

Half - Termly Planner - Summer 1st Half 2018

Year Group 1

<p>Amazing Animals</p>	<p>16.4.18 Alien Week- Dress as Alien Day- Tuesday 17th April Go Wild Experience Wed 18th April</p>	<p>23.4.18 Superworm</p>	<p>30.4.18 Agility Morning 27th Superworm</p>	<p>7.5.18 Superworm Whole Y1 Picnic cc Feeding of the 5,000</p>	<p>14.5.18 Superworm</p>	<p>21.5.18 The Snail and the Whale</p>	<p>26.5.18 The Snail and the Whale Ugly Bug Ball- dress up day- Tuesday 27th May</p>
<p>Literacy Core texts- Superworm The Whale and the Snail Emily's legs Sophie's Snail The very Busy Spider Roald Dahl- Dirty Beasts</p>	<p>Phonics - !5 min class based session. Digraphs- Trigraphs and digraphs - Daily Writing/ Reading Highlight digraphs and trigraphs in passages. Write a note to send into space to</p>	<p>Phonics - !5 min class based session Digraphs- Trigraphs and Alien words- Daily Writing - To orally retell the story of Superworm. I can act out the story of Superworm To write a poem about my favourite animal. Letter from someone how will Super worm rescue them?</p>	<p>Phonics - !5 min class based session Digraphs- Trigraphs and Alien words- Daily Writing - I can use WOW word to describe characters and objects from the Superworm story</p>	<p>Phonics - !5 min class based session Digraphs- Trigraphs and Alien words Daily Writing - I can use speech marks in my writing- act out then write speech and thought bubbles. Write a short piece that the characters might say using speech marks</p>	<p>Phonics - !5 min class based session Digraphs- Trigraphs and Alien words- Daily Writing - I can plan my verse of Superworm. I can write my own verse of Superworm</p>	<p>Phonics - !5 min class based session. Digraphs- Trigraphs and Alien Words- Daily Writing- Assessment POEM/riddle Read some animal riddles- do you like them RIC Think about what you would like to write about</p>	<p>Phonics - !5 min class based session Digraphs- Trigraphs and Alien words- Daily Writing: Ugly bug Ball- planning- write your invitation What would you like to eat? What games would you like</p>

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	<p>rescue the aliens and their spaceship Letter blends- using the letter blends what words can to make. Highlight blends in passages</p> <p>Alien words- read alien words / make alien words</p> <p>Transcription- Digraphs/ trigraphs/ blends</p>	<p>Transcription- adjectives List of wow words to describe how the animals made you fee</p> <p>Persuasive language- all Y1 punctuation</p>	<p>Transcription- to spell common exception words- read common exception words</p>	<p>Transcription- Write from memory sentences dictated by the Teacher.</p>	<p>Transcription- I know some letters can be spelt in different ways using different letters.</p>	<p>Transcription- High frequency words- look say cover write - how many can you write</p>	<p>to plan?</p> <p>Transcription- digraphs trigraphs</p>
<p>Guided Reading/ RIC</p>	<p>RIC R- retrieve I - Interpret C- Choice Cbeebies clip on animals</p>	<p>RIC R- retrieve I -Interpret C-Choice Zoo clip/book</p>	<p>RIC Predict what may happen on the basis of what has been read so far. Animal clip/book</p>	<p>R- retrieve I -Interpret C-Choice RIC Matisse clip/book</p>	<p>R- retrieve I - Interpret C-Choice RIC Human body clip/book</p>	<p>R- retrieve I - Interpret C-Choice RIC Riddles</p>	<p>RIC Based on Ugly Bug Ball</p>

English - Drama/Role Play	Super Explorers	Super Explorers	Super Explorers	Super Explorers	Zoo	Zoo	Zoo
<p>Maths</p>	<p><u>Number: Place Value</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers</p>	<p><u>Number: Place Value</u></p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p><i>Fluency</i></p> <p>Given a number, identify one more and one</p>	<p><u>Number: Place Value</u></p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p><i>Fluency</i></p>	<p><u>Number: Four operations</u></p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p><i>Fluency</i></p> <p>Add and subtract one digit and two digit numbers to 20, including 0.</p>	<p><u>Number: Four operations</u></p> <p>Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing</p>	<p><u>Number: Four Operations</u></p> <p>Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and two digit numbers to 20, including 0. subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete</p>	<p><u>Number: Four Operations</u></p> <p>Assessment Spring 1 assessment paper.</p> <p><u>Days of the week words</u></p> <p><u>Number words</u></p>

