

Phase: KEY STAGE 1	THEME: WHAT DO YOU SEE? & OTHER SENSORY QUESTIONS	TERM: SUMMER 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 – Familiar settings <ul style="list-style-type: none"> - Non-Fiction – Recounts - Poetry – Poems on a Theme <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, comma, apostrophe - To develop and use adjectives. - <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. To use 'I' in writing To use their imagination in writing and role-play. <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 independently rote count to 5 and beyond, will count groups of objects to 5 and beyond with accuracy 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 cups by capacity • 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 name a range 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. • Pupils will begin to learn the names of some 3D shapes. 		<p>N.C. KS1</p> <p>PNS</p> <p>Y1 / Y2</p>	
SCIENCE	Doc ref	ART & DESIGN		Doc ref	COMPUTING	Doc ref
<p>Working Scientifically, Animals, including humans, Everyday Materials.</p> <ol style="list-style-type: none"> 1. Look at our sensory receptors – focussing on 1 a week 2. Sensory Brain Gym boxes and symbols-developing a good understanding of which Senses do what, with related vocabulary. 3. Visual effects - seasonal related to the sun, and tricks of the eye – magnifying glasses and lenses, flip books and spinning toys. 	<p>Schm of Work 1AA, 1A,1D and 1F</p> <p>Espresso Foundation-Ourselfs, Our bodies. KS1 - Digital Microscope, Light and Dark</p> <p>Teachers' Curriculum – Sci –</p> <p>ActivInspire</p> <p>Hot or Cold</p> <p>– Sorting Materials</p>	<p>Linked to literacy books.</p>			<p>Info Tech</p> <p>:Data Handling</p> <p>-Use 2 graph and 2count to sort data and the answer to sensory questions.</p> <p>-Use the computer/internet to explore information for the topic and see what is relevant.</p>	<p>Scheme of work</p>

DESIGN & TECHNOLOGY	Doc ref	GEOGRAPHY	Doc ref	HISTORY	Doc ref
<p>Food Technology linked to languages</p> <p>Make shadow puppets</p>		<p>Simple fieldwork and observational skills to study the geography of our school and its grounds.</p>	N.C.	<p>Comparing old and modern methods of how we read, write and find out information. Compare and explore the work of William Caxton (the inventor of the printing press) to the work of Tim Berners-Lee (the inventor of the World Wide Web).</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 Spanish</p> <p>Try Spanish food</p> <p>Listen to traditional Spanish music</p> <p>Attend Spanish Assembly</p>		<p>What can I hear activities – Search for the sound.</p> <p>Make sounds with Big Macs</p> <p>Make sounds using soundbeam.</p> <p>Create a sound bath – sit in the middle as low down as possible and listen to everyone sing AAAAAAAH at different pitches.</p> <p>Each time should offer a different experience</p>	N.C.	<p>SLD/MLD/ASD - Games – focus on moving with control and co-ordination</p> <p>PMLD – Outdoor Trails – adventure trail/local trails/move trail</p>	<p>P.E</p> <p>Activity map</p>

PSHE	Doc ref	RE	Doc ref
THE SENSES	New PSHE scheme	People and places	SCARE R.e

<ul style="list-style-type: none">• Naming the 5 senses and what they do – Identifying tastes, smells, textures, sounds, sights• Using describing words e.g. sweet, spicy, rough, smooth, colourful, loud• Discuss my favourite...? <p>GROWING AND CHANGING</p> <ul style="list-style-type: none">• Discuss and produce a family tree; and an age timeline• Discuss the sequence of growth	<p>Yr 1/ matrix yr 1</p>		<p>scheme of work</p>
<p>CURRICULUM ENRICHMENT ACTIVITIES</p> <p>History Day</p>		<p>KEY SKILLS</p>	

<p>ADDITIONAL RESOURCES – COSTED WHERE POSSIBLE</p> <p>History Day (from History TLR budget)</p>	<p>INTERVENTIONS</p>
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Subject	Activity	Resources	Differentiated outcomes	Performance Descriptors from Key Skills Tracker
<p>MAIN SUBJECT: CROSS CURRICULAR:</p>				

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