

English(The Whale song, The Sea Monster, The Night Pirate, Commotion in the Ocean, Whale and the Snail Lost and Found

Model story maps

Terminology- full stop, finger spaces and capital letter

Spelling- Chn to use spell mats to spell phase 2-4 high frequency words

Spoken language -Use an audible voice, speak with limited adult prompts

,awareness of audience. respond with relevance to opinions of others, maintain active listening, justify answers, role play respond in character ,hot seating, group work and taking on different roles in group

Poetry- discuss own responses to poem, talk about favourite words or parts of poem, notice poem's pattern, be aware of significant poet and be able to join in with some of their poems(Michael Rosen? A.A. Milne, Spike Milligan)

Perform in unison, following the rhythm, keeping time, imitate and invent actions, read aloud clearly to be heard by adults and peers.

Create poetry-invent impossible ideas, observe details of firs hand experience using senses, list words and phrases ,experiment with alliteration, make adventurous word choices, silly sentences, shape poems

Non fiction writing-shared writing, link to sea if appropriate.

Autumn 2

D&T link to house challenge 2

Design and Plan:

Technical Knowledge

Making:

Evaluating

Construct with kits, use recycled materials to join and construct, explore methods of joining different materials together, choose most appropriate methods/glue to join, strengthening, Explore wheels and axels to make moving vehicles/models with moving parts, explore winding mechanisms, safe use of tools, use of templates, measuring, putting.

Science:Shoeburyness/seaside (link Forest School/Pond)

habitat /variation/alive, dead, never alive simple observation over time -seaweed from the beach.

Everyday materials context float, sink, waterproofing-,transporting water

- name variety
- properties
- compare/group
- changing shape (change by heating)

Research using secondary sources-context sea/sea bins ,pollution-plastic islands, fat bergs Conservation,Come outside sewerage and water treatment.

Understand significance of an invention to our lives-link to Sea Bins Light

- sources(link to RE)
- formation shadows(link to materials transparent/opaque etc)

Seasonal change

- observe and describe weather associated with seasons , compare

Working scientifically

1. Plan to investigate-statement vs q (which can we test?), suggest next step in a plan, predict what may happen in response to a q
 2. Choose and use equipment- choose from ltd selection equipment, follow instructions to use
 3. Generate and communicate evidence-make relevant observations, take non-standard measurements, use drawings/labels/pre prepared tables(class) to present evidence
 4. Consider evidence-describe observation, make simple comparison, was it as expected?, link cause and effect in simple situation
 5. Evaluate evidence- review and describe difficulties
- Possible contexts: making a light for a model using circuit, testing materials for building ships, transporting water, observations of puddles/rain collection over time, measuring shadows, changing materials by heating (fire/Forest school), and seasonal change.

Maths Subitising A1

Number: Counting to 30, count on in 1s to 20, count back in 1s to 20, count forwards in 2s to 20, count forwards in 10s to 100. Read numbers to 20 (teens), write numbers to 20 clearly. 1 more/ 1 less to 20. Order random numbers to 10. Ordinal numbers to 10th. Identify and represent numbers to 20 using different resources. Position numbers to 20 on a number line. Odd and Even numbers to 10. Recall subtraction facts to 5. Read number sentences involving signs. Used a marked number line to solve addition and subtraction to 10. Explain how they worked something out. Begin to develop a **count on** strategy to solve problems.

Shapel/ space/ measure: . Find doubles to 10. Halves to 20. Half shapes

Geography (Shoeburyness, Pirate Day)

Making maps-real/imaginary places-use own symbols and a key.

Plan view

Using maps or photographs-use map to move round school, understand it's about place, extract info from map, use photos to describe landscapes ,townscapes-context compare 2

localities seaside town, us aerial photos to investigate places ,use globe

Fieldwork-draw simple sketches to show features observed in environment, add labels/match labels to features.

Sustainability-understanding of environmental change

Phonics

18.9.17 Phonics baseline

20.11.17 Screen 2

Jan 18 Screen 3

Teaching across year/individual supports and planning dependent. on results of screening

R.E.PSE SMSC PC4 BLP

Circle times A1 friendship, listening, getting to know you.Moseley.2x pw.-1 in opposite of Forest school Awe and Wonder, natural world.

