

Half – Termly Planner Summer 1st Half 2016

Year Group 1

Now and Then	11/4/16 Agility Morning	18/4/16 Trip	25/4/16	2/5/16	9/5/16	16/5/16	23/5/16
English	<p>Streamed Letters & Sounds</p> <p>Drama – Role play a morning at a Victorian school.</p> <p>Writing- To write a recount of a Victorian School morning</p> <p>Reading- To read words with different endings.</p> <p>Transcription- Adding suffixes ‘ing’ ‘ed’.</p>	<p>Streamed Letters & Sounds</p> <p><u>Weald and Downland Trip</u></p> <p>Writing- To write a recount of trip – focus on Victorian School/chore</p> <p>Reading- Read words of more than one syllable.</p> <p>Transcription- ‘s’ or ‘es’</p>	<p>Streamed Letters & Sounds</p> <p>Drama – hot seat different Victorian characters using artefacts as prompts.</p> <p>Writing- To write one day diary entry as a Victorian child</p> <p>Reading- To learn Victorian poems and rhymes</p> <p>Transcription- Using capital letters for days of the week, people and places.</p>	<p>Streamed Letters & Sounds</p> <p><u>Rainbow Theatre</u></p> <p>Writing- Character profile of a Victorian child.</p> <p>Reading- Read words with contractions and understand to apostrophe.</p> <p>Transcription- Comprehension paper practise.</p>	<p>Streamed Letters & Sounds</p> <p>Writing- story plan for imaginative story.</p> <p>Reading- read common exception words.</p> <p>Transcription- Spell common exception words. (dictated sentences with common exception words)</p>	<p>Streamed Letters & Sounds</p> <p>Writing- To write an imaginative story about life as Victorian child</p> <p>Reading- word meanings (writing definitions)</p> <p>Transcription- Adding suffixes ‘er’ ‘est’</p>	<p>Streamed letters and sounds</p> <p>Writing- Assessments</p> <p>Reading- Assessments</p> <p>Transcription- Recap and test for the half term - I can write out a sentence told to me by my teacher</p> <p>SPAG test</p>
Maths	<p>To compare, measure and record height and length.</p> <p>Practical problems for length and height.</p>	<p>To solve missing number sequences and sentences</p> <p>To understand the inverse operation: addition and subtraction</p>	<p>To understand and use vocabulary related to time (week days/seasons).</p> <p>Begin to record time.</p> <p>Practical problems of time.</p>	<p>To understand multiplication as arrays then repeated addition.</p>	<p>To understand division as sharing.</p>	<p>To know odd and even numbers</p> <p>To find half of a given number.</p>	<p>Place value/</p> <p>Writing the words for numbers to 20</p> <p>Capacity</p> <p>Maths test</p>

<p>Science (A) G&T create questions of good scientific thinking adult to scribe if necessary. Record findings in own way eg picture, table, chart</p>	<p>To observe and draw class tree.</p> <p>To recognise and describe different materials using all their senses</p>	<p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>To know that objects are made from material and some objects can be made from different materials To sort and describe materials according to their properties.</p>	<p>To know materials are chosen for a purpose according to their properties.</p>	<p>To carry out a science investigation: What material is waterproof?</p>	<p>To evaluate and suggest improvements for chosen material.</p>	<p>To explore the 5 minute investigation boxes - key questions Good thinking skills</p>
<p>I.C.T.</p>	<p>To use Clicker 6 to find out facts about the Victorians.</p>	<p>To use word document to type facts about Victorians. To save document</p>	<p>To use the camera to take photograph of materials CC science</p>	<p>To use 2paint to create a picture in the style of William Morris.</p>	<p>To retrieve and print stored photos CC Science</p>	<p>To retrieve saved document. To insert a picture from file/clipart into word document.</p>	<p>Explore Purple Mash</p>

