tall letters'- b, f, h, k, l, t | Calculation: <u>1.2.b.1, 1.2.c, 1.2.e.1</u> <u>2.2.a.1, 2.2.b.1, 2.2.c.1</u> Addition- Y1- add two single digit/ single digit to a small 2-digit. Y2- Add two 2-digit numbers. Maths: <u>1.1.4, 1.2.3, 1.3.3</u> <u>2.2.3, 2.3.3, 2.3.4</u> Y1- Mass- non standard units, balancing and comparing Y2- Mass- weigh compare and balance using standard units. Calculation: <u>1.2.b.1, 1.2.c, 1.2.e.1</u> <u>2.2.a.1, 2.2.b.1, 2.2.c.1</u> Subtraction- Y1- take two single digit/ single digit from a small 2-digit. Y2- Subtract two 2-digit numbers. Maths: <u>1.1.4, 1.2.3, 1.3.3</u> <u>2.2.3, 2.3.3, 2.3.4</u> Y1- Mass- non standard units, balancing and comparing Y2- Mass- weigh compare and balance using standard units. | WS: 1.1.a.1, 1.2.a.1, 1.5.a.1, 1.5.b.1 WS: 2.1.a.1, 2.2.a.1, 2.3.a.1, 2.5.a.1, 2.5.b.1 * Properties of Materials- Changing state of water. Look at freezing (water → ice) and boiling (water → steam). Explain what happens and why. *Investigate & observe the melting of ice. *Life cycles and living processes of creatures in polar lands. How does the environment shape their lives. *Compare creatures from hot & cold lands. | G4, G6, G8, G10, G12, G13 * Identify cold regions upon a map/ globe. Clearly indicate North & South Poles. Learn some vocabulary relating to cold landscapes. * Learn where the Equator is and that this is a very warm part of the world. * Identify animals from hot & cold lands. Explain some ways that they adapt to their environment. | AD5, AD6, DT1, DT8, DT9, DT12 *Plasticine polar creatures. *Levered penguins *Use paint/ chalk to create snowy pictures. *Construct igloos- marshmallows, sugar cubes etc | C6, C8 Word Processing- Non fiction texts about Polar Creatures. Create fact files Creative- Use 2Simple2Animate to make a simple sequence of a penguin moving. | RE Syllabus Unit 2: Who is a Christian & What do they believe? Stories of Jesus- Miracles (Healing the sick) Stories of Jesus- Forgiveness (Prodigal Son) | People who are important to us SEAL's 'Relationships'- Y1&2 p5 Discuss the word 'important'. Ask the children to think of a person who is important to them. ((name) is (connection e.g. my brother) and he/she is important to me because) Review some of the types of people that are important and close, for example family, friends, people at school or at clubs, church, mosque. | Sept – Kindness Oct – Courage Nov – Enthusiasm Dec – Responsibility Jan – Patience Feb – Honesty Mar – Respect | SPRING 1 Year 1- Groovy Gymnastics Year 1- Skip to the beat Year 2- Groovy Gymnastics Year 2- Skip to the beat | SPANISH TEACH: Numbers, counting Greetings Use Languagenut to see and hear words and support pronunciation. | |
| | Three Little Pigs: Wks 3&4 <u>1.2.b.2, 1.2.b.3, 1.3.b.1</u> <u>2.2.a.1, 2.2.b.3, 2.3.a.1, 2.3.a.2, 2.3.b.2</u> *Plan and write a new Traditional Tale. Based upon 3 little pigs... The 3 little ____ and the big bad ____. Study characters, dialogue, story language, structure (beginning, middle, end). SPaG: Y1- Conjunction 'and' Y2- contractions & exclamations. Handwriting: Y1- Forming 'l', 'u' | Calculation: <u>1.1.a.3, 1.2.a.2, 1.2.c.2, 1.2.e.2</u> <u>2.1.a.3, 2.2.a.3, 2.2.a.4, 2.2.b.3, 2.2.c.3, 2.2.d.2, 2.2.e.2</u> Multiplication- Y1- counting in steps, number stories. Y2- Repeated addition, arrays, using a number line. Maths: <u>1.2.1, 1.2.2, 1.2.3, 2.1.2, 2.2.1, 2.2.2, 2.2.3</u> Y1- Shape- recognise & name 2D and 3D shape Y2- Shape- Properties of 2D and 3D shape, 2D shapes on 3D solids. Calculation: <u>1.1.a.3, 1.2.a.2, 1.2.c.2, 1.2.e.2</u> <u>2.1.a.3, 2.2.a.3, 2.2.a.4, 2.2.b.3, 2.2.c.3, 2.2.d.2, 2.2.e.2</u> Multiplication- Y1- counting in steps, number stories. Y2- Repeated addition, arrays, using a number line. Maths: <u>1.1.3, 1.3.2</u> <u>2.1.3, 2.3.2, 2.3.3</u> Y1- Money- name coins, pay for items Y2- Money- Recognise coins, combine amounts to make totals, word | C: 1.2.1, 1.2.2, 1.2.3, 1.2.4 C: 2.2.1, 2.3.1 * Sorting materials according to property. *Sort materials according to how their shape can be changed. *Developing vocabulary. *Learning about different materials. *Natural & man-made materials | G4, G6 * Houses around the world- different types of building materials used depending upon availability and climate/ environment. | DT1, DT8, DT9, DT12 *MOVING PICTURES: Slider picture of three little pigs and wolf, using mixed media. *Plasticine pigs & wolves *Create split-pin wolves/ pigs- decorate with fabric scraps (mark out and cut fabric independently) LINK to moving pictures... pivots and levers. | C6, C8 WORD PROCESSING: Use 2Simple2Create a story to write the words of the Three Little Pigs on 6 pages. PAINT TOOLS: Use 2Simple2Create a story to draw the pictures to accompany the story. | RE Syllabus Unit 2: Who is a Christian & What do they believe? Stories of Jesus- Miracles (Loaves and the fishes) Stories of Jesus- Who is my neighbour / friend? (Good Samaritan) | Understand my feelings- Proud & Jealous SEAL's 'Relationships'- Y1&2 p6, Use photos 'jealous' and 'proud' to explore the feelings, using the questions on the back of the cards as a framework. Read 'Amy's bad day'. Ask the children why Amy ran off. Ask the children to think of some ways that they might feel jealous like | Apr – Aspiration May – Unity Jun – Humour Jul – Appreciation Aug- Happiness & Relaxation | | | |

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| | & 'w' Y2- Forming 'l', 'u' & 'w' | problems. | | | | | | | Amy. Discuss how being jealous makes you feel. Read second part of the story. | | | |
| | Billy Goats Gruff Wks 5&6 1.2.b.2, 1.2.b.3, 1.3.b.1 2.2.a.1, 2.2.b.3, 2.3.a.1, 2.3.a.2, 2.3.b.2 *Plan and write a new Traditional Tale. Choose 3 characters from existing tales and write a new tale for them. Study characters, dialogue, story language, structure (beginning, middle, end). SPaG: Y1- Conjunction 'and' Y2- contractions & exclamations. Handwriting: Y1- Forming 's' and revising common errors. Y2- Forming 's' and revising common errors. | Calculation: 1.3.a.1, 1.3.a.2, 2.3.a.1, 2.3.a.2, 2.3.b.1, 2.3.c.1 Fractions- Y1- find half and quarter. 2/4 same as 1/2. Y2- Find 1/3, 1/4, 2/4 and 3/4 of shapes or amounts. Notice that 2/4 is the same as one half and other equivalents. Maths: 1.1.4, 1.2.3, 2.2.3, 2.3.4 Y1- Measures- Build models of trolls/bridges from Lego- measure & compare. Y2- Build bridges from Lego- measure & compare, find differences in heights/ lengths. Calculation: 1.2.b.1, 1.2.c, 1.2.e.1, 2.2.a.1, 2.2.b.1, 2.2.c.1 Word problems- Y1- Fairytale themed problems, involving addition and subtraction of numbers, money and measures. Y2- Fairytale themed problems, involving addition and subtraction of numbers, money and measures. Maths: 1.1.b.3, 1.1.c.1, 2.1.1, 2.1.2, 2.3.1, 2.3.2 Y1- Representations of number using pictures & objects, language of less/ more/ fewer etc. Y2- Statistics QUESTION: How many of each colour of brick did we use in our models? Use Lego models made previously of bridges, goats and trolls. Deconstruct the models and sort the bricks used into colour groups. Create a pictorial representation of the sorting groups or produce a tally chart to show the numbers of bricks of each colour. Record the results as a pictogram or as a bar chart. | C: 1.2.1, 1.2.2, 1.2.3, 1.2.4 C: 2.2.1, 2.3.1 * Sorting materials according to property. *Classify materials according to their properties; attract to a magnetic, don't attract to a magnet. *Developing vocabulary. *Learning about different materials. *Natural & man-made materials | G4, G6, G8, G9 * Bridges around the world *Revise continents and oceans of the world, with reference to bridge locations *Revise countries, cities & waterways of the United Kingdom, with reference to bridge locations | AD5, AD6, AD12, AD21 DT1, DT8, DT9, DT12 *Bridge construction; co-operative work to use paper strengthening techniques to complete the task. *Landscape pictures (paint/ chalk). Focus on teaching about foreground, background and the horizon/ skyline. *Look at some landscapes painted by famous artists as well as those by less well known artists, discuss media used. *Plasticine goats and trolls *Create split-pin trolls- decorate with fabric scraps (mark out and cut fabric independently) | C6, C8 WORD PROCESSING: Use 2Simple2Create a story to write the words of the B on 6 pages. PAINT TOOLS: Use 2Simple2Create a story to draw the pictures to accompany the story. | RE Syllabus Unit 7: What can we learn from sacred books and stories? <i>Explain what religious stories mean to believers (Noah)</i> | Dealing with hurt feelings without hurting others SEAL's 'Relationships'- Y1&2 p7 Ask the children to read the poem on page 7. The author thinks jealousy is a bit like a worm. What do the children think jealousy might look like? In groups/ pairs draw a picture, create a dance or write a poem to show what jealousy or feeling proud is like for them. Read the story 'Jealous'. | | | | |
| | wc 29.1.18 ASSESSMENT WEEK | | | | | | | | | | | |
| | wc 19.2.18 HALF TERM | | | | | | | | | | | |
| Spr 2 19.2.18 (5wks) | Victorian Children: Wks 8&9 1.2.b.2, 1.2.b.3, 1.3.b.1 2.2.a.1, 2.2.b.3, 2.3.a.1, 2.3.a.2, 2.3.b.2 Author Study: Roald Dahl: *Biography of Roald Dahl. | Calculation: 1.2.b.1, 1.2.c, 1.2.e.1, 2.2.a.1, 2.2.b.1, 2.2.c.1 Addition- Y1- bonds to 20, single digit to 2-digit number Y2- Adding together 2-digit numbers within and beyond 100. Maths: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.3.1, 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.3.1, Y1- Time- Record o'clock & half past times on clocks.. Y2- Record quarter to | C: 1.2.1, 1.2.2, 1.2.3, 1.2.4 C: 2.2.1, 2.3.1 *Look at historical artefacts, identify the materials made from. *Sorting materials according to property. *Developing vocabulary. | H2, H6, H8, H10 * Who was Queen Victoria? Who were the Victorians? *What was school life like for a Victorian child? *What was home life like for a Victorian child? | DT1, DT8, DT9, DT12 DT 18, DT19 *Make Mother's Day/ Easter cards Create an Easter card using various decoration and joining techniques- based on authentic Victorian designs. | C3, C4 C6, C8 2Simple2Publish: BOOKLET- create a booklet showing information and pictures of Victorian objects. CONTROL: Scratch | RE Syllabus Unit 7: What can we learn from sacred books and stories? <i>Explain what religious</i> | Understanding our feelings-loved, cared for SEAL's 'Relationships'- Y1&2 p15 Use the photocard 'cared for' to explore the feeling, use the | Sept – Kindness Oct – Courage Nov – | SPRING 2 Year 1- Gymfit Circuits Year 1- Brilliant Ball Skills | | |

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| <p>*Character descriptions from his books. *Book review. *Recount from possible TRIP to Roald Dahl Gallery. KS1 Trip- visit Buckinghamshire Museum & Roald Dahl Gallery. SPaG: Y1- Conjunction 'and', & Questions. Y2- Conjunctions & Questions. Handwriting: Y1- Forming 'tall letters'- b, f, h, k, l, t & Forming 'j', 'y' and 'g' Y2- Forming 'tall letters'- b, f, h, k, l, t & Forming 'j', 'y' and 'g'</p> | <p>& quarter past times, analogue and digital. Introduce 5 minute intervals. Calculation: 1.2.b.1, 1.2.c, 1.2.e.1 2.2.a.1, 2.2.b.1, 2.2.c.1 Subtraction- Y1- finding differences within 20, single digit from 2-digit number Y2- Subtracting 2-digit numbers from each other, within 100, subtracting a 2-digit number from a small 3 digit number. Maths: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.3.1 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.3.1 Y1- Time- Record o'clock & half past times on clocks.. Y2- Record quarter to & quarter past times, analogue and digital. Introduce 5 minute intervals.