New syllabus

.Big Questions

PSE: Health and well-being: healthy lifestyle, making choices, feelings, personal hygiene, network of people who care- in/out of school, safety.

PE: CSE- Dance

Explore body actions: cope and explore basic body actions form a range of stimuli (Great fire of London) (words, poetry, sounds, objects) Travel. Stillness .Move with control. Vary the use of space. Describe the effects of exercise.

Copy simple movements and perform basic body actions- use different parts of the body singly and in combination show some sense of dynamic, expressive and rhythmic qualities.

Choose appropriate movements for different dance ideas and to make own simple dance phrase with a beginning middle and end.

Year 1 teacher- Multi- skills.

Explore underarm, rolling and hitting skills.

Explore travelling with an object.

Track other equipment sent to them, moving in line with the ball to collect it.

Kick a ball in the direction of a person.

Throw an object overarm- bean bag of balls.

Sometimes catch a beanbag and a medium size ball.

Aim at various targets.

History (Less focus this A1 ,could link in Guided Reading to Seaside in past.A2 Guy Fawkes

Chronology- To sequence some events or two related objects in order. To use common words and phrases about the passing of time including calendar time.

Event people and changes in the past- Learn about events that are significant in history-. Learn about the lives of significant people in the past who contributed to national/ international achievements (kings/ queens/ Guy Fawkes/). Tell the difference between past and present in their own lives.

Interpretation- opinion- Identify and recount some details from the past from sources- picture sources..

Autumn 2017
Year 1
Dynamic
Discoveries

Forest School

Rules: boundaries. Taking risks safely. Learning about the year 1 area.

- Dying fabrics
- Climbing trees
- Imaginary play
- Mini beasts home/ shelters/ habitats
- Creating 3D structures from clay.
- Building dens/ shelters.
- Goldworthy ,AWE and WONDER,

Art: Goldworthy, Lowry-Seaside Promenade and At the Seaside, Hokusai The Great Wave, Turner ships Morning challenges

Drawing: using different materials to make marks, use a sketchbook to collect and gather work, use dark, medium and light tones using different grades of pencil. Explore shading using different media. **Draw simple pictures from imagination and memory.** Choose the right colours. Work in black and white/ or colours. Begin to fill the paper.

Painting: Use a variety of tools inc. different brush sizes and types. Know the basic principles of **colour mixing- dry.** Choose the right colour for a purpose. **Represent things that are imagined or remembered.** Explore the effect of using water adding to paint, glue, sand, sawdust. **Paint foregrounds and backgrounds. Identify prime colours and secondary colours.**

Collage : Use a variety of materials. Arrange glue materials to different backgrounds. Develop awareness of contrasts in texture and colour. Fold, crumple, tear and overlap collage materials. Work on different scales. Use PVA glue, glue sticks and copy dex.

Pop up art with everyday objects—positioning and how to display.

Outdoor Learning:

Keeping safe in the area- transferring skills from reception to year 1. Learning how to use the area and where to store the resources.

Skills for construction: creating spaces, building- stacking up, enclosing, connecting, attaching, climbing, transporting, moving, handling, sharing, turn taking, measuring, persevering, balancing, role play, re-enacting/ , acting, talking- reasoning, explaining, planning, concluding, sharing.

Carrying, mark making, writing, estimating, sharing, reading.

Skills for water area: Pouring, tipping, mixing, splashing, stirring. Transporting, transferring, sweeping, carrying, building , connecting, taking turns, mark making, listening to sounds, feeling the water, jumping, working together, sharing, filling

Skills for natural area:

Influences on Curriculum:

Trip to Shoeburyness

House challenge A1 Collage.A2 DT-vehicles

Roald Dahl's Birthday

Talk like a pirate day 19.9.17

Everybody Writes Day Oct 21

Bonfire Night

Antibullying Week 13.11.17

Xmas trail

Xmas songs