	<p>from 1-100 in numerals and words.</p> <p><i>Fluency</i> Count in multiples of twos, fives and tens.</p>	less.	Given a number, identify one more and one less		<p>number problems.</p> <p>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.</p>	<p>objects and pictorial representations, and missing number problems.</p> <p>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.</p>	
<p>Science</p> <p>Hook</p> <p>The Aliens have landed</p>	<p>1.Humans</p> <p>Naming , identifying and classifying animals</p>	<p>2. Birds</p> <p>Naming , identifying and classifying animals</p> <p>Structures of</p>	<p>3.Land Invertebrates</p> <p>Naming , identifying and classifying animals</p>	<p>4.Aquatic animals</p> <p>Naming , identifying and classifying animals</p>	<p>5.Mammals</p> <p>Naming , identifying and classifying animals</p>	<p>6. Insects</p> <p>Naming , identifying and classifying animals</p>	Investigation

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	<p>Structures of common Animals</p> <p>Explore the school grounds for animals</p> <p>Is human's part of the animal kingdom?</p> <p>Identify, name draw and label basic parts of the human body.(And recap senses</p> <p>What is an animal?</p> <p>What are the different types of</p>	<p>common Animals</p> <p>Explore the School pond for animals/fish</p> <p>Which species has been on our plant the longest?</p>	<p>Structures of common Animals</p> <p>Naming animals/identify them and classify them</p> <p>Carnivorous, herbivores, omnivores</p> <p>Can animals speak to each other?</p>	<p>Structures of common Animals</p> <p>Naming animals/identify them and classify them.</p> <p>Describe and compare the structure of a variety of common animals- birds, fish, amphibians, reptiles and mammals- including pets</p>	<p>Structures of common Animals</p> <p>Naming animals/identify them and classify them.</p> <p>Describe and compare the structure of a variety of common animals- birds, fish, amphibians, reptiles and mammals- including pets</p>	<p>Structures of common Animals</p> <p>Naming animals/identify them and classify them</p>	
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	animals that live on earth						
I.C.T.	Coding	Coding	Coding	Coding	Coding	Coding	Coding
Art	To create a self-portrait-assessment	Camouflage Animals Look at the skin of different animals, how do they hide. Pick a picture of an animal and paint a background to hide it	Camouflage Animals Look at the skin of different animals, how do they hide. Pick a picture of an animal and paint a background to	Look at the artist Matisse Look at his animals. Can we paint in the style of Matisse	Look at the artist Matisse Look at his animals. Can we paint in the style of Matisse	Look at Artist Megan Coyle-lives in USA and creates animal pictures entirely from magazine strips	Look at Artist Megan Coyle-lives in USA and creates animal pictures entirely from magazine strips
R.E <i>Why is Jesus Good News?</i>	What makes the Bible a special book for Christians? Look at children's	Know some stories from the Bible and respond imaginatively to them. Story of Joseph - discuss morals and values -Write the	Know about a Miracle and its significance. Read and discuss: The Feeding of the 5000 Draw/ paint the scene. Engage in a huge picnic as a year group. <i>Write an eye-witness account. Make clay</i>	Know about a Miracle and its significance. Read and discuss: The Feeding of the 5000 Draw/ paint the scene. <i>Engage in a huge picnic as a year group.</i> Write an eye-witness account. Make clay	Know some stories from the Bible and respond imaginatively to them. The Good Samaritan - Role	Know some stories from the Bible and respond imaginatively to them. The Good Samaritan - Role	Compare two stories - The feeding of the 5000 and the Good Samaritan. What are the

<p>D.T.</p>	<p>Make a cart to carry an animal to the zoo.</p> <p>Design</p>	<p>Make a cart to carry an animal to the zoo</p>	<p>Make a cart to carry an animal to the zoo</p> <p>Evaluate your design</p>				
<p>Geography</p>	<p>Seasonal changes in the UK weather</p> <p>Look at the animals from the 7 continents.</p>	<p>Seasonal changes in the UK weather</p> <p>Look at the animals from the 7 continents</p>	<p>Seasonal changes in the UK weather</p> <p>How creatures vary and adapt to the climate they live in</p>	<p>How creatures vary and adapt to the climate they live in</p>	<p>How creatures habitats vary depending on where they live</p>	<p>How creatures habitats vary depending on where they live</p>	<p>How creatures habitats vary depending on where they live</p>
<p>History</p>	<p>The story of the British Zoo- using clips form the BBC I wonder online resource. How zoos used to be compared</p>						

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	to modern day zoos.						
WWO/PSHCE	<p><u>Cooperation Games- The balloon game.</u> Give and follow instructions in pairs or groups to keep the balloon in the air.</p>	<p><u>Pass the smile/squeeze or expression.</u> Ext. pass across the circle</p>	<p><u>Cooperative letters game</u> in pairs/threes Ex - In groups spell out words with their body letter shapes</p>	<p><u>Emotions game - eye contact/taking turns</u> Children in the circle pick a card that shows an emotion for their partner to guess</p>	<p><u>Mirroring</u> <u>Cooperation/ eye contact</u> Children mirror an instruction that has been given</p>	<p><u>Mirroring</u> <u>Cooperation/ eye contact</u> Children mirror an instruction that has been given A variety of circle games</p>	<p><u>Mirroring</u> <u>Cooperation/ eye contact</u> Children mirror an instruction that has been given A variety of circle games</p>