

Year 1 Half Term Overview

Spring 2 2017-2018

Miss Gagen and Mrs Castell

	Week 1 19.02.18 Big write: T4W cold task – write me a story	Week 2 26.02.18 Big write: Extended description	Week 3 05.03.18 Big write: T4W hot task	Week 4 12.03.18 Big write: T4W cold task – diary of weekend	Week 5 19.03.18 Big write: T4W hot task	Week 6 26.03.18 (3 days)
	Stories (description) LO: To write sequenced sentences to form a narrative (problem and resolution)			Diary writing LO: To write a diary in the first person		
English	<p>Description: setting and characters. Based upon Space themed book.</p> <ul style="list-style-type: none"> • Intro – sets the scene and introduces the characters. • Series of events which lead to a problem and resolution. • Use of descriptive language for setting, characters and events. • Action verbs / connectives (time) / usually past tense / dialogue <p><u>Composition:</u> To write sentences by: Sequencing sentences to form short narratives. Re – reading what they have written to check that it makes sense. 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.</p> <p><u>Word:</u> To identify and use adjectives. To use verbs. To use and identify joining words.</p> <p><u>Sentence:</u> To combine words to form sentences. Join words and clauses with 'and' (and other conjunctions but,so,or,when)</p> <p><u>Punctuation:</u> To use capital letters, full stops, exclamation marks and question marks.</p> <p><u>RIC</u> WK1:Reading words with contractions, WK2:Discuss word meanings (dictionary), WK3:Predict what might happen on the basis of what has been read,WK4 Make inferences on the basis of what is being said or done.</p> <p><u>On-going assessment areas of weakness</u> Add prefixes and suffixes: using the spelling rule for adding –s or –es. using the prefix un– using –ing, –ed, –er and –est</p>			<p>Diary writing: diary of personal adventures or in the style of space explorer?</p> <ul style="list-style-type: none"> • First person. • Open with who what where why when • Personal opinion. • Adjectives – to describe events • Time connectives <p><u>Composition:</u> Re – reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Editing own work.</p> <p><u>Word:</u> To use the personal pronoun I. To identify and use adjectives and joining words.</p> <p><u>Sentence:</u> To combine words to form sentences. To join words and clauses with 'and' (coordinating conjunctions)</p> <p><u>Punctuation:</u> To use question marks and exclamation marks.</p> <p><u>RIC</u> WK5 Draw on what they already know/background information and vocab provided by the teacher WK6 Discuss word meanings, linking new meanings to those already known</p>		

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<p>Maths</p>	<p>Week 1 Length and height To compare, describe and solve practical problems for lengths and heights.</p> <p>To measure and begin to record lengths and heights.</p> <p>Footprint length investigation.</p> <p>Height – space suit.</p> <p>Compare sticks</p>	<p>Week 2 Weight and volume To compare, describe and solve practical problems for mass/weight and capacity/volume.</p> <p>To measure and begin to record weights and volumes.</p> <p>Rehydrated food – before and after weights. Measure out volume of liquid.</p>	<p>Week 3 Addition and subtraction within 20 To read, write and interpret mathematical statements involving (+), (–) (=) signs</p> <p>To represent and use number bonds and related subtraction facts within 20</p> <p>To add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>To solve one-step problems that involve addition and subtraction and missing number problems.</p>	<p>Weeks 4 Place value (within 50) To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>To count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>To identify 1 more and 1 less</p>	<p>Week 5/6 Geometry (shape) To recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> ○ 2-D shapes [for example, rectangles (including squares), circles and triangles] ○ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
<p>Wednesday maths (JC)</p>	<p>Fractions: To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p>	<p>Fractions: To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p>	<p>Fractions: To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p>	<p>Fractions: To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p>	<p>Fractions: To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p>

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<p>Topic Art History Maths Science</p>	<p>Weeks 1 and 2 Maths Continuation of maths objectives.</p>	<p>Week 3, 4*, 5 and 6 History To develop an awareness of the past. To know where people and events fit into a chronological framework To identify differences and similarities between ways of life in different periods. To ask and answer questions about the past, selecting parts of stories and other sources to show that they understand key features of events. To understand ways in which we find out about the past and the different ways in which it is represented. To explore changes within and beyond living memory (space related) To explore the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (space) Science To work scientifically To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees</p>
<p>Wednesday Topic (JC)</p>	<p>Art. To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	

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The following objectives will be taught throughout the half term.	
Computing	Understand what algorithms are, how programs execute by following instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.
PE	Outdoor Adventurous Activities Follow a simple marked trail in a familiar environment. Work within a team in a range of increasingly challenging situation
SEAL	Good to be me Understanding feelings Managing feelings Standing up for myself Making choices
Music	Churranga: Rhythm in the Way we Walk and Banana Rap Listen with concentration and understanding to a range of high – quality live and recorded music
RE	What can Christians learn about God from stories?

* Week 4

Spaceman diary events

- Exploring gravity – gymnastic equipment.
- Eating space food
- Carrying out tasks in space (gloved)
- Phases of the moon
- Making spacesuits/helmets
- Moon sand
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