



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

Topic theme	Animals		
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 discuss what they have written with the teacher or other pupils & read aloud their writing clearly enough to be heard by their peers and the teacher.		
Spag 2	<p><b>Spelling</b></p> <p>From No Nonsense spellings. Block 5</p> <p>The /l/ or /əl/ sound spelt 'el' at the end of words</p> <p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</p> <p>The /ɔ:/sound spelt 'a' before 'l' and 'll'</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>Suffixes '-ment' and '-ness'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p>	<p><b>Punctuation and Grammar</b></p> <p>Revision of content covered in preparation for SATs</p>	<p><b>Strategies for learning/ spelling words.</b></p> <p>using analogy (includes dictation)</p> <p>selected words using cards</p>
Spag 1	Phase 5 phonics (dependent on cohort and ability)	<p>Joining words to make sentences</p> <p>Joining clauses using and</p> <p>Capital letters for names of people, places, days of the week and the personal pronoun I</p>	
Read 2	<p>Be introduced to non-fiction books that are structured in different ways</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>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</p>	<p><b>Suggested texts:</b></p> <p>Handa's surprise.</p> <p>Monkey Puzzle</p> <p>Tinga tales / Just so stories</p> <p>Aesop's fables</p> <p>Roar</p> <p>Enormous crocodile</p> <p>Bringing the rain to Kapat plain</p> <p>Gorilla by Anthony Browne</p> <p>Mama Panya's pancakes</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</p> <p>Discuss word meanings, linking new meanings to those already know</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p><b>Suggested texts:</b></p> <p>Handa's surprise.</p> <p>Monkey Puzzle</p> <p>Tinga tales / Just so stories</p> <p>Aesop's fables</p> <p>Roar</p> <p>Enormous crocodile</p> <p>Bringing the rain to Kapat plain</p> <p>Gorilla by Anthony Browne</p> <p>Mama Panya's pancakes</p>	
Write 2	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write for different purposes</p> <p>Make simple additions, revisions and corrections to their own writing</p> <p>Use sentences with different forms: statement, question, exclamation, command</p>	<p><b>Suggested activities:</b></p> <p>Retelling stories</p> <p>Write own fable / just so stories</p> <p>Instructions</p> <p>Lists</p> <p>Look at rhyming patterns – write own rhyming story.</p>	

		Information book about animals.
Write 1	Re-read what they have written to check that it makes sense join words to make sentences and join clauses using and Use question marks or exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	<b>Suggested activities:</b> Retelling stories Write own fable / just so stories Instructions Lists Look at rhyming patterns – write own rhyming story. Non-fiction text about an animal
Maths 2	See individual plans	
Maths 1	See individual plans	
Science 2	Plants (see individual plans)	
Science 1	Plants (see individual plans)	
Humanities 1 / 2	<b>Sensational Safari</b> - Understand geographical similarities and differences by studying human and physical features of UK and contrasting non-european country – Kenya. Ask geographical questions. Use maps and atlases to identify countries studied. Name and locate the world's continents and oceans. Use basic geographical vocabulary to describe key features. Use aerial images and plan perspectives to recognise landmarks and key physical features. Name and locate hot and cold areas of the world in relation to the equator. Use compass directions and locational language to describe location of features and routes on a map. <b>Write a description of the differences between the UK and Kenya. Fact file about an animal and how it is suited to its habitat.</b>	
DT / Art 1 / 2	<b>Fabricate</b> - Use weaving to create patterns. Wax resist and dying – batik. Use plaiting. Colour and design textiles using a number of techniques. Use rolled up paper, straws, card and clay as materials. Use a combination of materials that are cut torn and glued. Mix materials to create texture. Sort and arrange materials. Describe the works of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. <b>Evaluation of final pieces. Description of the work that they are seeing.</b>	
Computing 1 / 2	Word processing Can use digital technology to store and retrieve content. Can create and edit original content for a given purpose. Understand copywriting of images. Other cross-curricular ICT opportunities - Green screen Kenya. Powerpoint on favourite animals.	
RE 1 / 2	Places in Christianity – What makes a Church a special place for Christian people? (Baptism, Marriage, Holy Communion) <b>Write a description of one of these ceremonies</b> 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>Anti Bullying</b> To begin to understand what bullying is, and recognise examples of physical, verbal and simple indirect forms of bullying such as cyber bullying; to begin to understand why bullying occurs and that it is an unacceptable form of behaviour; to understand that bullying can occur when people do not respect and value similarities and differences between people; to understand how it feels to be bullied; to understand how it feels to see someone else being bullied; to understand how someone who bullies might feel; to identify some people in and out of school they can talk to if they were being bullied; to develop simple strategies for how to keep safe from bullying, including how to respond assertively; to develop simple ways to help someone who is being bullied, and understand what to do if they see someone being bullied; to identify places in school where bullying might happen; to identify ways the school can create a caring ethos and encourage positive and safe relationships	
PE 1 / 2	<b>Athletics:</b> I can run with control I can jump with control I can move with control and co-ordination I can develop awareness of throwing objects and weight I can take off and land in a co-ordinated way I can develop awareness of jumping and height <b>swimming:</b> I can explain why pool safety is important and why we need to follow rules I can begin to learn the stream line position I can travel on my front or back with and without aids I can propel in water I can retrieve object in water I can glide in water and start kicking	
Music 1 / 2 Weather Pattern	Make and control long and short sounds using voices and instruments. Create short rhythmical phases. Sequence sounds to create an overall effect. Create short musical patterns. Uses symbols to represent composition and use them to help with a performance. Play different patterns of steady beat.	

Year 1	Year 2	Both years	Writing opportunities
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