

Phase: KEY STAGE 1	THEME: IT'S ONLY NATURAL	TERM: SPRING 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>1) Reading - See Millwood's Literacy Scheme of Work for specific details</p> <ul style="list-style-type: none"> - <i>word reading</i> – Phonics Phases 1-3 - <i>Comprehension</i> – Narrative – Stories with related themes – homes and places <ul style="list-style-type: none"> - Non-Fiction – Instructions - Poetry – Pattern and Rhyme - Alliteration <p>2) Writing - See Millwood's Literacy Scheme of Work for specific details</p> <ul style="list-style-type: none"> - <i>Transcription</i> – see spelling grids <ul style="list-style-type: none"> - To use capital letters, full stops, finger spaces, question marks, exclamation mark. - To develop and use verbs. - <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. - <i>Composition</i> - To sequence familiar stories. To compose a sentence orally and/or by using: sign, symbols, objects, ICT. <i>To use 'I' in writing</i> <p>3) Spoken language – 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>Number</p> <ul style="list-style-type: none"> • Pupils will explore the properties of number in a range of lessons and activities including number rhymes & songs, counting games and exploring Numicon shapes. • Pupils will begin to rote count to 5 and beyond, to count groups of objects to 5 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. • Pupils will write to form numerals with increasing accuracy <p>Measurement</p> <ul style="list-style-type: none"> • Pupils will explore a range of resources and activities to begin to understand the properties of size, volume and mass. • Pupils will begin to compare and describe objects by size and / or weight with support, and order objects by a single property, for example by ordering a group of balls by size • 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 & next boards and refer to them with increasing accuracy <p>Geometry</p> <ul style="list-style-type: none"> • Pupils will join in with activities exploring the relationships between shapes including building and stacking games, jigsaws and inlay puzzles. • Pupils will begin to learn the names of familiar 2D shapes through shared play and taught lessons, they will be able to identify these shapes by sight and find them upon request 		<p>N.C. KS1</p> <p>PNS Y1 / Y2</p>	
SCIENCE	Doc ref	ART & DESIGN		Doc ref	COMPUTING	Doc ref
<p>Working Scientifically, Seasonal Changes, Everyday Materials, Animals, including Humans</p> <ol style="list-style-type: none"> 1. Natural or man-made, collecting, identifying and classifying objects found on local walks and educational visits. 2. The Water cycle – ice and snow, water, steam. Changing water, sequencing. 3. Water in different parts of the world, animals and how they are adapted for life in different extreme environment. Camouflaged winter coats. 	<p>Schm of work 1CC, 1C, 2D</p> <p>Espresso FS World Visit to the park KS1 Water, Fdn, Going Green, Water</p> <p>Shrd Drive, Curriculum, Science, Active Inspire – Natural or Man-made? and Changing Water</p>	<p>It's only natural: Printing, Photography and Sculpture.</p> <p>See scheme of work: shared area, TLRs, Art.</p>			<p>Digital Literacy :Visual Media</p> <p>-Use the visualiser and Easi-scopes to look at natural things in the environment. Taking photos and magnifying.</p> <p>-Use switch it maker or choose it maker to order life cycles using a switch or the computer.</p>	<p>Scheme of work</p>

DESIGN & TECHNOLOGY	Doc ref	GEOGRAPHY	Doc ref	HISTORY	Doc ref
<p>Weaving skills – use different materials</p> <p>Food Technology linked to Literacy books</p>		To know basic geographical vocabulary to refer to key physical features of beach, cliff, coast.	N.C.	<p>Natural history e.g. fossil hunting, bug hunting, vegetable dying www.nhm.ac.uk link with lives of Charles Darwin and David Attenborough and their discoveries and work.</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"> • collect old photos and display or create a personal album • recount personal events (holidays, trips, parties) during a morning / weekend news session • model and teach vocabulary that relates to passage of time (yesterday, today, tomorrow , now and next) 	
LANGUAGES	Doc ref	MUSIC	Doc ref	PHYSICAL EDUCATION	Doc ref
<p>Language - Mandarin</p> <p>CELEBRATE - Chinese New Year</p> <p>Try Chinese Food e.g. prawn crackers, spring rolls.</p> <p>Listen to traditional Chinese Music</p>		<p>Making instruments from natural resources.</p> <p>Listen to rain – recreate weather sounds and storms. Use symbols/objects of reference to make a timeline of storm/weather sequence.</p> <p>Pitter patter on tables, rolling stones in plastic/metal tray, hitting tray.</p>	N.C.	<p>SLD/MLD and ASD – Games – sending and rolling</p> <p>PMLD – – Games – sending and rolling</p>	P.E activity map

PSHE	Doc ref	RE	Doc ref
<p>My Family and Other Animals</p> <ul style="list-style-type: none"> • Draw and label members of family including pets • Carry out class surveys on family and pets • Discuss relationships with members of my family • Develop a word bank e.g. son/daughter, mother/father, niece/nephew 	<p>New PSHE scheme</p> <p>Yr 1/</p> <p>matrix yr 1</p>	New Life	<p>SCARE</p> <p>R.e scheme of work</p>

CURRICULUM ENRICHMENT ACTIVITIES	KEY SKILLS		
ADDITIONAL RESOURCES – COSTED WHERE POSSIBLE	INTERVENTIONS		

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Subject	Activity	Resources	Differentiated outcomes	Performance Descriptors from Key Skills Tracker
MAIN SUBJECT: CROSS CURRICULAR:				

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