

# Half – Termly Planner - Spring 1<sup>st</sup> half 2017

# Year Group 1

Food Glorious Food Core texts	<b>3.1.17</b> The world came to my place today	<b>9.1.17</b> The world came to my place today	<b>16.1.17</b> I will not ever never eat a tomato	<b>23.1.17</b> I will not ever never eat a tomato. Church Visit	<b>30.1.17</b> Eat Your Peas Writing – imaginative story assessment	<b>6.2.17</b> Max makes a sandwich	<b>13.2.17</b> Max makes a Sandwich
<b>English Writing</b>	Letters & Sounds Ur and Streamed phonics x5 days Tricky word- you  <b>Writing-</b> To write sentences about food from different countries.	Letters & Sounds Ow and streamed phonics x5 days Tricky words- they  <b>Writing –</b> What do you know about healthy eating? Mind map.	Letters & Sounds oi and streamed phonics x5 days a week Tricky words-her  <b>Writing –</b> To write a speech bubble describing the food	Letters & Sounds ear and streamed phonics x 5 days Tricky words- all  <b>Writing-</b> Sequencing sentences to form short narratives Writing – imaginative story assessment	Letters & Sounds Air And streamed phonics x 5 days a week Tricky word- are  <b>Writing-</b> facts of chosen country	Letters & Sounds- Ure and streamed phonics x 5 days Tricky word-when  <b>Writing-</b> To write an alliterative poem about food	Letters and sounds Streamed phonics Tricky words-said  <b>Writing-</b> Write instructions to make a sandwich.
<b>GPS Transcription</b>	<b>Transcription-</b> to spell common exception words- read common exception words	<b>Transcription-</b> to spell the days of the week	<b>Transcription-</b> Naming the letters of the alphabet in order	<b>Transcription-</b> Add suffixes using the spelling rule for –s-or –es as the plural	<b>Transcription Spelling test</b>	<b>Transcription</b> Write from memory simple sentences dictated by the teacher	<b>Transcription</b> Add prefixes using the prefix un
<b>Guided Reading</b>	<b>Reading-</b> recognising and joining in with predictable phrases	<b>Reading-</b> Discuss word meanings linking new meanings to those already known  Reading Comprehension	Reading-1&2 predict what may happen on the basis of what has been read so far.	Reading-1&2 Checking that the text makes sense to them- as they read and correct inaccurate reading  Reading Comprehension	Salford test – every child	<b>Reading-</b> read accurately by blending sounds in unfamiliar words containing GPS's that have been taught  I correctly read aloud the words from my book. Reading Comprehension	<b>Reading-</b> becoming very familiar with key stories, retelling them and considering their particular characteristics
<b>Role Play</b>	Role play- Estate Agents	Role play- Estate Agents	Role play – Estate Agents	Role play – Supermarket	Role play- Supermarket	Role play - Supermarket	Role play- Supermarket

<b>Maths</b>	<p><u>Time</u></p> <p>Tell the time to the hour and half past the hour.</p> <p>To draw the hands on the clock face to show times.</p> <p>Compare, describe and solve problems for times.</p>	<p><u>Time</u></p> <p>Recognise and use language relating to dates; including days of the week, months and years.</p> <p>Sequences events in chronological order using language related to time, for example, <i>before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</i></p>	<p><u>Place Value</u></p> <p>Count to 40 forwards and backwards, beginning with 0 or 1, or from any numbers.</p> <p>Count, read and write numbers 1-40 in numerals and words.</p>	<p><u>Number:</u> <b>Addition and subtraction</b></p> <p>Add and subtract one digit and two digit numbers to 40, including zero.</p>	<p><u>Number:</u> <b>Addition and subtraction</b></p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations.</p>	<p><u>Measures:</u> <b>Length and Height</b></p> <p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for lengths and heights, for example, <i>longer, shorter, double and half.</i></p>	<u>Assessment Week</u>
<b>Science</b>  <b>Cooking/Tescos</b>	<p>To say which part of the body is associated with each sense.</p> <p>Children to complete a food quiz.</p> <p><b>How many types of food can they recognise and name?</b></p>	<p>To say which part of the body is associated with each sense.</p>	<p>To know that our bodies have similar parts and that we have 5 senses to find out about the world</p>	<p>To explore and investigate the different parts of the body and their uses</p> <p>- To use <i>Funnybones</i> to teach the children the bones and body parts.</p>	<p>To learn that Food processing can affect appearance, texture, odour and taste – record experiment Using a table in books</p>	<p>To learn that Food processing can affect appearance, texture, odour and taste – record experiment Using a table in books</p> <p>To begin to understand the importance of Healthy Eating</p>	<p>To locate class tree and observe changes over the season</p> <p>To observe and record changes in the weather and season using simple weather equipment</p>
<b>ICT</b>	<p>To type capitals using shift function and print document.</p> <p>To use the tool bar to change colour, font and size.</p>	<p>To navigate clicker 6 to type and illustrate a food word-</p>	<p>To navigate word to type alliterative poem about food-Gp 1,2</p>	<p>Circle time-discussion about whether statements or images on the intranet are true.</p>	<p>To use 2simple to draw fruit and veg grown around the world</p>	<p>E safety Smart rules quiz Safer internet day – Tuesday 7<sup>th</sup> Feb</p>	<p>To create a list of foods using bullet points of numbers.</p> <p>To use the tool bar to change colour, font and size</p>

