



CLASS HALF TERM OVERVIEW OF PLANNING
Year 1 - Willow Class
Summer 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE 1:2 – Who do Christians say made the world? (creation)	Unit 1.2 Who do Christians say made the world? Creation Show pupils a range of man-made items. What do they think the creator of these things might be like? What skills would they have? Go outside and discuss what the creator of natural things would be like. What do they think the creator of the world is like? Read creation story.	Unit 1.2 Who do Christians say made the world? Creation Show images of creation story and retell to each other. Look at text from NIV of the Bible. Read another version of the creation story and think about similarities and differences. Create a paint pot timeline of the creation story.	Unit 1.2 Who do Christians say made the world? Creation Watch a video account of the creation story. Discuss the film. Are there clear links to the original text? Was anything left out? Explain that after the world was created, God put humans in charge. Was this an easy job? Why might it have felt like a big responsibility? What might Christians say to God if they know that God created the world?	Unit 1.2 Who do Christians say made the world? Creation Reread story. Why might Christians want to say thank you to God for creating the world? When might they do this? Talk about prayer and sung worship. Talk about Harvest time. Read Matthew 10:8.	Unit 1.2 Who do Christians say made the world? Creation Visit church and look at stained glass windows. Explain that in the past, not everyone could read or write stories from the Bible, so they were often shared through stained-glass windows. Design own stained glass windows for the creation story.	Unit 1.2 Who do Christians say made the world? Creation Discuss why God rested on the seventh day. Explain that many Christians try to follow God’s example. What might they do on the seventh day of their week? Assessment/Reflection.
PSHE Being My Best –Being positive	SCARF: Being my Best What does my body need? Name what their bodies need for energy (food, water, exercise, sleep) Describe how they feel when they don’t have enough food, water, exercise or sleep.	SSCARF: Being my Best What does my body need? Make healthy choices independently, in their home or education setting.	SCARF: Being my Best I can keep trying Explain how people might feel if they find something hard Suggest ways to encourage others to keep going. Have a go at challenging themselves.	SCARF: Being my Best I can do it Develop skills in planning, reviewing applying a ‘trial and error’ approach.	SCARF: Being my Best I can do it Explore activities that they wouldn’t normally try, pushing the boundaries of their comfort zone.	SCARF: Being my Best I can do it Communicate with others by sharing with and listening to each other’s ideas
Maths	Multiplition and division Counting in 2’s, 5’s and 10’s	Multiplition and division Doubling and arrays	Multiplition and division Grouping and sharing	Fractions Halves of shapes and numbers	Fractions Quarters of shapes and numbers	Position and direction Forwards/backwards, left/right, above/below



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No Nonsense number	Block 5 Week1 Understanding and using addition and subtraction facts for numbers to twenty Connecting language to adding and subtracting to twenty	Block 5 Week 2 Using understanding to add and subtract one-digit numbers	Block 5 Week 3 Connecting facts within ten to facts within twenty	Block 5 Week 4 Connecting facts for ten to facts for twenty	Block 5 Week 5 Using facts for ten for facts for twenty	
<p style="text-align: center;">English</p>	<p>Genre: Fiction</p> <p>Elicitation: Use an image of Little Red Riding Hood and one of the wolf and ask children to generate ideas about what the characters might think and say. Children to RP this. Children to write down what they have come up with.</p> <p>Introduce our Fiction text: A Dog's Day by Rebecca Rissman</p> <p>Look at front cover and discuss what might make a dog's day. What do they think is going to happen in the story? Record ideas and then read the book. Learn and remember bare bones of the text – use a map and actions.</p>	<p>Genre: Fiction</p> <p>Text: A Dog's Day by Rebecca Rissman</p> <p>Immerse: Continue to learn the story through actions and retelling in pairs, section by section, with children telling Rosie's and Rusty's story.</p> <p>How is Rosie feeling in her story? Write around a picture of her, the children's suggestions. Children to write about how Rusty is feeling in their books. Share as a class.</p> <p>Look at the noun phrase 'a big, muddy flower bed'. Identify the head noun(s) and adjectives. Write 'a poodle' and ask children to come up with some adjectives to describe poodle. Children to create their own expanded noun phrases for different</p>	<p>Genre: Fiction</p> <p>Text: A Dog's Day by Rebecca Rissman</p> <p>Immerse: Read story again but this time ask the children to join in when Rosie asks a question. Include actions for capital letters and question marks.</p> <p>Imitate: Children make up their own place where Rusty might go and in the role of Rosie, ask the question e.g., Mr Magazine, Have you seen Rusty go through your shop?</p> <p>Identify punctuation mark as an apostrophe in title. Find objects in classroom belonging to individual children. Record and model how to write a sentence including possessive apostrophes e.g., Joy's</p>	<p>Genre: Fiction</p> <p>Text: A Dog's Day by Rebecca Rissman</p> <p>Plan Invent: Draw up a list of characters that children could tell two stories based around (two friends, a teacher and a pupil, parent and child, LRRH and the Wolf). Choose pair for shared write, e.g., teacher and pupil.</p> <p>Generate ideas about what mischievous thing the pupil could get up to. Children to act out situations. Use the photos to identify nouns. Generate adjective to expand the noun phrase and label the picture – children to create own labels for other pictures.</p> <p>Create story map to fit new content, including noun phrases and retell</p>	<p>Genre: Fiction</p> <p>Text: A Dog's Day by Rebecca Rissman</p> <p>Invent (shared write): Model writing the text, over a couple of days to demonstrate the elements included in the writerly knowledge chart created with the children.</p> <p>Model rereading writing to check that it makes sense.</p> <p>Provide feedback about aspects children need to develop further when they write independently.</p>	<p>Genre: Fiction</p> <p>Text: A Dog's Day by Rebecca Rissman</p> <p>Big write: Children to choose their own two characters and place them in a situation. Box up new information (plan their story). Support children writing the text through revising and editing of the text to included the elements taught throughout the sequence. Children to move to second story when they are ready.</p> <p>Proofread the writing for spelling and punctuation. Publish a final version in a book that flips upside-down.</p> <p>Compare, comment and share with peers.</p>



