



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

Topic theme	Busy Bodies		
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	participate in discussion about what is read to them, taking turns and listening to what others say		
Spag 2	<b>Spelling</b> From No Nonsense spellings. Block 4 /o/ spelt 'a' after 'w' and 'qu' /z/ spelt 's', segmentation and syllable clapping. Adding '-es' to nouns and verbs ending in 'y' The possessive apostrophe (singular nouns) Adding suffixes '-ful', '-less' and '-ly' Words ending '-tion'	<b>Punctuation and Grammar</b> Apostrophes for possession Revisit word types Revisit sentence types Application of punctuation and grammar already covered.	<b>Strategies for learning/ spelling words.</b> Mnemonics Homophones ( <i>new/knew, there, their, they're</i> ) Look, say, cover, write, check for selected words Using an alphabetically- ordered word bank Contractions ( <i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i> )
Spag 1	Begin phase 5 phonics (dependent on cohort and ability)	using the prefix un- full stops and capitals letters Question marks Exclamation marks	
Read 2	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 Learn to appreciate rhymes and poems, and to recite some by heart	<b>Suggested texts:</b> Get into bed Neck and shoulders Non-fiction texts Poetry on the senses – Hamilton trust Sensational: Poems inspired by the 5 senses. The Works books by Paul Cookson Dear Tooth Fairy George's Marvellous Medicine	
Read 1	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Recognise and join in with predictable phrases Discuss word meanings, linking new meanings to those already know Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far	<b>Suggested texts:</b> Get into bed Neck and shoulders Non-fiction texts Poetry on the senses – Hamilton trust Sensational: Poems inspired by the 5 senses. The Works books by Paul Cookson Dear Tooth Fairy George's Marvellous Medicine	
Write 2	Write for different purposes Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Learn the possessive apostrophe (singular) [for example, the girl's book] Use sentences with different forms: statement, question, exclamation, command Use the present and past tenses correctly and consistently including the progressive form Use subordination (using <i>when, if, that, or because</i> ) and co-ordination (using <i>or, and, or but</i> )	<b>Suggested activities:</b> Write poems on the senses Create recipes Evaluate cooking Instructions for keeping fit and games Bedtime story to encourage younger children to go to bed. Posters about keeping healthy Letters to the tooth fairy	
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 Begin to use question mark or exclamation marks	<b>Suggested activities:</b> Write poems on the senses Create recipes Evaluate cooking Instructions for keeping fit and games	

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Maths 2	See individual plans	
Maths 1	See individual plans	
Science 2	Living things and their habitats (see individual plans)	
Science 1	Seasons – Spring/Summer (see individual plans)	
Humanities 1 / 2	Name and locate the world's continents and oceans – look at where food comes from. Use world atlases and globes to locate countries. Understand geographical similarities and differences around the world. Identify seasonal and daily weather patterns – where can we grow different food and why? Fairtrade. Tesco's visit – farm to fork programme. Use basic geographical vocabulary such as farm, town, village. <b>Write a story from the perspective of a piece of food – where did it originate, how did it travel... Weather report</b>	
DT / Art 1 / 2	Sensational salads - Cut, grate or peel ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. <b>Evaluate their salads. Write recipes.</b>	
Computing 2	Paint/ 2Simple – Can create original content using digital technology Other cross-curricular ICT opportunities – Create a recipe using photos and writing. Video themselves doing songs or games for keeping fit.	
Computing 1	Paint/ 2Simple – can store and organise and retrieve content on digital devices for a given purpose. Other cross-curricular ICT opportunities – Create a recipe using photos and writing. Video themselves doing songs or games for keeping fit.	
RE 1 / 2	Wonderful World- multi faith beliefs on creation (Bass school unit) <b>Write some of the creation stories</b> Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion (Yr 1) Pupils begin to use key words and vocabulary related to Christianity and at least one other religion (Yr 2) Express their own ideas creatively (Yr 1) Express their own ideas, opinions and talk about their work creatively using a range of different medium (Yr 2)	
PSHE 1 / 2	<b>Personal safety</b> To identify trusted adults and to know what, why, who and when to tell; to be able to assess the school and grounds by using their senses; to identify the sixth sense; to be able to use their senses to stay safer; to identify safer places to play; to understand the need to have a strategy to keep safe; to name body parts including sexual parts; to be able to distinguish between yes and no touches; to be able to recognise good and bad secrets and tricks; to assess risk and keep safer; to be able to use assertive voice and body language.	
PE 1 / 2	<b>Y1-Fundamentals Unit 1:</b> Can move about the space changing direction with control, in a range of ways and avoid others. Can move about the space changing direction with control, avoiding others can aim and throw a ball safely. Can move about the space changing direction with control and can carry, aim and roll a ball safely. Can move about the space changing direction with control, avoiding others, can aim, throw and catch a ball. Can move about the space changing direction with control, avoiding others, can aim, throw, catch, trap and kick a ball. Can move about the space changing direction with control, avoiding others, can aim, throw and catch and kick a ball. <b>Dance-Magical Friendships:</b> Can perform a range of linked penguin actions with imagination Have copied, remembered and repeated a taught movement phrase and control. Can select and perform a variety of movements that show changes in speed and size. Can travel using different ideas to meet a partner. Can link together different gestures to show greeting a friend. Can select and perform movements that show a 'magical friendship' between 2 different characters.	
Music 1 / 2 Storytime Seasons	Sequence sounds to create an overall effect. Create a mixture of different sounds. Make and control long and short sounds using voice and instruments. Recognise changes in pitch and imitating changes in pitch	

Year 1	Year 2	Both years	Writing opportunities
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