</p> | <p>*Learning about different materials. *Natural & man-made materials</p> | <p>*Talk about how objects are now made from different materials. Begin to explain why. *Look at artefacts in the Buckinghamshire Museum (POSSIBLE TRIP)</p> | <p>Food Technology (LINK to English): Use skills- weighing, stirring, mixing, chopping to create sweet treats using melted chocolate. Make crispy cakes to explore melting chocolate. Make a Wonka Bar (fridge cake style) including food technology but also creating the wrapper/ box to package it in.</p> | | <p>Junior</p> | <p><i>stories mean to believers (Moses)</i></p> | <p>questions from the back of the cards. Read the story <i>Granny had to go</i>. Discuss the story using the questions that follow it. Bring a puppet or large doll and explain they are missing their granny just like Malik. Ask the children to think of ways to help look after the puppet. Make a class list: 'Things we can do if we care about people and miss them.'</p> | <p>Enthusiasm Dec – Responsibility Jan – Patience Feb – Honesty Mar – Respect Apr – Aspiration May – Unity Jun – Humour Jul – Appreciation</p> | <p>Year 2- Gymfit Circuits Year 2- Brilliant Ball Skills</p> | <p>SPANISH Use Languagenut to see and hear words and support pronunciation.</p> |
| <p>Night: Wks 10&11 1.2.b.2, 1.2.b.3, 1.3.b.1 2.2.a.3, 2.2.b.3, 2.3.a.1, 2.3.a.2 *Write a non-chronological text about Nocturnal animals- include note-taking and planning sessions. Structure, organisation & composition. SPaG: Y1- Conjunction 'and' Y2- Conjunctions 'and', 'but', 'because' Handwriting: Y1- Forming 'p', 'j', 'y' and 'g' Y2- Forming 'p', 'j', 'y' and 'g'</p> | <p>Calculation: 1.1.a.3, 1.2.a.2, 1.2.c.2, 1.2.e.2 2.1.a.3, 2.2.a.3, 2.2.a.4, 2.2.b.3, 2.2.c.3, 2.2.d.2, 2.2.e.2 Division- Y1- Practical sharing of objects into groups of 2, 5 and 10- showing how they did so using pictorial representation. Y2- Repeated subtraction (grouping) on a number line to solve division problems. Maths: 1. 2. Direction- Physical turning activity- all face the window and turn.... Where are you facing? Learn vocabulary; whole, half, quarter, left, right, clockwise, anti-clockwise. Use a programmable toy (BeeBot) or computer programme (Terry, Focus on BeeBots) to demonstrate turning. Calculation: 1.1.a.3, 1.2.a.2, 1.2.c.2, 1.2.e.2 2.1.a.3, 2.2.a.3, 2.2.a.4, 2.2.b.3, 2.2.c.3, 2.2.d.2, 2.2.e.2 Division- Y1- Practical sharing of objects into groups of 2, 5 and 10- showing how they did so using pictorial representation. Y2- Repeated subtraction (grouping) on a number line to solve division problems.</p> | <p>B: 1.4b.1, 1.4b.2, 1.5.1 B: 2.2.1, 2.2.3, 2.4b.1, 2.4b.2 * Life processes of Nocturnal creatures *How day length varies with the seasons * Observation & exploration- Identify different light sources & where shadows come from. * Darkness is the absence of light Visitor- English School of Falconry to bring a selection of Owls etc. Look at features of nocturnal creatures.</p> | <p>G6, G8, G9, G10, G13 *Finding out about Nocturnal animals around the world- use to reinforce names of different countries, oceans and continents. *What is the weather like where other nocturnal animals live? Compare it to Britain. *Vocabulary of physical features where other nocturnal animals live. Compare to Britain, which are the same or different?</p> | <p>AD1, AD15, AD20, AD21. *Create an Owl collage in the style of 'Eric Carle' *Find out about Eric Carle as an artist and book illustrator. Discuss his style & techniques. *Create a 'Night time picture' using a variety of media/ techniques</p> | | <p>C6, C8 FLYING COLOURS: Symmetrical pictures of nocturnal creatures. Or... 2PUBLISH: Write a report about the visit of the Owls... or.... An information report about nocturnal creatures. Or... PUBLISHER: Use WordArt, text boxes and pictures (importing) to create an information page.</p> | <p>RE Syllabus Unit 5: How and why do we celebrate special times? Spring festivals- Holi (Hindu) Spring festivals- EASTER</p> | <p>Important people and things SEAL's 'Relationships'- Y1&2 p17 Refer back to the <i>Wils and Pilgrim</i> story. Ask the children for ideas about whether it is possible to share someone or something you love. Ask the children to draw a picture of the things that are important to them. They should include a person, a toy, a place and a thing. Round the outside of the pictures they should write or illustrate why these things are</p> | <p>Aug- Happiness & Relaxation</p> | | |