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Reading	Children to pick the New Top Five. Demonstrate pleasure and motivation to read	Link what we read to our own experiences. Each child to take a library book. LW Daily Guided Read, groups read 3 x a week, plus 1:1 interventions and Keep Up	Listen to a range of text genres – poems, facts and stories. Each child to take a library book. LW Daily Guided Read, groups read 3 x a week, plus 1:1 interventions and Keep Up	Check that texts make sense and ask questions to clarify. Each child to take a library book. LW Daily Guided Read, groups read 3 x a week, plus 1:1 interventions and Keep Up	Predict what might happen based on what has been read so far. Each child to take a library book. LW Daily Guided Read, groups read 3 x a week, plus 1:1 interventions and Keep Up	Check that texts make sense and ask questions to clarify. Each child to take a library book. LW Daily Guided Read, groups read 3 x a week, plus 1:1 interventions and Keep Up
Spelling Spring 2	Year 1 CEW's – The checklist of all- Assessment Year 1 HF words- Assessment	Year 1 CEW's – the a do to today of said says are were was Year 1 HF words-that not look and with then don't all will old can little into are as	Year 1 CEW's– is his has I you your they be he me she we Year 1 HF words- back up from day had mum children made time her them Mr I'm what get if	Year 1 CEW's- no go so by my here there where love come some Year 1 HF words- just help out down now Mrs this dad came an called have big oh here	Year 1 CEW's– one once ask friend school put push pull full house our Year 1 HF words- went when about off for it's got asked like their saw looked people make but very	Year 1 CEW's– recap words learned Sum 1 Year 1 HF words- – recap words learned Sum 1
Phonics	Little Wandle: Phase 5 Sum 1 Revision for Phonics Screening Check ay play a-e shake ea each e he	Little Wandle: Phase 5 Sum 1 ie pie i-e time o go o-e home	Little Wandle: Phase 5 Sum 1 ue blue rescue ew chew new u-e rude cute aw claw	Little Wandle: Phase 5 Sum 1 ea head ir bird ou cloud oy toy	Little Wandle: Phase 5 Sum 1 i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	Little Wandle: Phase 5 Sum 1 Assessment week
Science Plants How can we identify different plants and trees?	What is a plant?	What are the parts of a plant called?	Do plants grow?	Do wild plants grow in our local area?	How can we group plants? Can we eat plants?	Are trees a type of plant? What is a leaf?
Nature School	Planting wild flower seeds in outdoor area.	Check on seeds for signs of growth (link to Science topic)	Check on seeds for signs of growth (link to Science topic)	Check on seeds for signs of growth (link to Science topic)	Check on seeds for signs of growth (link to Science topic)	Check on seeds for signs of growth (link to Science topic)



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		Nature walk to look for signs of growth – photograph to compare to the signs of spring photos taken last half term.	Create fossil artwork using found objects.	Nature walk to look for wild flowers. Flower colour chart/rainbow.	Naming wild flowers	Science topic) Find it card challenge game.
PE LEAP into LIFE	Functional movement Progression 9 To bend and stretch a variety of different body parts using a variety of levels.	Movement concepts Progression 5 To explore stepping patterns, using right and left concepts.	Aesthetic movement Progression 9 To understand the contrasts in strength and speed of movement.	Aesthetic movement Progression 10 To show control and continuity in changing speed and strength of movement.	Manipulative skills Progression 5 To move into spaces necessary to catch balls from different directions and heights.	Functional movement Progression 10 To bend and stretch using a variety of different levels and directions as part of continuous movement.
Computing Moving a robot	To explain what a given command will do	To act out a given word	To combine forwards and backwards commands to make sequences	To combine four direction commands to make sequences	To plan a simple program	To find more than one solution to a problem
Internet Safety	Unit 05: When In Doubt, Discuss – Activity 1 Be Internet Legend Curriculum					
Geography Field work- What do I know about Our school environment and Candy's field?	Our Local Park (3) Where is our local park, and how do people get there?	How can we collect data about the key features of our local park?	How can we present data about our local park's facilities?	Our School Grounds (3) Which features in our school grounds encourage plant life?	Where on our school grounds could we encourage plant life?	How can we share the locations in our school where we would encourage plant life?
Art Monochromatic- What is drawing?	Monochromatic - What is a drawing?	How can we make marks with a pencil?	How can we use lines and shapes to draw?	How does Christa Rijnveld use lines to create art?	How can we create our own drawing inspired by Christa Rijnveld?	How can we describe art?
Music Charanga	Your Imagination by Joanna Mangona and Pete Readman	Supercalifragilisticexpialidocious from Mary Poppins Your	Pure Imagination from Willy Wonka & The Chocolate Factory	Daydream Believer by The Monkees Listen and appraise	Rainbow Connection from The Muppet Movie	A Whole New World from Aladdin Listen and appraise



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Your imagination	Listen and appraise	Imagination Listen and appraise Learn to sing the song	soundtrack Your Imagination Listen and appraise Learn to sing the song Add percussion	Warm up games Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song	Listen and appraise Warm up games Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song	Warm up games Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song
Educational visits/visitors	Bicton Gardens					