

## Half Term Overview Planner

Teachers: Mrs Kay

Year Group: Year 1 /2

Academic Year: 2017-2018

Term: Autumn 1<sup>st</sup> Half

Subject	Week 1 5.9.17	Week 2 11.9.17	Week 3 18.9.17	Week 4 25.9.17	Week 5 2.10.17	Week 6 9.10.17
English	<p>Spoken Language YR1/2</p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Articulate and justify answers, arguments and opinions</li> </ul> <p><b>YEAR 1</b></p> <p>Transcription</p> <ul style="list-style-type: none"> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li>Add prefixes and suffixes: <ul style="list-style-type: none"> <li>-using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- using the prefix un-</li> <li>- using -ing, -ed, -er and -est where no change is needed in the spelling of root</li> <li>- words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>Form capital letters</li> <li>Form digits 0-9</li> </ul> <p>Composition</p> <p>* write sentences by:</p> <ul style="list-style-type: none"> <li>-saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Joining words and joining clauses using 'and'</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> <p>Word reading</p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read aloud accurately books that are consistent with their developing phonic</li> <li>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul> <p><b>YEAR 2</b></p> <p>Reading comprehension</p> <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences</li> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> </ul>					

	<ul style="list-style-type: none"> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> </ul> <p>Writing - Transcription</p> <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> </ul> <p>Writing - Composition</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing about real events</li> <li>• writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul> <p>Writing - Handwriting</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul> <p>Spelling, Vocab, Grammar</p> <ul style="list-style-type: none"> <li>• learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify, e.g. the blue butterfly</li> </ul>		
	<p><b>Holiday News</b> Writing and about me.</p>	<p><b>Character Description - IPC link to Magic Toymaker topic</b> Description of Toy Story characters</p> <p><b>Phonics and SPaG</b></p>	<p><b>Information Writing - IPC link to Magic Toymaker topic</b> An information poster/leaflet about toys old and new for a toy museum.</p>
<p><b>Numeracy</b></p>	<p><u>YEAR 1</u></p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards beginning with 0 or 1</li> <li>• Count, read and write numbers to 100 in numerals</li> <li>• Given a number identify one more and one less</li> <li>• Identify and represent numbers using objects and pictorial representations including number line and use the language of equal to, more than, less than (fewer), most, least</li> </ul> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>• Compare and describe and solve practical problems for: lengths and heights (for example short, longer/shorter, tall/short, double/half). - Mass or</li> </ul>		<p><u>YEAR 1</u></p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> <li>• Given a number identify one more and one less</li> </ul> <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 20</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as 7 = ? - 9</li> </ul> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>• Sequence events in chronological order using language (for example,</li> </ul>

	<p>weight (for example heavy/light, heavier than, lighter than). - Capacity/volume ( full/empty, more than, less than, half, half full, quarter).</p> <p><u>YEAR 2</u></p> <p style="text-align: center;"><u>Number and Place Value</u></p> <ul style="list-style-type: none"> <li>Count in steps of 2 and 5 from 0 and in 10s from any number, forward and backward</li> <li>Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Compare and order numbers from 0 up to 100</li> <li>Read and write numbers to at least 100 in numerals</li> <li>Use place value and number facts to solve problems</li> </ul> <p style="text-align: center;"><u>Measurement</u></p> <ul style="list-style-type: none"> <li>Compare and order lengths, mass, volume/capacity</li> <li>Compare and sequence intervals of time</li> </ul> <p style="text-align: center;"><u>Statistics</u></p> <ul style="list-style-type: none"> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul>	<p>before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <ul style="list-style-type: none"> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> </ul> <p><u>YEAR 2</u></p> <p style="text-align: center;"><u>Number and Place Value</u></p> <ul style="list-style-type: none"> <li>Count in 10s from any number forward and backward</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>Use place value to solve problems</li> <li>Solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental methods</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently</li> <li>Add and subtract numbers using concrete objects, pictorial representation and mentally including: <ul style="list-style-type: none"> <li>- a two digit number and ones</li> <li>- a two digit number and tens</li> <li>- adding three one digit numbers</li> </ul> </li> </ul> <p style="text-align: center;"><u>Measurement</u></p> <ul style="list-style-type: none"> <li>Solve simple questions in a practical context involving addition and subtraction of money of the same unit including giving change</li> </ul> <p style="text-align: center;"><u>Statistics</u></p> <ul style="list-style-type: none"> <li>ask and answer questions about totalling and comparing categorial data</li> </ul>	
	<p style="text-align: center;">Year 1 - Number Sense 1.1 (3 weeks) Year2 - Number Sense 2.1 (3 weeks)</p>	<p style="text-align: center;">Year 1 - Additive Reasoning 1.2 (3 weeks) Year 2 - Additive Reasoning 2.2 (3 weeks)</p>	<p style="text-align: center;">Assessm ent week 9.10.17</p>
<p><b>IPC</b> <b>Science</b></p>	<p style="text-align: center;"><b>The Magic Toymaker - Materials</b></p> <p style="text-align: center;"><b>Investigating the properties of different material - sorting materials into properties, identifying materials, identifying uses for materials, conducting experiments to find the properties of the materials.</b></p>		
	<p style="text-align: center;">Exploring what toys are made of.</p> <p style="text-align: center;">Children conduct an experiment to investigate what materials are best to make toys out of and what properties these materials have. Children to experiment to find out which matieral the toymaker should use to carry his toys in so they are protected from rain and any water. (waterproof materials)</p>		
<p><b>IPC</b> <b>Geography</b></p>	<p>Within holiday news locations discussed</p>	<p>Find out how or if toys are different around the world. Research where toys are made.</p>	

