

**Half - Termly Planner; SPRING TERM-2<sup>nd</sup> Half**

2016

**Year Group 1**

Home and away	Week 1 22.2.16 The Tin Forest	Week 2 29.3.16 The Tin Forest Church visit 2 <sup>th</sup>	Week 3 7.3.16 India Rahi 8 <sup>th</sup> March	Week 4 14.3.16 India Letter writing	Week 5 21.3.16 The Easter Story	
<p><b>English - (Factual writing)</b></p>	<p>Letters and sounds: streamed</p> <p><b>Reading:</b> Book review from the Tin Forest.</p> <p><b>Writing:</b> Using a story start based on 'The Tin Forest'</p> <p><b>Transcription:</b> Add suffixes using 'ing' and 'ed'</p>	<p>Letters and sounds: streamed</p> <p><b>Reading:</b> Checking the text makes sense to them as they read. Correcting/ editing sentences.</p> <p><b>Writing:</b> Write sentences to express likes and dislikes about the environment and Middleton.</p> <p><b>Transcription:</b> Add suffixes using -er or -est.</p>	<p>Letters and sounds: streamed</p> <p><b>Reading:</b> Discussing word meanings. Children to complete an 'India' fact dictionary and write what each word means.</p> <p><b>Writing:</b> Write sentences - similarities and differences between India and Middleton England.</p> <p><b>Transcription:</b> Understanding the prefix un-</p>	<p>Letters and sounds: streamed</p> <p><b>Reading:</b> Comprehension questions related to 'The Tigers child'.</p> <p><b>Writing:</b> Letter writing - Discuss layout and information needed. Write sentences about themselves to a pupil in India. (deliver a letter from an Indian child)</p> <p><b>Transcription:</b> Punctuating sentences using a capital letter, full stop, question marks or exclamation marks.</p>	<p>Letters and sounds: streamed</p> <p><b>Reading:</b> Read words with contractions. (for example I'm, I'll, we'll,.)</p> <p><b>Writing:</b> Write message for Easter Card. Cc RE -Write Sentences about symbols from the Easter Story</p> <p><b>Transcription:</b> Understanding how words can combine to make sentences (sentence unscramble)</p>	

<b>Guided Reading</b>	1/2 'ing' words  3/4 Phase 2 HFW	1/2 Extract containing 'er' and 'est' words.  3/4 Phase 2 tricky words	1/2 India non-fiction texts.  3/4 Phase 3 HFW	1/2 Punctuation.  3/4 Phase 3 tricky words.	1/2 Phase 4 HFW  3/4 Revision of Phase 3 sounds	
<b>Maths</b>	Directions - To visualise and use everyday language including whole, half, quarter and three quarter turns to describe the position of objects, direction and distance (bee bots)	Measure - To use language such as shorter, longer, heavier, lighter to estimate measure and compare two different lengths. To measure using standard and non-standard measures	Subtraction - To understand subtraction as taking away.  To introduce the term 'difference'.	Subtraction - To understand subtraction as taking away.  To introduce the term 'difference'. To solve one step problems involving subtraction using objects, pictorial representations	Money - to recognise the value of coins and notes.  To add amounts using coins as a practical aid.	
<b>Science</b> <b>G&amp;T create questions of good scientific thinking adult to scribe if necessary. Record findings in own way eg picture, table, chart</b>	To identify Spring as a season and ask simple questions  To observe and record changes in the weather and season using simple weather equipment	To identify and describe the basic structure of a variety of common flowering plants, including trees	To identify and describe the basic structure of a variety of common flowering plants, including trees	To identify and name a variety of common animals that are carnivores, herbivores and omnivores.	To identify and name a variety of common animals that are carnivores, herbivores and omnivores.	

