



CLASS HALF TERM OVERVIEW OF PLANNING
Year 1 - Willow Class
Spring 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE Who is Jewish and how do they live continued	Explore how some Jewish people call Shabbat the 'day of delight', and celebrate God's creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils' homes.	Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).	Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g. Sukkot: read the story, linking the Favoured People's time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a sukkah and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today.	Chanukah: look at some art (e.g. www.artlevin.com); read the story and identify keywords; find out about the menorah (seven-branched candlestick) and how the nine-branched chanukiah links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.	Consider the importance and value of celebration and remembrance in pupils' own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.	Reflect on and discuss learning. Windows Mirrors Doors
PSHE Rights and responsibilities - Taking care of something	Harold's wash and brush up- hygiene routines such as brushing teeth, flushing toilet and washing hands.	Around and about the school. Who cares for our school environment?	Taking care of someone. Responsibility of looking after a pet.	Harold's money. Where does it come from? What can it be spent on? How we should look after money – how can we save?	First aid How to call the emergency services. How to treat basic injuries.	Assessment
Maths	Measure: Length and Height Elicitation Task: APED NCTEM Compare lengths and heights Measure length 1 – non-standard units	Measure: Length and Height Measure length 2-standard measure using a ruler in cm and m's Consolidation Related Facts using	Measure: Length and Height Grow cress and measure height, measure other plants and trees in nature school and on Candy's Field.	Measure: Weight and Volume Introduce weight and mass Measure mass Compare mass	Measure: Weight and Volume Introduce capacity and volume Measure capacity Compare capacity	Measure: Weight and Volume NRICH Investigation: Capacity of a range of bottles and jars



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	<p>Consolidation</p> <p>Add by counting on</p> <p>Subtract by counting back</p> <p>Individual Number Bonds + and -</p>	<p>number bonds</p> <p>NRICH Investigation: How tall tree investigation</p>	<p>Consolidation Writing number names</p> <p>Individual Number Bonds + and -</p>		<p>Individual Number Bonds or Mixed Number Bonds + and -</p>	
No Nonsense number	<p>Block 4 Week1</p> <p>Additive composition of 6,7,8,9 Different ways of making 6,7,8,9</p>	<p>Block 4 Week 2</p> <p>Additive composition of 6,7,8,9 Connecting composition</p>	<p>Block 4 Week 3</p> <p>Additive composition of 6,7,8,9 Applying understanding</p>	<p>Block 4 Week 4</p> <p>Additive composition of 6,7,8,9 Applying understanding</p>	<p>Block 4 Week 5</p> <p>Additive composition of 6,7,8,9 Applying understanding</p>	<p>Block 4 Week 6</p> <p>Additive composition of 6,7,8,9 Applying understanding</p>
<p>English Poetry Basket- Pancakes</p> <p>Furry Furry Squirrel</p>	<p>Genre: Poetry</p> <p>Elicitation: Ask children to recite a nursery rhyme or poem that they know, listen for rhythm and rhyme as they speak, can they identify the rhyme or rhythm or add another line of their own?</p> <p>Introduce our poetry text: Out and About by Shirley Hughes</p> <p>Talk about the books that we have read so far this year- Birthday story, Space facts, compare these features same and different. Talk about our new genre poetry. How is it same different? Make the link to nursery rhymes.</p>	<p>Genre: Poetry</p> <p>Text: Out and About by Shirley Hughes</p> <p>Immerse: Read the first few poems and note the rhythm, rhyme, alliteration, similes and metaphors. Language choices, repetition, descriptions. Read examples with personification. Read with prosody and intonation.</p> <p>Complete Likes, Dislikes, Puzzles and Patterns Grid.</p> <p>Focus on one of the poems from the collection. Use vocab and phrases from the poems to form the vocab pyramid. Model how to draw a class poetry map. Children</p>	<p>Genre: Poetry</p> <p>Text: Out and About by Shirley Hughes</p> <p>Immerse: Read Spring Poems by Christina Rossetti</p> <p>Imitate: Use class poem map to practise, in groups and in pairs.</p> <p>Grammar focus, verbs, build on last terms present and past tense work. Suffixes- ed er est ing on verbs.</p> <p>Innovate: Model drawing an edited text map- with a Spring theme.</p> <p>Big Write: Make a signs of spring mini zig zag book. Write extended sentences, include description. Model</p>	<p>Genre: Poetry</p> <p>Text: Out and About by Shirley Hughes</p> <p>Immerse: Read and recite poems.</p> <p>Grammar focus on determiners-(words that come in front or after lambs) some, these, this, a mother, a lamb, mother lambs-ewes, baby - lambs. Write captions using these.</p> <p>Plan Invent: Draw their own poem map plan for writing their own Spring Poem. Recite using map. Decide how to organize the layout and presentation of the poem. Label with language choices.</p>	<p>Genre: Poetry</p> <p>Text: Out and About by Shirley Hughes</p> <p>Immerse: Read and recite poems.</p> <p>Model shared writing of 'Spring Poem' using shared map. Model sentence structures, and process of making language choices. Model use of words from vocab pyramid.</p> <p>Model different poetry layouts and structures eg. Acrostic and Shape Poems.</p> <p>Invent: Children use own poem map with Spring theme of their choice, to write their invent piece.</p>	<p>Genre: Poetry</p> <p>Text: Out and About by Shirley Hughes</p> <p>Immerse: Read and recite poems.</p> <p>Invent: Children write own range of Spring Poems.</p>



