



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

Topic theme	Space		
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	<p><b>Spelling</b> From No Nonsense spellings. Block 3 /a:/sound spelt 'y' sound spelt '-le' at the end of words and following a consonant</p> <p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it Adding the ending 'y' to words ending in 'e' with a consonant before it /i:/ sound spelt 'ey' /r/ sound spelt 'wr'</p> <p>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p>	<p><b>Punctuation and Grammar</b> Exclamations Exclamation marks Apostrophes for contractions Conjunctions for subordination and co-ordination Sentence types – statements, commands, exclamations and questions. add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Compound words – eg. Superman</p>	<p><b>Strategies for learning/ spelling words.</b> common exception words and high-frequency words (<i>could, should, would</i>) Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>) Near homophones (<i>quite/quiet</i>) Common exception words (<i>move, prove, improve, should, would, could, most, both, only</i>)</p>
Spag 1	Phonics phase 4 (dependent on cohort and ability)	using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest	
Read 2	<p>Be introduced to non-fiction books that are structured in different ways Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Read words containing common suffixes Discuss the sequence of events in books and how items of information are related</p>	<p><b>Suggested texts:</b> Blast Off Moon Zoom Intergalactic Ed and the space pirates Spaceman Ray Edward built a rocketship Aliens love Smelly Jelly Aliens love underpants ..... A grand day out – Wallace and Gromit Here come the aliens Whatever Next Q Pootle 5 Non-fiction texts</p>	
Read 1	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experience Name the letters of the alphabet: naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound</p>	<p><b>Suggested texts:</b> Blast Off Moon Zoom Intergalactic Ed and the space pirates Spaceman Ray Edward built a rocketship Aliens love Smelly Jelly Aliens love underpants ..... A grand day out – Wallace and Gromit Here come the aliens Whatever Next</p>	

		Q Pootle 5 Non-fiction texts
Write 2	Write about real events Write for different purposes Plan by encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils Write narratives about personal experiences and those of others (real and fictional) Use expanded noun phrases to describe and specify [for example, the blue butterfly]	<b>Suggested activities:</b> Recount of the moon landing Diary of A grand Day Out
Write 1	Write sentences by: saying out loud what they are going to write about and composing a sentence orally before writing it Sequence sentences to form short narratives Join words to make sentences and join clauses using and Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	<b>Suggested activities:</b> Recount of the moon landing Diary of A grand Day Out
Maths 2	See individual plans	
Maths 1	See individual plans	
Science 2	Everyday materials (see individual plans)	
Science 1	Scientists (see individual plans)	
Humanities 1 / 2	Describe significant people from the past – Neil Armstrong- and historical events (Moon landing). Putting events on a timeline. Observe and handle evidence to answer questions. <b>Write information book or cards about different planets. Recount of the first moon landing. Diary of Neil Armstrong</b>	
DT / Art 1 / 2	Make space buggies. Create products using levers, wheels and moving mechanisms. Design products that have a clear purpose. Make products refining the design. Suggest improvements to existing designs, <b>Evaluation of final piece. Write an adventure for their space buggy to go on.</b>	
Computing 1	Internet – e-safety and research. Can keep themselves safe while using digital technology. Can understand information on the internet can be seen by others. Can understand what to do if they see disturbing content online at school or at home. Can show an awareness of how IT is used for communication beyond school. Other cross-curricular ICT opportunities – research planets and create posters / leaflets on computer. Direct a beebot across a moon landscape.	
Computing 2	Internet – e-safety and research. Can keep themselves safe and show respect to others while using digital technology. Can understand that they should not share personal information on the internet. Can understand what to do if they see disturbing content or contact online at school or at home. Can show an awareness of how IT is used for a range of purposes beyond school. Other cross-curricular ICT opportunities – research planets and create posters / leaflets on computer. Direct a beebot across a moon landscape.	
RE 1 / 2	People in Christianity- Who was Jesus? (SACRE) <b>Retell some of the stories of Jesus</b> To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity (Yr 1) Retell some of the religious and moral stories from the bible and at least one other religious text or special books (Yr 2) Begin to suggest meanings of some religious and moral stories (Yr 1) Suggest meanings of some religious and moral stories (Yr 2)	
PSHE 1 / 2	<b>Healthy lifestyles</b> To know the range of things which can keep them healthy; to know why healthy eating is important and how it helps physical activity; to understand the difference between being active and sedentary, simple benefits of exercise and how their bodies feel after exercising; be able to talk about foods they like and dislike, and say why; to know food fits into an Eatwell plate, and what constitutes a balanced meal; to understand we need food to grow, be active and maintain health; to understand we should eat at least 5 portions of fruit and vegetables a day; to know how to make healthy eating choices and how to prepare simple healthy foods; to know how to make choices to promote healthy living.	
PE 1 / 2	<b>Gym-Ball, Tall and Wall:</b> To show a variety of ball shape actions on the floor and involving low/small apparatus. To show a variety of tall shape actions on the floor and involving low/small apparatus. To show a variety of wall shape actions on different levels on the floor and involving low/small apparatus. To show ball, tall and wall shape actions covering different levels on the floor and involving apparatus. To create a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus. To remember, improve and perform a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus. <b>Trails, Trust and Teambuilding:</b> Can follow instructions, remember what they have seen and give directions. Can follow instructions, remember what they have seen and give directions. Can follow a range of trails and use a simple shapes 'map'. Can work together to perform a task.	
Music 1 / 2 Animals Numbers	Recognising and responding to pitch (imitating and identifying) Using symbols as notation. Identify the difference between beat and rhythm. Clapping rhythms. Creating rhythmic phases. Create a mixture of different sounds.	

Year 1

Year 2

Both years

Writing opportunities

