

Phase: KEY STAGE 1	THEME: HERE AND THERE	TERM: AUTUMN 1	DURATION: 6 WEEKS
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ENGLISH		Doc Ref	MATHS		Doc Ref	
<p>All elements need to be planned, taught and assessed:</p> <p><b>1) Reading</b> - See Millwood's Literacy Scheme of Work for specific details</p> <ul style="list-style-type: none"> <li>- <i>word reading</i> – Phonics Phases 1-3</li> <li>- <i>Comprehension</i> – <b>Narrative</b> – Stories from home and away               <ul style="list-style-type: none"> <li>- <b>Non-Fiction</b> – Lists, labels and captions</li> <li>- <b>Poetry</b> – Using the senses</li> </ul> </li> </ul> <p><b>2) Writing</b> - See Millwood's Literacy Scheme of Work for specific details</p> <ul style="list-style-type: none"> <li>- <i>Transcription</i> – see spelling grids               <ul style="list-style-type: none"> <li>- To use capital letters, full stops, finger spaces.</li> </ul> </li> <li>- <i>Handwriting</i> – To participate in write dance and other sensory, fine and gross motor skills activities. To hold a pencil. To begin to form letters and numbers.</li> <li>- <i>Composition</i> - To sequence familiar stories. To compose a sentence orally and/or by using: sign, symbols, objects, ICT.</li> </ul> <p><b>3) Spoken language</b> – See Millwood's Literacy Scheme of Work for specific details. This area is cross-curricular, so must be taught throughout each topic.</p>		<p>See Millwood Literacy SOW for details</p> <p>N.C KS1 Yr1 PS</p> <p>Millwood's Phonics Scheme</p> <p>Letters and Sounds</p> <p>Spelling grids</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Pupils will explore the properties of number in a range of lessons and activities including number rhymes &amp; songs, counting games and exploring Numicon shapes.</li> <li>• Pupils will begin to rote count to 3 and beyond, to count groups of objects to 3 and beyond and show an awareness of number when joining in with familiar songs, rhymes and activities for example by vocalising, pointing, clapping or counting.</li> <li>• Pupils will write to form numerals with increasing accuracy</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Pupils will explore a range of resources and activities to begin to understand the properties of size, volume and mass.</li> <li>• Pupils will begin to compare and describe objects by size and / or weight with support, and group objects with shared properties together, for example sorting a pile of bricks by size or colour</li> <li>• Pupils will follow the daily routines in class, using words such as now, next, then, later with support, they will use the visual timetable and / or now &amp; next boards and refer to them with increasing accuracy</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Pupils will join in with activities exploring the relationships between shapes including building and stacking games, jigsaws and inlay puzzles.</li> <li>• Pupils will begin to learn the names of some familiar 2D shapes through shared play and taught lessons, they will be able to identify these shapes by sight and find them upon request</li> </ul>		<p>N.C. KS1</p> <p>PNS Y1 / Y2</p>	
SCIENCE	Doc ref	ART & DESIGN		Doc ref	COMPUTING	Doc ref
<p><b>Working Scientifically, Everyday Materials</b></p> <p>Transport-related topic work</p> <p>Looking at modes of transport, ways to travel; wheels, rails, air, pushing and pulling, power. Making models, choosing materials, trialling and modification, measuring, recording and comparing results.</p>	<p>Schm of Work 1EE</p> <p>Espresso, Forces and Motion, Push and Pull</p>	<p>Here and there: Painting and sculpture</p> <p>See scheme of work: shared area, TLRs, Art.</p>			<p><b>e-safety</b></p> <p><b>-e-safety to be done at the appropriate level for the children (see e-safety scheme)</b></p> <p><b>Computer Science :Computer programming -programmable toys</b></p> <p><b>-Use direction cards to introduce symbols and instructions.</b></p> <p><b>-Use the Bee Botts/switches/Cloud to introduce basic programming and direction.</b></p>	<p>Scheme of work</p>

DESIGN & TECHNOLOGY	Doc ref	GEOGRAPHY	Doc ref	HISTORY	Doc ref
<p>Making object that moves e.g. puppet, moving picture or shoebox theatre</p> <p>Food Technology linked to Literacy books and festivals</p>	NC	To know where they are from- Bury/England/U.K. To develop knowledge from around the world, the U.K. and their locality including first hand observation. To enhance their locational awareness.	N.C.	<p>Sequencing simple stories and recounting simple journeys in the correct order – e.g. journeys around school and the local environment. Use of time words and a focus on routine and passing of time over a morning / day / week.</p> <p>Remembrance day</p> <p>Activities to develop an ongoing awareness of their own personal history and the history of other familiar people (such as friends and family).</p> <ul style="list-style-type: none"> <li>• collect old photos and display or create a personal album</li> <li>• recount personal events (holidays, trips, parties) during a morning / weekend news session</li> <li>• model and teach vocabulary that relates to passage of time (yesterday, today, tomorrow , now and next)</li> </ul>	NC
LANGUAGES	Doc ref	MUSIC	Doc ref	PHYSICAL EDUCATION	Doc ref
<p>Language - French</p> <p>Taste French food e.g. baguettes, brie and grape juice.</p> <p>Listen to French nursery songs e.g. twinkle little star.</p> <p>Say hello and goodbye in French</p>		<p>Sing French Hello songs- Frere Jacques tune. Experiment with loud and quiet sounds and songs such as lullabies and marching songs (Grand Old Duke of York) for loud. Listen to their names being sung down a whirly y=tube and then without- experiment with amplification. Look at echo – make echoes with tubes etc</p>	NC	<p>SLD/MLD and ASD – Rebound and Hydrotherapy</p> <p>PMLD - Games – moving with control and coordination</p>	P.E Activity map

PSHE	Doc ref	RE	Doc ref
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<p><b>HEALTHY EATING</b></p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Why do I eat? – Food for energy and growth</li> <li>• Energy for physical exercise</li> <li>• Favourite foods and words to describe favourite foods</li> <li>• Food tasting e.g. sweet, sour, chewy, melting, fresh, processed, frozen...</li> <li>• Tasting unusual foods</li> </ul>	<p>New PHSE Yr 1/ Matrix Yr 1</p>	<p>Special places Diwali Festival special times</p>	<p>SCARE R.e scheme of work</p>
<p><b>CURRICULUM ENRICHMENT ACTIVITIES</b></p> <p>Christmas Fair</p> <p>Communication-Try something new day</p> <p>Mini-enterprise – Design Technology</p>		<p><b>KEY SKILLS</b></p>	
<p><b>ADDITIONAL RESOURCES – COSTED WHERE POSSIBLE</b></p> <p>Mini-enterprise – Design Technology £150</p>		<p><b>INTERVENTIONS</b></p> <p>Pupil Premium</p>	

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Subject	Activity	Resources	Differentiated outcomes	Performance Descriptors from Key Skills Tracker
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