	about where they went.		
<b>IPC History</b>	<ul style="list-style-type: none"> <li>• Be able to use key words and phrases relating to the passing of time</li> <li>• Be able to order events and objects into a sequence</li> <li>• Be able to identify differences between our own lives and those who have lived in the past</li> <li>• Be able to find out about aspects of the past from a range of sources and information</li> </ul>		
	<b>The Magic Toymaker</b>		
	Discuss and gather information about toys in the past. What can we find out?	Explore similarities and differences between Toys across the last 100 years.	Explore how Toys have changed over the years and what has improved them. - link with science materials and technology
<b>IPC Cultural Awareness</b>			
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Be able to use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Be able to recognise common uses of information technology beyond school</li> <li>• Be able to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>		
	<p>We are treasure hunters!</p> <p>Understand and predict how a programmable toy will act following the children inputting a series of instructions.</p>		
<b>IPC Art and Design</b>	<p>Year 1/ 2</p> <ul style="list-style-type: none"> <li>• Be able to suggest ways of improving their own work.</li> <li>• Be able to comment on works of art.</li> <li>• Be able to plan what they are going to make and describe their plan in pictures and words.</li> <li>• Use tools and materials to make products.</li> <li>• Be able to use drawing, painting and sculpture to develop and share their ideas and imagination</li> <li>• Be able to use a variety of processes and materials.</li> </ul>		
	<p><b>Art - Sketches of their favourite toys</b>  <b>Junk Modelling toys</b>  <b>DT - making a cushion of children's favourite toy - sewing</b></p>		
<b>IPC Music</b>	<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>		
	<p><b>Music: link to IPC Music across time - changes</b>  <b>Listen to and learn 'You've got a friend in me' from Toy Story and talk about why the film makers chose the song</b>  <b>Listen to music played for different toys and discuss why they think the music was chosen - children to be given a character from Toy Story and to create a piece of music reflecting their character</b>  <b>Begin to play simple pieces of music on a xylophone</b></p>		
<b>PSHE/ Citizenship/</b>	<b>Friendship and respect - SEAL</b>		

<b>SEAL</b>	To think about how we should treat each other and what it means to show respect?	Look at clips from Toy Story - discuss how and why Woody felt how he did when Buzz came along? Compare to real life situations - discuss playground fall outs.	Look at clips fro Toy Story 3 and the way the children in the nursey treated the toys - how should we treat things that belong to other why, what rules can we write so everything is treated well.
<b>RE</b> Devon Agreed Syllabus	<p style="text-align: center;">Our Christian value this term is Friendship. Learn about the values of Christianity and begin to learn Bible stories and link it to situations in their own lives.</p>		
<b>Outdoor PE Link to Leap into Life</b>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul> <p style="text-align: center;"><b>Saints P.E</b></p> <p style="text-align: center;"><b>Swimming</b></p> <p style="text-align: center;">Children will swim weekly. They will learn and improve swimming techniques in groups set according to their ability.</p>		
<b>Indoor PE</b>	<ul style="list-style-type: none"> <li>• To explore different ways of moving on different levels</li> <li>• To explore making different shapes with their body</li> </ul>	<ul style="list-style-type: none"> <li>• To combine movement and shape to form a routine to music with a group</li> </ul>	<ul style="list-style-type: none"> <li>• To perform a rountine to music in a group and discuss great points and what we could do better at next time.</li> </ul>
<p>Create toy inspired dance moves. Pretend to be dolls, trains, books, puppets or teddy bears and think about how these toys would move to music. Create a routine and perform in front of each other.</p>			