

## Half Term Overview Planner

Teachers: Mrs Clarke, Mrs Kay and Miss Lee

Year Group: Year 1 Academic Year: 2017-2018 Term: Autumn 1<sup>st</sup> Half

Subject	Week 1 4.9.18	Week 2 10.9.18	Week 3 17.9.18	Week 4 24.9.18	Week 5 1.10.18	Week 6 8.10.18	Week 7 15.10.18
English	<p><b>Spoken Language</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>Transcription</b></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><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Form capital letters</li> <li>Form digits 0-9</li> </ul> <p><b>Composition</b></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><b>Vocabulary, Grammar and Punctuation</b></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><b>Word reading</b></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>Postcards</b> <b>Meerkat Mail</b></p> <p><b>Wow Words</b> <b>Phonics</b></p>	<p><b>Recounts</b> <b>2 weeks</b></p> <p><b>Recounts relating to IPC topic - holiday destinations</b> <b>Wow words</b> <b>Phonics</b></p>
<b>Maths</b>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Count to 20, forwards and backwards beginning with 0 or 1</li> <li>Count, read and write numbers to 20 in numerals and words</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><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Read, write and interpret mathematical statements involving addition, subtraction and equals signs</li> </ul>	<p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Solve one step problems that involve addition subtraction, using concrete objects and pictorial representations and missing numbers; adding three one-digit numbers</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes</li> <li>Recognise and name common 3-D shapes</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes</li> </ul>
<b>IPC</b>	<p><b>IPC Hooray Let's Go on Holiday</b></p> <p><b>Children will follow the travels of Sunny the Meerkat as he visits different destinations. Children will find out about different countries to help Sunny decide where to go.</b></p>	
	<p>Locating the U.K, continents and oceans of the world on a world map. Looking at holiday destinations and where we have been on holiday.</p> <p>Holiday destinations - Brisbane (Aus), Florida (USA), Antarctica, Rome (Italy), Cairo (Egypt), London (UK), St Lucia (Caribbean), Paris (France), Africa</p> <p>Draw comparisons between England and these countries</p>	<p>My locality - Plymouth/Devon/Cornwall Attractions in and around Plymouth Plymouth as a holiday destination</p>
<b>IPC</b> <b>Geography</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>About the places people go to on holiday</li> <li>Some of the things people do on holiday</li> <li>What people wear on holiday</li> </ul>	

	<ul style="list-style-type: none"> <li>• How tourism can spoil holiday places</li> <li>• How and where to find different locations on maps</li> <li>• Basic map skills</li> </ul>	
<b>IPC History</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the holidays that we have had in our own past</li> <li>• About the holidays that our families and other people have had in the past</li> <li>• What is the same and what is different between holidays in the past and today</li> </ul>	
<b>IPC Cultural Awareness</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• What is the same and what is different between the lives and home countries of the different children in our class</li> <li>• About future holidays in space</li> </ul>	
<b>Computing</b>		
	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>IPC Art and Design</b>	<b>Art - working in the style of artists, using paint and collage to create a postcard DT - sand sculptures</b>	<b>Design and make a 3D model of a souvenir</b> <b>Explore the work of local artists</b>
	<p>Year 1</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 a variety of processes and materials.</li> </ul>	
<b>IPC Music</b>	<p><b>Performance. Children to listen to, compare, compose and perform world music on African Drums.</b>  <b>Focus on rhythm and call and response.</b></p>	
	<p>Be able to look at and discuss music from other cultures  Think about the purpose behind the music and why that differs from culture to culture  Listen to, compose and perform music from around the world</p>	

<b>PSHE/ Citizenship/ SEAL</b>	<p style="text-align: right;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• How to stay safe on holiday</li> <li>• Sun safety</li> <li>• Water safety</li> <li>• Transport - safety on trains, cars, road</li> <li>• What a pilgrimage is</li> <li>• Special places to our families - why?</li> </ul>
<b>RE</b> Devon Agreed Syllabus	<p style="text-align: center;"><b>God- Digging Deeper- The Creation Story</b></p>
<b>PE</b>	<p style="text-align: center;"><b>T4</b></p> <p>Outdoor P.E will be led by T4 it will be based around multiskills and sportsmanship</p> <p><b>Dance - dances from other culture</b></p> <ul style="list-style-type: none"> <li>• The children will learn dances from other cultures and think about their importance to the people</li> <li>• Children will consider what or if there are dances from our own culture</li> <li>• Children will create a dance that reflects Plymouth and its history</li> </ul>