

Phase: KEY STAGE 1	THEME: SHAKE RATTLE AND ROLL	TERM: AUTUMN 2	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>1) <b>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> – Predictable and Patterned Stories <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>2) <b>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, question marks.</li> <li>- To have an understanding of nouns.</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>3) <b>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, Animals, including humans</b></p> <ol style="list-style-type: none"> <li>1. Ears – different types on different life-forms and why, including habitats.</li> <li>2. Making instruments (for festive events?) Look at, listen to and play a range of percussive instruments, identify by sound. Choosing materials for outside and in – talk about plastic, metal, wood etc</li> </ol>	<p>Schm of Work 1AA, 1A, 1F</p> <p>Espresso KS1 Sci - Sound</p>	<p>Linked to literacy books.</p>			<p><b>Digital Literacy :Sound</b></p> <p>-listen to Rock and Roll on the Easi-ears/ ipod/ IWB.</p> <p>-Re-create Rock and Roll music using 2beat/2explore/musical leaps and bounds.</p> <p>-Record and play back sounds using the Easi-speak or speech bubbles.</p>	<p>Scheme of work</p>

and grades of filling.					
DESIGN & TECHNOLOGY	Doc ref	GEOGRAPHY	Doc ref	HISTORY	Doc ref
<p>Mini-enterprise project for Christmas fair</p> <p>Food Technology linked to Literacy books and festivals</p>		<p>Roll with the oceans. To be able to name and locate the world's seven continents and five oceans.</p>	N.C.	<p><i>Changes within living memory</i> – 1950s focus – games, toys, events, music, books etc. How did this era change the world? USA, The Beatles, music, food, computers.</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>Attend French assembly.</p> <p>Say hello and goodbye in French.</p>		<p>Listen and respond to 1950's rock and roll music. – You Tube</p> <p>Keep the beat.</p> <p>Musical statues</p> <p>Sing with a microphone.</p> <p>Christmas songs and songs from show.</p>		<p>SLD/MLD and ASD – Action Rhymes and rhythms (Boogie Beebies)</p> <p>PMLD – Gymnastics – I can travel on different parts of my body</p>	P.E Activity Map

PSHE	Doc ref	RE	Doc ref
<p>PERSONAL HYGIENE</p> <ul style="list-style-type: none"> <li>• Introducing germs (develop early years work)</li> <li>• How germs are spread and how they can get into the body</li> </ul> <p><b>KEEPING SAFE</b></p>	<p>New PSHE scheme Yr 1/ Matrix</p>	<p>Myself and my beliefs</p>	<p>SCARE R.e scheme of work</p>

<p><b>Discuss:</b></p> <ul style="list-style-type: none"><li>• Who gives you medicine and why? (e.g. school nurses, doctors for healing)</li><li>• Whose medicine is it? And how do we know? (Labels)</li><li>• Doctors prescriptions showing instructions of how much to take and when</li><li>• Dangers of medicines</li><li>• Discuss and develop school rules related to medicines including inhalers</li></ul>	yr 1		
<p><b>CURRICULUM ENRICHMENT ACTIVITIES</b></p> <p>Mini-enterprise</p>	<p><b>KEY SKILLS</b></p>		

<p>ADDITIONAL RESOURCES – COSTED WHERE POSSIBLE</p> <p>Mini-enterprise £150</p>	<p>INTERVENTIONS</p>
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Subject	Activity	Resources	Differentiated outcomes	Performance Descriptors from Key Skills Tracker
<p>MAIN SUBJECT:</p> <p>CROSS CURRICULAR:</p>				

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