



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

Topic theme	<b>Celebrations</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 Performing in Christmas play Reciting poetry to the class. Read aloud what they have written with appropriate intonation to make the meaning clear		
Comm 1	Performance for the Christmas play To listen to others and take turns to talk		
Spag 2	<b>Spelling</b> From No Nonsense spellings. Block 2 Year 2 common exception words More homophones /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' /s/ sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' and 'gn' at the beginning of words	<b>Punctuation and Grammar</b> Past and present tense Sentence types – statement, question, command. Use of question marks. Commas in a list	<b>Strategies for learning/ spelling words.</b> Kinaesthetic and visual methods Rainbow write
Spag 1	<b>Spelling</b> Begin phase 4 phonics (dependent on cohort and ability)	<b>Punctuation and Grammar</b> Question marks Full stops and capital letters Adjectives	<b>Strategies for learning/ spelling words.</b> Phonics High frequency words.
Read 2	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	<b>Suggested texts:</b> Magic Paintbrush The Christmas story Non-fiction on the Gunpowder plot Story of Divali Story of Hannukah Katie Morag and the wedding The Scarecrow's wedding	
Read 1	Predict what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Read aloud writing clearly enough to be heard by peers and the teacher. Listen to the story and sift out relevant details	<b>Suggested texts:</b> So Much Magic Paintbrush The Christmas story Non-fiction on the Gunpowder plot Story of Diwali Story of Hannukah Katie Morag and the wedding The Scarecrow's wedding	
Write 2	Write narratives about personal experiences and those of others (real and fictional) Write poetry Write for different purposes Write down ideas and/or key words, including new vocabulary	<b>Suggested activities:</b> Retell stories Diary entry for Guy fawkes Bonfire poetry – senses or shape poems. Recount from the point of view of a Jewish or Hindu child of what they do on their celebration days. Narrative of personal experiences of celebrations.	
Write 1	Recount experiences with interesting detail. Use adjectives in a sentence(s) Write a simple narrative retelling the story using full stops, capital letters and finger spaces.	<b>Suggested activities:</b> Retell stories Diary entry for Guy fawkes	

	<p>To begin to know what a question is and to write a question using a question mark.</p> <p>To recall what a setting is in a story</p> <p>To use names, places and things</p> <p>Write some words as notes</p> <p>To write simple facts</p>	<p>Bonfire poetry – senses or shape poems.</p> <p>Recount from the point of view of a Jewish or Hindu child of what they do on their celebration days.</p> <p>Narrative of personal experiences of celebrations.</p>
Maths 2	See separate plans	
Maths 1	See separate plans	
Science 2	Uses of every day materials (see individual plans)	
Science 1	Animals including Humans (see individual plans)	
Humanities 1 / 2	<p>Bonfire Night – Gunpowder plot, Divali, Hannukah, Remembrance day, Christmas. Describe historical events, label timelines. Observe or handle evidence. Learn about significant events locally and nationally. Use phrases such as a long time ago, years, decades, centuries to describe the passing of time.</p> <p><b>Extended writing opportunity: Diary of one of Guy Fawkes or Robert Catesby Rewrite stories linked to some of the religious festivals.</b></p>	
DT / Art 1 / 2	<p>Study Matisse’s stained glass window that celebrates an event. Use printing and overlapping patterns.</p> <p>Create cards and calendars using different techniques. Rangoli patterns. Mimic print in the environment. Use objects to create prints. Press, roll or rub and stamp to create print. Show pattern and texture using dots and lines.</p> <p><b>Extended writing opportunity: Write the story behind their pieces – why did they choose the different elements, what do they represent?</b></p>	
Computing 1	<p>Programming – Beebots,</p> <p>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.</p> <p>Other cross-curricular ICT opportunities – e book of one of the stories. Art on paint using the repeated or rangoli patterns.</p>	
Computing 2	<p>Programming - Scratch Jr</p> <p>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.</p> <p>Other cross-curricular ICT opportunities – e book of one of the stories. Art on paint using the repeated or rangoli patterns.</p>	
RE 1 / 2	<p><b>Celebrations (SACRE)</b></p> <p>Show how different people celebrate aspects of religion (Yr 1)</p> <p>Begin to understand what it looks like to be a person of faith (Yr 2)</p> <p>Either ask or respond to questions about what individuals and faith communities do (Yr 1)</p> <p>Ask and respond to questions about what individuals and faith communities do (Yr 2)</p>	
PSHE 1 / 2	<p><b>Myself and My relationships -family and friends</b></p> <p>To be able to describe what a friend is and does; to develop strategies for making and keeping friends; to understand that friendship patterns change and how to cope with that; to recognise similarities between themselves and their peers; to understand why families are special, understand that family patterns are different, and to explain what is special about their family; to know which people are special to them and be able to describe why; to know how to seek support and from whom</p>	
PE 1 / 2	<p><b>Football:</b> I can use the correct foot technique to kick a ball. I can pass a ball to my partner. I can receive a ball. I can walk while dribbling a football.</p> <p><b>Gym-Points of contact:</b> To perform a position of stillness with 2 or more contact points showing control. To perform a position of stillness on a single contact point showing control. To transfer weight from one position of stillness to another position of stillness showing control. To link one position of stillness to one other action smoothly. To create, remember and repeat a movement phrase combining 2 varying positions of stillness with at least one other action. To remember, improve and perform a movement phrase combining 2 varying positions of stillness with at least one other action.</p>	
Music 1 / 2 Our land Bodies	<p>Create short musical patterns.</p> <p>Recognise changes in dynamics, timbre and pitch.</p> <p>Create a mixture of different sounds.</p> <p>Choose sounds to create an overall effect.</p> <p>Identify the beat.</p> <p>Create short rhythmical phases</p> <p>Use symbols as notation.</p>	

Year 1	Year 2	Both years	Writing opportunities
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