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| Phase: KEY STAGE 1 | THEME: FOOD GLORIOUS FOOD | TERM: AUTUMN 1 | DURATION: 6 WEEKS |
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| ENGLISH | | Doc Ref | MATHS | | Doc Ref |
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| <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 Familiar Settings <ul style="list-style-type: none"> - Non-Fiction – Information Books - Poetry – Silly Stuff <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. To have an understanding of alphabetical order. - <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 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. • 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 group objects with shared properties together, for example sorting a pile of bricks by size or colour • 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 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 | | <p>N.C. KS1</p> <p>PNS Y1 / Y2</p> |
| SCIENCE | Doc ref | ART & DESIGN | Doc ref | COMPUTING | Doc ref |
| <p>Working Scientifically, Everyday Materials (and Uses of...)</p> <p>Changes through stirring, mixing, heating, cooling, and waiting!</p> <p>Water</p> <p>Chocolate</p> <p>Cream (making butter)</p> <p>Bread</p> <p>Instant whip</p> <p>Custard powder</p> <p>Ice cream/slushies.</p> | <p>Schm of work 1CC, 1C,2D</p> <p>YouTube – loads of food-y videos ☺</p> <p>Teachers' Curriculum-Science – Activinspire</p> <p>Changing Water, (as template</p> | | | | |

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| | for your own images), Hot or Cold? | | | | |
| DESIGN & TECHNOLOGY | Doc ref | GEOGRAPHY | Doc ref | HISTORY | Doc ref |
| Food Technology – Design and bake different types of bread Mini-enterprise | | Name, locate and identify characteristics of the four countries and capital cities of the U.K. and its surrounding seas. | N.C. | <i>Events beyond living memory</i> – rationing in WW2. Old cookery techniques e.g. butter churning, making bread by hand – tie in with the Harvest period. Activities to develop an ongoing awareness of their own personal history and the history of other familiar people (such as friends and family). <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 |
| Language – Urdu | | Exploring pitch through traditional food songs Hot cross buns. Pease pudding hot – Listening to high and low notes. Play high and low on the keyboard. High and low action games- touch your toes wave hands in the air for pitch sounds. | | SLD/ASD/MLD - Team games and parachute games PMLD – Rebound and Hydrotherapy | |

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| PSHE | Doc ref | RE | Doc ref |
| HEALTHY EATING Discuss: <ul style="list-style-type: none"> • Why do I eat? – Food for energy and growth • Sorting food, differences and similarities e.g. fruit, vegetables, cereals, meat • Discuss sources of food e.g. milk | New PHSE Yr 1/ Matrix Yr 1 | Symbolic food in faiths – holy communion , etc | SCARE R.e scheme of work |

• Planting seeds

CURRICULUM ENRICHMENT ACTIVITIES

Poetry Week
Every Child Writes Day
Mini-enterprise - DT

KEY SKILLS

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| <p>ADDITIONAL RESOURCES – COSTED WHERE POSSIBLE</p> <p>Mark-making equipment for Every Child Writes</p> <p>Poetry books for poetry week</p> <p>Mini-enterprise £150</p> | <p>INTERVENTIONS</p> |
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| Subject | Activity | Resources | Differentiated outcomes | Performance Descriptors from Key Skills Tracker |
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| <p>MAIN SUBJECT:</p> <p>CROSS CURRICULAR:</p> | | | | |

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