

Phase: KEY STAGE 1	THEME: NOW AND THEN	TERM: SUMMER 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> – Stories Now and Then <ul style="list-style-type: none"> <li>- <b>Non-Fiction</b> – Recounts</li> <li>- <b>Poetry</b> – Poems on a Theme</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, exclamation mark, comma, apostrophe</li> <li>- To develop and use adjectives.</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. To use 'I' in writing To use their imagination in writing and role-play.</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 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.</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 order objects by a single property, for example by ordering a group of cups by capacity</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 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.</li> <li>• Pupils will begin to learn the names of some 3D shapes.</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</b></p> <p>Recreating Scientific experiments from the past:</p> <p>Archimedes, Newton, Galileo, Wright Bros and Montgolfier, Pasteur</p>	<p>Schm. Of Work 2E Forces and Movt. Espresso KS1 Forces and Motion Teachers-Curricm-Science-Now and Then Science Expmts.</p>	<p>Now and then: Drama, Dance, and Photography.</p> <p>See scheme of work: shared area, TLR's, Art.</p>			<p><b>Info Tech</b> <b>:Digital Research</b></p> <p>-Use the computer/internet to explore information for the topic.</p> <p>-Use ActiveInspire to order events on a simple timeline or into 2 categories of now and then.</p>	<p>Scheme of work</p>

DESIGN & TECHNOLOGY	Doc ref	GEOGRAPHY	Doc ref	HISTORY	Doc ref
<p>Food Technology – use recipes from the past</p> <p>Link to History e.g. make a crown</p>		<p>Name and locate counties and cities of the U.K., geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns: and understand how some of these aspects have changed over time.</p>	N.C.	<p>Kings and Queens then and now – the times of Henry VIII versus Queen Elizabeth II.</p> <p>Rosa Parks and Emily Davison – equal rights, women’s rights and Suffragettes, The People’s History Museum.</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>	
LANGUAGES	Doc ref	MUSIC	Doc ref	PHYSICAL EDUCATION	Doc ref
<p>Language Spanish</p>		<p>Comparing pop music of today with music from the past.</p> <p>Music from Kings and Queens Bach and Handel Toccata.</p> <p>Label music old and new.</p>		<p>SLD/ASD/MLD - Athletics – Competitive Games</p> <p>PMLD - Athletics – Competitive Games</p>	<p>P.E activity map</p>

PSHE	Doc ref	RE	Doc ref
<p>RE-CYCLING</p> <ul style="list-style-type: none"> <li>• Set up a recycling initiative within the classroom</li> <li>• Discussion on what/how household waste can be recycled</li> </ul> <p>MONEY</p> <p><b>Discuss:</b></p>	<p>New PSHE scheme</p> <p>Yr 1/ matrix yr 1</p>	<p>I belong</p> <p>Old / new places of worship</p>	<p>SCARE</p> <p>R.e scheme of work</p>

- Why do we need money?
- How do you get money?
- What do your parents/carer need to buy for you?
- Discuss difference between luxuries and necessities
- Ways of saving money including economic issues e.g. turning off lights

CURRICULUM ENRICHMENT ACTIVITIES

Sports and Health week including sports day

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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