



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

Topic theme	Seaside		
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	<b>Spelling</b> From No Nonsense spellings. Block 6 /ʌ/ sound spelt 'o' /l/ or /əl/ sounds spelt 'il' at the end of words Revision of previous strategies and spelling patterns	<b>Punctuation and Grammar</b> Revision of Year 2 content	<b>Strategies for learning/ spelling words.</b> Revision of previous learning including Year 2 common exception words.
Spag 1	Phase 5 phonics (dependent on cohort and ability)	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 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	
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 Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry Discuss their favourite words and phrases Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<b>Suggested texts</b> The Lighthouse Keeper's Lunch Sharing a shell Gilbert the Great The Boy on the beach Magic Grandad Commotion in the ocean Seashells non-fiction. Non-fiction texts on sea creatures Where the forest meets the sea	
Read 1	Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Be encouraged to link what they read or hear read to their own experience Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognise and join in with predictable phrases learn to appreciate rhymes and poems, and to recite some by heart discuss word meanings, linking new meanings to those already know	<b>Suggested texts:</b> The Lighthouse Keeper's Lunch Sharing a shell Gilbert the Great The Boy on the beach Magic Grandad Commotion in the ocean Seashells non-fiction. Non-fiction texts on sea creatures. Where the forest meets the sea	
Write 2	write narratives about personal experiences and those of others (real and fictional) write for different purposes write about real events write poetry make simple additions, revisions and corrections to their own writing Use sentences with different forms: statement, question, exclamation, command Use the present and past tenses correctly and consistently including the progressive form	<b>Suggested activities</b> Write a new story for the Lighthouse Keeper Description of how seashores have changed through the years. Fact files about sea creatures Posters about keeping beach clean / pollution in the sea. Descriptive poetry about sounds at the seaside.	
Write 1	re-read what they have written to check that it makes sense	<b>Suggested activities</b>	

	join words and joining clauses using and use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Write a new story for the Lighthouse Keeper Description of how seashores have changed through the years. Fact files about sea creatures Posters about keeping beach clean / pollution in the sea. Descriptive poetry about sounds at the seaside.
Maths 2	See individual plans	
Maths 1	See individual plans	
Science 2	Continue Plants (see individual plans)	
Science 1	Continue plants, plus work on Seasons – summer (see individual plans)	
Humanities 1 / 2	Beside the seaside – Use geographical vocabulary such as beach, coast, forest, hill, ocean, river. Use compass directions and locational language to describe location of features and routes on a map. Name some seaside resorts of the UK using a map. Describe simple human and physical features. Recount changes that have happened in living memory – seaside resorts. <b>Beside the seaside poster advertising an event. Comparison writing about seashores in the past and present.</b>	
DT / Art 1 / 2	Lighthouse keeper's lunch – Respond to ideas and starting points. Explore different materials and methods as ideas develop. Design products that have a clear purpose and intended user. Make products, refining the design as work progresses. Cut materials safely. Measure and mark out to the nearest cm. Demonstrate a range of cutting and shaping materials. Demonstrate a range of joining techniques. Observational drawing of shells- use dots and lines to create texture. <b>Evaluation of their product.</b>	
Computing 1 / 2	Presentation skills 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 - Poster advertising a seaside event. Powerpoint of a seaside resort.	
RE 1 / 2	The Pope, The Dalai Lama, Sikh Guru, Gobind Singh Ji <b>Write about their lives and achievements</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) Either ask or respond to questions about what individuals and faith communities do (Yr 1) Ask and respond to questions about what individuals and faith communities do (Yr 2)	
PSHE 1 / 2	<b>Me and my emotions-</b> transitions Teachers and Leaders <b>Letter to their new teacher</b> To recognise some of their gifts, strengths, emotions and talents; to be able to identify and develop a new skill; to understand and develop skills as a good communicator including listening skills, explaining and taking turns; to know and practise group work skills, including discussion, negotiation, compromise and cooperation; to understand how their skills can be useful in a group; to apply communication and group skills in a real situation; to be able to state some things they did well in a group task, and some things they would like to do better	
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 Water Travel	Ext: Use musical scales high and low notes in a composition Ext: Understand melody Ext: Use note names CDEAG Recognise changes in timbre, dynamics and pitch. Combining steady beat and rhythms to accompany a song.	

Year 1	Year 2	Both years	Writing opportunities
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