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		begin to recite poem and add actions as a class. Perform as a class.	adjectives and descriptive language.			
Reading	Children to pick the New Top Five. Demonstrate pleasure and motivation to read- collect new vocabulary and definitions from new texts. LW Guided Read plus 1:1 interventions	Link what we read to our own experiences of Winter. Each child to take a library book. LW Guided Read plus 1:1 interventions	Listen to a range of text genres- poems, facts and stories. Each child to take a library book. LW Daily Guided Read plus 1:1 interventions	Check that the text makes sense and ask questions to clarify. Each child to take a library book. LW Daily Guided Read plus 1:1 interventions	Predict what might happen based on what has been read so far. Each child to take a library book. LW Daily Guided Read plus 1:1 interventions	Take part in book discussions- give opinions, link to experiences, predict, evaluate, study characters. Each child to take a library book. LW Daily Guided Read plus 1:1 interventions
Spelling	Year 1 CEW's	Year 1 CEW's	Year 1 CEW's	Year 1 CEW's	Year 1 CEW's	Year 1 CEW's
Phonics	Little Wandle: Phase 5 Spring 2 /ur/ or /oo/ u oul /air/ are /or/ au aur oor al once laughed	Little Wandle: Phase 5 Spring 2 /ch/ tch /ch/ ture /ar/ al a because eye	Little Wandle: Phase 5 Spring 2 /or/ a /o/ a /air/ ear ere bear there	Little Wandle: Phase 5 Spring 2 /ur/ ear /r/ wr /s/ st sc actor	Little Wandle: Phase 5 Spring 2 /c/ ch /sh/ ch /z/ /s/ ce se ze	Little Wandle: Phase 5 Half term assessment.
	Letterjoin Sing alphabet and practice formation of upper and lower case letters. Easy letters l, l t, u, w, e, c, o, a, d, n, m, h	Letterjoin Sing alphabet and practice formation of upper and lower case letters. Easy letters l, l t, u, w, e, c, o, a, d, n, m, h	Letterjoin Sing alphabet and practice formation of upper and lower case letters. Easy words 3/4 letter words	Letterjoin Sing alphabet and practice formation of upper and lower case letters. Easy words 3/4 letter words	Letterjoin Sing alphabet and practice formation of upper and lower case letters. Harder letters j, y, g, q, b, p, k, v, s, r, f, z, x	Letterjoin Sing alphabet and practice formation of upper and lower case letters. Harder letters j, y, g, q, b, p, k, v, s, r, f, z, x
Science Seasons – Observe and record	Observe and record seasonal changes.					



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seasonal changes						
Nature School	Weed beds ready to plant (outside area).	Signs of Spring walk. Plant flower beds.	Plant sunflower seeds.	Flower and leaf identification.	Cloud identifier.	Light fire pit and toast marshmallows.
PE Leap into Life	Functional Movement Progression 5 To use a push or pull to create movement.	Movement concepts Progression 3 To move cross laterally to music, showing good control.	Aesthetic Movement Progression 5 To move into new spaces, using a variety of different levels.	Aesthetic Movement Progression 6 To develop a movement sequence based on levels – High – low – medium – high.	Manipulative skills Progression 3 To develop a variety of throwing techniques, over and underarm. To release accurately towards a receiver.	Functional movement Progression 6 To use a push or pull to provide momentum.
Computing Grouping data	To label objects.	To identify that objects can be counted.	To describe objects in different ways.	To count objects with the same properties.	To compare groups of objects.	To answer questions about groups and objects.
Internet Safety	Unit 03:– Activity 1, Be Internet Legend Curriculum					
History Where did Kings and Queens live through time?	How can we find out about the past?	Why did monarchs build castles?	Who were the kings and Queens of the past?	Who was Queen Victoria, and where did she live?	Who was the first Queen Elizabeth?	Why do we remember King William I? Where did kings and queens live through time?
DT Food Plant Power: Snack Like Jack What tasty plant snacks help us grow strong like Jack?						



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Music Charanga Round and round	Round And Round (Bossa Nova) by Joanna Mangona Listen and appraise	Livin' La Vida Loca (Latin/Pop) by Ricky Martin Round And Round Listen and appraise Learn to sing the song	The Imperial March, Darth Vader's Theme (March Of The Empire) (Film) by John Williams Listen and appraise Learn to sing the song Add percussion	It Had Better Be Tonight (Latin/Big Band) by Michael Bublé Round And Round Listen and appraise Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song	Why Don't You by (Dance/Big Band) Gramophonedzie Round And Round Listen and appraise Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song	Oye Como Va (Latin/Jazz) by Santana Round And Round Listen and appraise Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song
Educational visits/visitors	Powderham Castle					