<p><b>Computing/Net books</b>  <b>G&amp;T program a series of instructions using 2go</b></p>	<p>To learn to give instructions using 2go and bee bots using aerial photograph of Middleton</p> <p>To navigate a simulation programme. (Charlie Chimp Modelling Party)</p>	<p>To insert a picture from a known file (ready for comparative sentences next week)</p> <p>To save and retrieve document (for following week)</p>	<p>To retrieve saved document.</p> <p>To type comparative sentence about India and England and print document.</p>	<p>To create a list using bullet points/number points to identify common animals. CC Science</p> <p>To save list of bullet points.</p>	<p>To retrieve saved document.</p> <p>To insert pictures from clipart to show the animals listed and print document. CC science</p>	
<p><b>Geography (M)</b>  <b>G&amp;T to express their views and understanding using geographical language either in writing or verbally.</b></p>	<p>To recognise key physical features of the local environment</p> <p>To use map, atlas, globes to identify where we are in the united Kingdom as well as towns, cities and seas that</p>	<p>To recognise key human features of the local environment</p> <p>To use map, atlas, globes to identify where we are in the united Kingdom as well as towns, cities and seas that</p>	<p>To recognise key human and physical features of their local environment and compare to a non-European country (India)</p>	<p>To recognise key human and physical features of their local environment and compare to a non-European country (India)</p>	<p>To compare weather patterns of the United Kingdom and the location of hot countries (India) in relation to the equator, North and south poles.</p>	

	surround us.	surround us.				
<b>R.E.</b>	To understand the church as a place of worship <b>Christian value of Peace</b>	To understand the importance of Mothering Sunday. <b>Christian value of Thankfulness</b>	Respond to stories from Hinduism <b>Christian value of Creation</b>	To begin to understand the importance of the approaching Easter Festival To understand the significance of Palm Sunday <b>Christian Value of Justice</b>	To understand the significance of 'The Last Supper' To know that Easter is an important festival for Christians  To begin to recognise the symbols related to the Easter Story. <b>Christian Value of Compassion</b>	
<b>Art</b>	To create a personal response on stained glass window or cross CC RE	To create a personal response on stained glass window or cross CC RE	To Experiment with mark making techniques.	To design an Indian animal	To make a sculpture of an Indian animal using clay selecting appropriate tools.	
<b>D.T.</b>	To explore techniques to create a moving part for a mother's day card	To design a card for Mothers and with a moving part and make.	To design and make an Indian animal CC Art	To decorate and evaluate an Indian animal.	To create an Easter card with a moving part.	

<b>Music</b>  <i>G&amp;T Encourage and extend use of key vocabulary and use formal notation including dynamics.</i>	To explore pitch	To begin to understand the term Pitch.  To discriminate between high and low sounds.	To explore pitch - using a variety of instruments	To explore pitch - using a variety of instruments	To use pitch to create music for a story character.  In groups-make up tune to represent character	
<b>P.E</b>  <i>G&amp;T - to develop a coaching role</i>	To learn to rock and roll	To learn to rock and roll	To learn to find ways to travel high and low and on hands and feet	To explore different ways of taking your weight on your back and stomach.	To plan and develop a sequence of movements.	
<b>PSHCE/ Citizenship</b>	To begin to understand the role of a good citizen	To develop awareness of their responsibilities in the community	To understand the importance of social justice in improving the welfare of all.	To understand the importance of social justice in improving the welfare of all.	To be aware of ways of settling differences.	
<b>WVO</b>	To face the person who is speaking to you.  To remember key points about what the speaker has said  Listening focus: Games: I like everyone here Making links Jedi numbers		To wait my turn.  To know when to take my turn Turn taking focus: Games: -I introduce to you -Rhythm -Today I have	To wait my turn.  To know when to take my turn Turn taking focus: Games: -I introduce to you -Rhythm -Today I have		

	<p>Use large picture cards- children to choose a picture to show how they are feeling and explain why to a partner.</p> <p>Pre brief- what could you do if your partner does not listen to you? What could you do if you find it difficult to take turns?</p> <p>Debrief- tell me a word to describe how you are feeling right now What did you think of this activity? Why?</p>	<p>noticed that</p> <p>Prebrief- what could you do if you find it difficult to take turns? What makes a good partner?</p> <p>Debrief- what have you discovered about your partner today? How did you find working with each other? Why?</p>	<p>noticed that</p> <p>Prebrief- what could you do if you find it difficult to take turns? What makes a good partner?</p> <p>Debrief- what have you discovered about your partner today? How did you find working with each other? Why?</p>	
--	--	---	---	--