



## Year 1/2 Planning 2018-2019 (Cycle 3 Autumn a)

<b>Topic theme</b>	<b>People who help us</b>		
Comm 2	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say		
Comm 1	To listen to others and take turns to talk, To orally describe the character to another person, Listen to, sequence and retell the story orally. Act out the story using the role play masks		
Spag 2	<b>Spelling</b> From No Nonsense spellings. Block 1. Revising phase 5 GPCs. Homophones. Proof reading Common exception words – especially those with ‘i’ in – kind, find, child Polysyllabic words.	<b>Punctuation and Grammar</b> Recap on full stops and capital letters Word types – adverbs and adjectives Expanded noun phrases	<b>Strategies for learning/ spelling words.</b> Spelling journals Segmentation Have a go books Writing in the environment Highlighting tricky part in Common exception words
Spag 1	<b>Spelling</b> Phase 3 phonics recap (dependent on cohort and abilities)	<b>Punctuation and Grammar</b> Capital letters and full stops in a sentence Adjectives Questions and question marks Use nouns and pronouns for variety	<b>Strategies for learning/ spelling words.</b> Phonics High frequency words.
Read 2	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry	<b>Suggested texts:</b> Diaries Recounts Nurse Clementine Non-fiction Florence Nightingale	
Read 1	To identify favourite character from a well- known story Listen to, sequence and retell the story orally. To listen to and retrieve information Write some words as notes	<b>Suggested texts:</b> Nurse Clementine Non-fiction Florence Nightingale George’s dragon visit to fire station	
Write 2	Write narratives about events (real and fictional) Write for different purposes Plan or say out loud what they are going to write about Read aloud what they have written with appropriate intonation to make the meaning clear	<b>Suggested activities:</b> Retell the stories of the famous nurses. Diary entry for the people we have studied Story about someone who helps them Descriptive writing about each of the locations where the nurses worked and compare	
Write 1	To write simple sentences using phonics, finger spaces and full stops. Write a simple narrative retelling the story using full stops, capital letters and finger spaces. To describe a character from a story Retell the story in simple sentences using capital letters, full stops and finger spaces. To write in role of a character Sequence a story To write simple facts To write a non chronological report	<b>Suggested activities</b> Retell the stories of the famous nurses. Diary entry for the people we have studied Story about someone who helps them Descriptive writing about each of the locations where the nurses worked and compare	
Maths 2	See individual plans		
Maths 1	See individual plans		
Science 2	Animals including humans (see overview)		
Science 1	Seasonal changes (see overview)		
Humanities 1 / 2	Florence Nightingale, Mary Seacole and Edith Cavell. Describe significant people from the past, recognise that there are reasons why people did the things they did and describe historical events. Ask questions such as what was it like, what happened? Use artefacts, pictures, stories to find out about the past. Place events in order on a timeline. Name and locate the world’s continents and oceans		

	including Antarctica, Europe, Africa, North America, South America, Asia, Australasia, Pacific Ocean, Atlantic Ocean, Indian Ocean and Southern Ocean. <b>Recount of an event in one of the nurse's lives.</b> <b>Description of the conditions they worked in. Diary of one of the nurses.</b>
DT / Art 1 / 2	Harvest art – including painting, pastels, collage (use of mixed media). Portait painting.
Computing 1	Programming – Beebots, Understand algorithms as a sequence of instructions in everyday contexts. Program floor turtles using sequences of instructions to implement an algorithm. Can give explanations for what they think a programme can do. Other cross-curricular ICT opportunities – green screen interview with one of the nurses.
Computing 2	Programming - Scratch Jr Understand algorithms as a sequence of instructions or sets of rules in everyday contexts. Can program on screen using sequences of instructions to implement an algorithm, correcting any errors. Can give logical explanations for what they think a programme can do. Other cross-curricular ICT opportunities – green screen interview with one of the nurses.
RE 1 / 2	Self and Community (SACRE)- How does the Khalsa influence the lives of Sikh families  Begin to name the different beliefs and practices of Christianity and at least one other religion (Yr1) Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions (Yr 2) Begin to talk about and find meanings behind different beliefs and practices (Yr 1) Talk about and find meanings behind different beliefs and practices (Yr 2)
PSHE 1 / 2	<b>Beginning and Belonging: how to cope with new situations and building friendships</b> How to make the classroom a place to learn and play safely; to develop collaborative relationships within the class; to empathise about how it feels to be new to a school; to learn how to make new pupils welcome; to know who and what could help them in a new situation; to know which adults can help them; to know how to ask for help and have some idea of how they can help others
PE 1 / 2	<b>Fundamental skills- Unit 1</b> Can move about the space changing direction with control, avoiding others, can carry an object safely. Can move about the space changing direction with control, avoiding others, can carry and aim an object safely. Can move about the space changing direction with control and can carry, aim and roll an object safely. Can dribble a ball with increasing control and kick a ball. Can throw and catch with increasing control, sometimes catching a bouncing ball. Can move about the space and can carry and throw an object safely. <b>Dance-moving forward:</b> Can perform a short motif using action words as stimuli that has different levels, direction and dynamics. Can perform a short motif of action words to music. Can perform creeping, stepping and spinning actions as a dance phrase, to music. Can perform short dances based on-action words, whole body actions, part body actions, travel and gestures with a clear start and finish and with repeated shapes and actions in the middle. Can perform short action word motifs to create a phrase of actions and link together to showing contrasting dynamics/timing and unison. Can perform short action word motifs to create a phrase of actions and link together to showing contrasting dynamics/timing and unison.
Music 1 / 2 Ourselves and toys	Follow instructions on how and when to sing/play instrument. Use symbols to represent composition. Make and control long and short sounds. Identify pitch. Identify beat. Recognise changes in tempo.

Year 1	Year 2	Both years	Writing opportunities
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