

Year Group: 1 Curriculum Planning Pentecost 1

Class Teacher: Miss Whitmore

Teaching Assistants: Miss Wells and Mrs Harnden

Words of the week

Knowledge
Understanding
Wisdom
Decisions
Courage
Awesome
Happy

R.E.

Change

CREATIVE ARTS

Know how to cut, pinch, roll, knead and coil modelling materials using tools and both hands.
Know how to manipulate malleable materials in a variety of ways for a purpose eg to make known objects for a purpose ie a puppet.
Know how to change the surface of a malleable material eg build a textured tile.

Geography and history

Look at toys from throughout history, order them.
Look at toys from their childhood, parents, teachers.
Talk about how they are made, what materials they are made of.
What they like/dislike.
Where is the UK? What countries make up the UK? Continents.
Where is the seaside? What is the coast? Human/physical features of seas

ENGLISH

Daily phonics
Handwriting
Spag focus- question marks, determiners, past and present tense, irregular verbs and ' for omission
A Cloud who came from the sea (clip)- recount.
A House for a hermit crab- creating an advert.

MATHS: Developing fluency, reasoning and problem solving in...

Weight and volume.
Multiplication and division-
2s, 5s, 10s times table.
Making groups of numbers.
Halving and doubling.
Fractions-
To find half and quarter of shapes/ numbers.

CENTRAL THEME

Seaside/toys

MFL-French

The alphabet
Birthdays
Seasons
Simple conversation

TECHNOLOGY- ICT

To learn how to sequence a program using the pick-up command.
To debug a program.

SCIENCE: Plants

Plants

- 1.To be able to identify 'what is a plant' Assess prior knowledge and misconceptions.
- 2.To identify local plants, sort and group into flowering plants and trees.
3. To identify different trees (on-site we have silver birch, willow, cherry, apple and conifer), understanding the difference between deciduous and evergreen trees. To describe the structure of a tree and name: trunk, branch, roots, leaves, buds, bark, fruit, blossom, catkin.
4. To identify different common flowering plants including school field plants: daisy, buttercup, dandelion, lavender, daffodil. To describe the structure of a flowering plant and name: seed, bulb, root, shoot, leaf, stem, flower, petal, bud
5. To plant, grow and observe a flowering plant, identifying and describing the structure of a flowering plant.
6. To compare different local plants, revisiting the common parts of plants by looking at shared characteristics between trees and flowering plant.