

Summer 1	Week 1 and 2		Week 3 and 4	Week 5
Reading / Phonics	LW- Year 1 Spring 2 Week 5	LW- Year 1 Summer 1 Week 1 and 2	LW- Year 1 Summer 1 week 3 and 4 Interventions Little Wandle Phonic Check Prep	LW - Yr 1 Summer 1 week 5 and assessments/Interventions
Writing	<p>Week 1-2</p> <p>Setting Description 'Whatever Next'</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <ul style="list-style-type: none"> - Use -er , est, where no change is needed in the spelling of root words - Select basic ideas and content linked to the purpose of a task. - Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions. - Write reliably formed simple and compound sentences. - Join clauses using 'and'. - Participate in discussion about what is read to them, taking turns and listening to what others say. - write reliably formed simple and compound sentences. - To use simple nouns phrases. - Begin to punctuate sentences using a capital letter and a full stop. 		<p>Week 3-4</p> <p>Writing a short narrative 'Whatever Next'</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <ul style="list-style-type: none"> - Use -er , est, where no change is needed in the spelling of root words - Select basic ideas and content linked to the purpose of a task. - Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions. - Write reliably formed simple and compound sentences. - Join clauses using 'and'. 	<p>Week 5</p> <p>Space poetry</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <ul style="list-style-type: none"> - write reliably formed simple and compound sentences. - Spell words containing each of the 40+ phonemes already taught. - To use a question mark - To use simple nouns phrases. - Begin to punctuate sentences using a capital letter and a full stop. - suffix er/est
<ul style="list-style-type: none"> - Spell words containing phonemes already taught. - Select basic ideas and content linked to the purpose of a task. Simple word choices - Form letters the correct way around. - Begin to write simple sentences. - Begin to use simple noun phrases. 				
Maths Count to / across 100 forwards and backwards from any number.	Addition and Subtraction through money I can recognise and know the	Multiplication and division Count reliably in 2s and 10s. • Introduce counting in 5s. • Link counting in 5s to grouping objects and to the pattern of	Fractions • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9

<p>One more one less. Count in 2s 5s and 10s</p>	<p>value of different coins. I can identify one more and one less (retrieval). I can count in tens (counting sessions). I can count in coins. I can count in amounts. I can compare amounts. I can use number bonds to solve money problems. I can represent 'teens' numbers using coins.</p>	<p>numbers on a number-line. • Solve problems involving groups of 5 objects using pictorial recording. • Rehearse together the language of 'How many groups of 5 are there?' ~ 'There are 3 groups of 5' • Solve one-step problems involving multiplication, focussing on groups of 5, using concrete objects, pictorial representations, and arrays with the support of the teacher. • Solve one-step problems involving multiplication and division, focussing on groups of 2 and 10, using concrete objects, pictorial representations, and arrays with the support of the teacher. • Recognise that 5 is half of 10 and show using concrete resources and diagrams. • Recognise , find and name a half as one of two equal parts of a quantity (division by 2s).</p>	<p>of four equal parts of an object, shape or quantity. • (From milestone 1 and 2- deeper)</p>	<ul style="list-style-type: none"> • 1NF-1 Develop fluency in addition and subtraction facts within 10. • 1AS-1 Compose numbers to 10 from 2 parts and partition numbers to 10 into parts, including recognizing odd and even numbers • 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. 	
<p>Science Plants</p>	<p>LO: To explain why plants need roots</p>	<p>LO: To explain why plants need shoots and leaves</p>	<p>LO: To conduct an investigation</p>	<p>LO: To write a conclusion</p>	<p>LO: To identify the structure of plants.</p>
<p>No Outsiders Jigsaw Online Safety</p>	<p>My World, Your World LO: To know that I share the world with lots of people.</p>	<p>LO: I can identify the members of my family and understand that there are lots of different types of families.</p>	<p>LO: I can identify what being a good friend means to me. LO: I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p>	<p>LO: I know who can help me in my school community</p>	<p>LO: I can tell you why I appreciate someone who is special to me</p>

Art Nikki McWilliams	Hook: Clay biscuits Artist Study: Explore the work of an artist 'Nikki McWilliams 3D artist	Skills Observational drawing: LO: I can use light and dark lines to draw what I can see. LO: I can collect ideas for shape and pattern.	Pattern making LO: I can use different tools to create pattern in clay. LO: I can roll a clay tile.	Biscuit making: LO: I can apply my pattern making skills to make a biscuit.	Evaluation: LO: I can evaluate my clay biscuit
PE Inside	LO: Introduce team work	LO: To make an effective team work	LO: Team communication skills	LO: To complete a challenge	LO: To explore simple challenges to solve a problem.
PE Outside Locomotion - running	LO: To learn how to run efficiently	LO: To apply running technique to a game	LO: To run at different speeds	LO: Learn how to run longer as part of a team	LO: Apply running to a competitive game
Geography	Hook: Local walk to hard way LO: To locate the seas and oceans surrounding the UK Madagascar Gosport - Priddy's Hard Lemur - ring tailed animal on adventures	LO: To explain what the coast is.	LO: To identify the physical features of the coast.	LO: To identify human features on the coast and how they use it.	LO: To present findings on how people use the local coast Outcome: photos of beach visits and activities on the beach
Computing	LO: to explore a new device	LO: to create a demonstration video	LO: to plan and follow a precise set of instructions	LO: to program a device	LO: to create a programme that tells a story
Musical Vocabulary vocal and body sounds	Hook: LO: To understand that music can be used to represent an environment	LO: To understand how music can represent changes in an environment	LO: To select instruments to match seaside sounds	LO: I can recognise and use dynamics and tempo	LO To write music down and perform from a graphic
RE Concept: Community Sikhi Sewa	LO: To identify when we have had help in our communities	LO: To identify when we give to our community	LO: To understand why people give to others in their communities	LO: Understand why Sewa is important in the Sikhi faith	LO: To identify how can we show generosity in our own community