

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

2017

**Year Group 1**

From here to there and back again.	Week 1 27.2.17 Tiger Child English Week	Week 2 6.3.17 Tiger Child Rahi 8 <sup>th</sup> March	Week 3 13.3.17 India	Week 4 20.3.17 India Amberley Trip	Week 5 27.3.17 The Easter Story	Week 6 3.4.17 The Easter Story Agility AM
<p><b>English - (Factual writing)</b></p>	<p>World Book day  <b>Reading:</b>                      Book review from the Tiger Child</p> <p><b>Writing:</b>                      Using a story start based on 'The Tiger Child'</p> <p><b>Transcription:</b>                      Add suffixes using 'ing' and 'ed'</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><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>Red Nose day  <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><b>Reading:</b> Read words with contractions. (for example I'm, I'll, we'll,)</p> <p><b>Writing:</b>                      Sentences about symbols from the Easter Story</p> <p><b>Transcription:</b>                      Understanding how words can combine to make sentences (sentence unscramble)</p>	<p><b>Writing</b>                      Write message for Easter Card. Cc RE -Write</p> <p>Sentences about symbols from the Easter Story</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	Phonics screen	1/2 Phase 4 HFW  3/4 Revision of Phase 3 sounds	
<b>Maths</b>	Number: Multiplication and Division Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Number: Multiplication and Division Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc	Place value at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc
<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 <b>To look for signs of Spring</b> To observe and record changes in the weather and season using simple	To identify and describe the basic structure of a variety of common flowering plants, including trees. Investigation-grow cress in various places	To identify and describe the basic structure of a variety of common flowering plants, including trees that grow in the British Isles.	To identify and describe the basic structure of a variety of common flowering plants, including trees that grow in the British Isles.	To prepare the planters and pot up plants in the Spring ready for the summer.	To know a deciduous and evergreen tree. To visit our Class tree and begin know the common British trees.

	weather equipment	to see what plants need to grow.				
<b>Computing</b> <b>G&amp;T program a series of instructions using 2go</b>	To learn to give instructions using 2go and bee bots using aerial photograph of Middleton  To navigate a simulation programme. (Charlie Chimp Modelling Party)	To insert a picture from a known file (ready for comparative sentences next week)  To save and retrieve document (for following week)	To retrieve saved document.  To type comparative sentence about India and England and print document.	To create a list using bullet points/number points to identify common plants. CC Science  To save list of bullet points.	To create a list using bullet points/number points to identify common plants. CC Science  To save list of bullet points	To create a list using bullet points/number points to identify common trees. CC Science  To save list of bullet points
<b>Geography (M)</b> <b>G&amp;T to express their views and understanding using geographical language either in writing or verbally.</b>	To recognise key physical features of the local environment	To recognise key human features of the local environment	To recognise key human and physical features of their local environment and compare to a non-European country (India)	To recognise key human and physical features of their local environment and compare to a non-European country (India)	To compare weather patterns of the United Kingdom and the location of hot countries (India) in relation to the equator, North	

					and south poles.	
<b>History</b>	<b>Transport through the ages.</b> Planes- to introduce the Wright brothers- who invented flying	<b>Transport through the ages.</b> Planes- to introduce the Wright brothers- who invented flying	Trains- to look at trains through the ages from the first train to the latest fastest model.	Amberley Trip- to ride on an old train and car. To see an old fashioned bicycle	Cars- to look at cars through the ages from the first car to modern cars	
<b>R.E.</b>	Learn about St. David's day and the symbolic colours and values represented. (1.3.17)  <b>Christian value of Peace</b>  <i>Aim A1/C1</i>	Respond and compare stories from Hinduism  <b>Christian value of Creation</b>  <i>Aim B1/B2/B3</i>	To begin to recognise the symbols related to the Easter Story.  Learn about St. Patrick's Day (17.3.17)  <b>Christian Value of Compassion</b> <i>Aim A3</i>	To understand the importance of Mothering Sunday. (26.3.17)  <b>Christian value of Thankfulness</b>  <i>Aim B1/C2</i>	To understand the significance of the Last Supper and Palm Sunday (9.4.17)  <b>Christian Value of Justice</b>  <i>Aim A1/A2/C1</i>	To begin enquire about and understand the importance of the approaching Easter Festival to Christians. <b>Christian value of Hope</b>  <i>Aim A1/C3</i>
<b>Art</b>	To create symbols of St. David's day with mixed media. CC RE	To create a personal response on stained glass window or cross CC RE	Peacock art Using hand prints for the tail and painted body with sequins to finish off	To design an Indian animal.  Rangoli designs	To make a sculpture of an Indian animal using clay selecting appropriate tools.	To make a sculpture of an Indian animal using clay selecting appropriate tools.

<b>D.T.</b>	Design card for Mothers Day	Make a card for Mothers	To design and make a small vehicle/ cart using wheels, levers and axles.	To design and make a small vehicle/ cart using wheels, levers and axles.	To create an Easter card with a moving part.	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>	<p>To face the person who is speaking to you.</p> <p>To remember key points about what the speaker has said</p> <p>Listening focus: Games: I like everyone here Making links Jedi numbers</p> <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>To wait my turn.</p> <p>To know when to take my turn Turn taking focus: Games: -I introduce to you -Rhythm -Today I have noticed that Prebrief- what could you do if you find it difficult to take turns? What makes a good partner? Debrief- what have you discovered about your partner today? How did you find working with each other? Why?</p>	<p>To wait my turn.</p> <p>To know when to take my turn Turn taking focus: Games: -I introduce to you -Rhythm -Today I have noticed that Prebrief- what could you do if you find it difficult to take turns? What makes a good partner? Debrief- what have you discovered about your partner today? How did you find working with each other? Why?</p>			