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| | <p>Maths: <u>1.</u> <u>2.</u> Direction- Y1- record and show $\frac{1}{2}$, $\frac{1}{4}$ & $\frac{3}{4}$ turns. Y2- Describe and show turns using vocabulary of right angles, clockwise, anti-clockwise, half, quarter, three quarters.</p> | | | | | | | important. Discuss as a whole group points on page 17. | |
| | <p>Spring: Wk 12 <u>1.2.b.2, 1.2.b.3, 1.3.b.1</u> <u>2.2.a.3, 2.2.b.3, 2.3.a.1</u> *Write a poem about Spring. SPaG: Y1- Adjectives, Conjunction 'and' Y2- Expanded noun phrases, Adverbs, Handwriting: Y1- Forming 'p', 'j', 'y' and 'g' Y2- Forming 'p', 'j', 'y' and 'g'</p> | <p>Calculation: <u>1.</u> <u>2.</u> Linking addition and subtraction- Y1- Finding missing numbers in addition/ subtraction number sentences up to 50. Y2- Finding all 4 number sentences, + and -, from three given numbers. Explaining how if one fact is known we can find the inverse. Maths: <u>1.1.4, 1.2.3, 2.2.3, 2.3.4</u> Length- Y1- Measure and record heights of plants in the outdoor environment, using full centimetres. .Y2-Measure and record the heights of plants/ circumference of trees in the outdoor environment. Use whole and half centimetres.</p> | <p>B: 1.4a.1, 1.4a.2, 1.4a.3, B: 2.2.2, 2.2.4, 2.4a.1, * Notice external changes to trees and plants as a result of seasonal change. *Identify seeds from common plants and trees. *Identify common wildlife and explain what they would expect to see during Spring *Identify how changes are reversed from those changes in Autumn (hibernation, migration, plants that were dormant) *Promote & demonstrate care for nature in our local environment.</p> | NONE IN THIS TOPIC | <p>AD2, AD3, AD5, AD21, DT6, DT18, DT19 *Observational drawings of Spring flowers. *Use paint or chalk pastels to create representations of Spring flowers. *Making 3D Spring flowers for Mother's Day or a Spring display. *Construct Easter baskets from a net. *Make an Easter card. *TEXTILES: Mothers Day card- Different stitches, sampler style on Binka, with a central motif of 'MUM' or flowers. *FOOD: Melting chocolate to create Easter nests or similar products.</p> | C6, C8 | <p>Mothers Day or Easter card inners, using FLYING COLOURS to draw Spring flowers or Portraits of 'My mum' OR Use Microsoft Publisher to type up Spring poems. Use Word Art to create title & Name. Use large text box to word process the poem; change font, colour & size. Re-draft/ amend/ improve as needed. Insert images from folder.</p> | <p>RE Syllabus Unit 5: How and why do we celebrate special times? Spring festivals- EASTER</p> | <p>Feeling lonely and feeling included SEAL's 'Relationships'- Y1&2 p18 Use the photocard 'lonely' and 'included' to explore the feelings of loneliness, belonging or acceptance. Children should work in groups to do the <i>Feeling lonely</i> challenge. At the end of the activity children could use the <i>working together self-review checklist</i>, to review how well this went.</p> |
| | wc ASSESSMENT WEEK- Rising Stars Comprehension, SPaG, Assertive Mentoring Maths half term Test 4, Year 2 Phonic Screening re-tests (June 17 Wt pupils), Year 1 Phonic screening interim tests, SATs practice tests for Yr2 pupils. HFW/ CEW assessments to inform interventions for reading/ spelling. | | | | | | | | |
| 29.3.18 | EASTER HOLIDAYS | | | | | | | | |