

**Half Term Overview Planner**

Teachers: Mrs Kay

Year Group: Year 1 /2

Academic Year: 2017-2018

Term: Spring 1st Half

Subject	Week 1 3.1.18	Week 2 8.1.18	Week 3 15.1.18	Week 4 22.1.18	Week 5 29.1.18	Week 6 2.2.18
<b>English</b>	<p>Spoken Language <b>YR1/2</b></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> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> </ul>					

	<ul style="list-style-type: none"> <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>Handwriting</p> <ul style="list-style-type: none"> <li>• Children begin to learn to join their handwriting.</li> </ul>		
	<p><b>Story Writing – 2 ½ weeks</b> <b>The Ginger Bread Man</b></p> <p><b>Phonics and SPAG</b></p>	<p><b>Poetry – 2 Weeks</b> <b>Dr Suess</b></p> <p><b>Phonics and SPaG</b></p>	<p><b>Letter Writing- 2 weeks</b></p> <p><b>Phonics and SPaG</b></p>
<p><b>Numeracy</b></p>	<p><b>YEAR 1</b> <b>Additive Reasoning</b> <u>Number and Place Value</u></p> <ul style="list-style-type: none"> <li>• Count to and across 100 forwards and backwards, beginning 0 or 1 or from any given number</li> <li>• Given a number identify one more and one less</li> <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 <math>7 = ? + 9</math></li> </ul>		<p><b>YEAR 1</b> <b>Number Sense</b> <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 or any given number</li> <li>• Count, read and write numbers to 100 in numerals</li> <li>• Count in multipls of 2s and 10s</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</li> </ul>

	<p><b>YEAR 2</b></p> <p><b><u>Additive Reasoning</u></b></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 and number facts to solve problems</li> </ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <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> <li>Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100</li> <li>Add and subtract numbers using concrete objects, pictorial representations, 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 number</li> </ul> </li> <li>Show that addition of two numbers can be done in any order and subtractions of one number from another cannot</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>Recognise and use symbols for pounds and pence combine amounts to make a particular value</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Find different combinations of coins to equal the same amount of money</li> <li>Solve simple problems in a practical context involving addition and subtractions of money of the same unit including giving change</li> <li>Ask and answer simple questions about totalling and comparing categorical data</li> </ul>	<p>(fewer), most, least</p> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes</li> </ul> <p><b>YEAR 2</b></p> <p><b><u>Number Sense</u></b></p> <p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward</li> </ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>Recognise odd and even numbers</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> </ul>	
<p><b>IPC History</b></p>	<p><b>IPC People of the Past</b></p>		
<p><b>IPC Geography</b></p>	<p>In geography children will look at Maps of where Christopher Columbus sailed. They will compare modern maps of this area to maps of his time and note similarities and differences. They plot his route on maps and talk about what we use now to help us navigate. Children will learn about Mount Everest in relation to Edmund Hilary. They will find out where it is positioned on a globe and how they would prepare for a trip like Hilary's.</p>		
<p><b>IPC History</b></p>	<p>History is the main humanities focus this term. Children will learn about important historical figures across all different areas. They will think about what qualities these people have that make them so famous/important and will discover whether any of these crossover. They will look at how the figures are remembered and why we should remember them.</p>		

<b>IPC</b> <b>Cultural Awareness</b>	Know that children within the class and school have different home countries Know the names and approximate locations of the home countries of children within the class (and/or school) Know about some of the similarities and differences between the lives of children in the different home countries and in the host country Be able to respect one another's individuality and independence Be able to work with each other where appropriate	
<b>Computing</b>	<b>We are collectors!</b>  Find and use pictures from the internet and organise the images according to various criteria.	
<b>IPC</b> <b>Art and Design</b>	<b>Create a Sea Creature - link with Columbus and myths of sea creatures in the unchartered sea</b>	<b>Cubism</b> <b>Children will create their own picture in the style of Picasso.</b>
Year 1/ 2 <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>		
<b>IPC</b> <b>Music</b>	<p style="text-align: center;"><b>People of the Past</b></p> <p style="text-align: center;">Mozart Requiem Mass D Minor          How music makes you feel?          Images music creates          History of Mozart          Tempo          Dynamics          Emotion</p> <p style="text-align: center;">Children to create a piece of music reflecting a given emotion</p>	
<b>PSHE/</b> <b>Citizenship/</b> <b>SEAL</b>	<p style="text-align: center;"><b>PSHE will link to the terms value of Justice.</b></p> Children will look at an animated parable that explores the question what's fair? The story encourages children to think about what's fair in different situations. E.g. sharing, the difference between fair and equality and how we consider those that are in some way disadvantaged <a href="http://www.bbc.co.uk/education/clips/znxqxb">http://www.bbc.co.uk/education/clips/znxqxb</a>	
<b>RE</b> Devon Agreed Syllabus	<p style="text-align: center;">This term we will be looking at 'Who made the world?' and the Creation Story          Children will think about who made the world and how we should live in it.</p> Children will learn about what different religions/faiths think about how the world was made and read and learn about an assortment of creation stories. They will then reflect on how we should treat and live in our world. <p style="text-align: center;">Children will also focus on our value of Justice and make reflections based on stories and thoughts around this value.</p>	
<b>Outdoor PE</b> Link to <b>Leap into Life</b>	<p style="text-align: center;"><b>Saints</b></p>	

	Outdoor P.E will be lead by the Southampton Saints,;
<b>Indoor PE</b>	<p><b>Gymnastics/Dance – link to IPC - children to create a sequence to reflect the travels of an explorer</b></p> <p>To explore gymnastic actions and still shapes. To move confidently and safely in their own and general space, using changes of speed, levels and direction. To copy or create and link movement phrases with beginnings, middle and ends. To perform movement phrases using a range of body actions body parts. To know how to carry and place apparatus. To recognise how their bodies feels when still and when exercising. To watch copy and describe what they and others have done. To learn how to bend and stretch and show examples of each.</p>