<b>R.E. (M)</b>	Introduce Frieze from 'Understanding Christianity'. Link with Faith through Art competition: Focus: Jonah (paint/draw+statement) <b>Christian Value-Trust</b>	Continue exploring Frieze from 'Understanding Christianity'. Continue: Faith through Art competition: Focus: Jonah <b>Christian value-Compassion</b>	To introduce the concept of a church – exploring Christian places of worship. Aim A3 <b>Christian Value-Reverence</b>	To recognise the Key features of a church – playdough artefacts/choral music Aim B1 <b>Christian Value-Service</b>	To role-play a Christian Wedding and other ceremonies in preparation for church visit. Aim A1/C2/C3 <b>C.Value- Hope</b>	To understand why God's house is special. Aim B2 <b>C.Value- Friendship (Aim C1)</b>	Church Visit and recount/illustrate/comparative statements about other churches/places of worship (B3). <b>C.Value-Forgiveness</b>
<b>Art (M)</b>	To create a self portrait-assessment	CC RE To develop key vocabulary for art- Give children selection of picture parts-what is it? why?	To use a view finder to explore line, tone, colour, shape.	Extend picture using paint-tones, mixing etc Discuss why image might be cropped etc.	To use a view finder to explore line, tone, colour, shape.	To create images of fruit on a large scale	To create images of fruit on a large scale
<b>Music</b>	To begin to understand pulse. what is the rhythm	To recognise different pulses slow /fast	To create different pulses "Copy cats" clap/copy rhythm	To Introduce simple notations eg II I	To Introduce simple notations eg II I	To create individual notations	
(Gym) <b>P.E.</b>	To learn to stop using a balance	To learn to use big and small shapes	To learn to combine travelling with big and small shapes on the apparatus	To select and link movements in a short pattern	To create a pattern of balance and travelling	To learn to slide using push and pull actions	
<b>D.T.</b>	CC science- healthy eating To discuss basic Food hygiene	To design a reusable shopping bag/basket	To make a reusable shopping bag/basket	To evaluate our shopping bag/basket	To understand processing food can change its appearance, texture, odour and taste.	To design and make a healthy sandwich	
<b>Geography</b>	Which countries has Barnaby bear visited? To use locational and directional language to discuss where food comes from.	Look at Food labels etc – what country did Barnaby visit to collect these items? Locate in Atlas / Maps etc	Look at Food labels etc – what country did Barnaby visit to collect these items? Locate in Atlas / Maps etc	To look at foods from different countries and use adjectives to describe them. CC literacy	CC Literacy-adventure story involving foods around the world	To find out about and write facts about different countries. To write facts about where foods come from.	

<b>History</b>	Discuss changes in food transport over the last 100 years						
<b>PSHCE</b>	'Good to be me' To recognise, name and deal with their feelings in a positive way. P5- proud	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- proud	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	
<b>Outside Learning Opportunities</b>	Kitchen garden – planting vegetables Plant potatoes in tubs by classroom Large scale art – create fruit and vegetables using natural materials						