R.E.	<p>To know that the Bible is a Special Book for Christians.</p> <p>What books are special to us?</p> <p>Aim A: A2</p> <p>Christian Value of Fellowship</p>	<p>To know that the bible is made up of many different types of writing.</p> <p>Why do Christians follow the Bible?</p> <p>Aim A: A2</p> <p>Christian Value of Fellowship</p>	<p>To know a story from the old testament – Joseph</p> <p>What can we learn from the story?</p> <p>Aim A: A2</p> <p>Christian Value of Forgiveness</p>	<p>Christian Value of Thankfulness.</p> <p>Children to write sentences to say what happens when people are kind, thankful, fair or generous.</p> <p>Aim C C3</p>	<p>To know Parables: The Good Samaritan</p> <p>Christian Value of Hope.</p>	<p>To know the difference between a parable and a Miracle</p> <p>Christian Value of Trust</p>	<p>Christian Value of Friendship</p>
Art	<p>To observe and sketch Victorian objects</p> <p>CC Literacy</p>	<p>To observe and sketch plants.</p>	<p>To create a print in the style of William Morris.</p>	<p>To create a print in the style of William Morris.</p>	<p>To sew print in the style of William Morris</p> <p>CC DT</p>	<p>To sew print in the style of William Morris</p> <p>CC DT</p>	<p>To sew in the style of William Morris</p> <p>CC DT</p>
Music	<p>To sing in unison – Victorian songs.</p>	<p>To sing in unison – Victorian songs.</p>	<p>WVO- To compose own music for a Victorian Rhyme</p>	<p>WVO- To compose own music for a Victorian Rhyme</p>	<p>WVO- to create notations for own Victorian rhyme.</p>	<p>To respond to different moods in music.</p>	<p>To respond to different moods in music.</p>
P.E.	<p>To perform Victorian Drill</p> <p>CC Literacy</p>	<p>To follow Orienteering scheme</p> <p>To follow Maypole Dancing scheme</p>	<p>To follow Orienteering scheme</p> <p>To follow Maypole Dancing scheme</p>	<p>To follow Orienteering scheme</p> <p>To follow Maypole Dancing scheme</p>	<p>To follow Orienteering scheme</p> <p>To follow Maypole Dancing scheme</p>	<p>To follow Orienteering scheme</p> <p>To follow Maypole Dancing scheme</p>	<p>To follow the orientation Scheme</p> <p>To follow the Maypole Dancing Scheme</p>

D.T.	To create a Victorian tear bottle using clay CC maths	To combine ingredients to make shortbread biscuits. CC maths	To create a print in the style of William Morris.	To create a print in the style of William Morris.	To sew print in the style of William Morris CC DT	To sew print in the style of William Morris CC DT	To sew print in the style of William Morris CC DT
History (M)	To use drama to experience life as a Victorian child.	To begin to understand how children's lives have changed, comparing now with Victorian Times.	To chronologically order artefacts. (A) To chronologically order events.	To chronologically order artefacts. (A) To chronologically order events.	To use a variety of sources to find out about the past.	To use a variety of sources to find out about the past.	To use a variety of sources to find out about the past
Outside Learning	To explore Victorian games using the outside learning environment.	To explore Victorian games using the outside learning environment.	To care for the environment – kitchen garden				
Geography	To use basic geographical vocabulary to refer to key human features- Victorian town, city, village compared to modern day	To use basic geographical vocabulary to refer to key human features- Victorian school compared to modern day	To use basic geographical vocabulary to refer to key human features- Victorian factory and farm compared to modern day	To use basic geographical vocabulary to refer to key human features- Victorian homes and shops compared to modern day	To use basic geographical vocabulary to refer to key human features- Victorian port and harbour compared to modern day	To use basic geographical vocabulary to refer to key human features- Victorian port and harbour compared to modern day	To use basic geographical vocabulary to refer to key human features- Victorian port and harbour compared to modern day
PSHCE	To understand the need for rules.	To value themselves and others.	To be pleased when other people do well and achieve things	To realise that their actions affect themselves and those around them.	To care for each other and the environment. CC Kitchen garden		

WWO

Skill- problem solving- cooperation

Pre brief- what could you do if your idea is not chosen?

What difficulties might you have doing this activity? What could you do about it?

Games- crossing the river

Earthquake

De brief- if we did this again, how would you change the activity?

How do you find working with each other?

Skills- problem solving- compromise

Pre brief- what rules might you need in a group?

How are you going to help each other?

Games- survival scenario

Freeze frame

De brief- what skills did you use?

How did you decide your roles?