



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

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE 1:9 – How should we care for others in the world and why does it matter?	Unit 1:9 – How should we care for others in the world and why does it matter? Ask pupils what makes them unique and special. Share. Were all the things the same or different? Explain that Christians and Jewish people believe that we are all made in the image of God, and we are all made to be individuals. Read Matthew 6:35 and Mark 10:13-15. Create a list of things that these two teaching might teach Christians today.	Unit 1:9 – How should we care for others in the world and why does it matter? Show pupils a photograph or example of a Torah scroll. Share Psalm 8 with children and unpick the meaning of the text. What do children think Psalm 8 tells Jewish people about how much God cares for them? Create a list.	Unit 1:9 – How should we care for others in the world and why does it matter? Introduce Tzedakah to pupils. Explain that during the festival of Sukkot, many Jewish people remember the story of exodus and how God looked after his people. Children write one thing that a Jewish person might do to help someone else at Sukkot.	Unit 1:9 – How should we care for others in the world and why does it matter? Show a picture of Mother Teresa. Learn about her and about her belief that she was called by God to care for people. Show pupils the golden rule ‘ Treat others how you would want to be treated’. Compare golden rules from different religions.	Unit 1:9 – How should we care for others in the world and why does it matter? Share Christian and Jewish creation stories. Explain that this story is the same in both the Torah and the Bible. Ask pupils whether they think God would be happy or sad with the world today. What would they want to change about the world?	Unit 1:9 – How should we care for others in the world and why does it matter? Learn about the Jewish festival or Tu Shevat. Tell the story of the wise Rabbi. Encourage children to write and illustrate one thing that a Jewish person might do to celebrate the new year of the trees.
PSHE Valuing Difference	SCARF: Valuing differences Identifying differences and similarities between people. Begin to appreciate the positive aspects of these differences.	SCARF: Valuing differences Explain the differences between unkindness, teasing and bullying.	SCARF: Valuing differences Explain school rules and how those rules help to keep everybody safe.	SCARF: Valuing differences Recognise and explain what is fair and unfair, kind and unkind. Suggest ways they can show kindness to others.	SCARF: Valuing differences Identify some of the people who are special to us. Recognise and name some of the qualities that make a person special.	SCARF: Valuing differences Recognise that we belong to various groups and communities.
Maths	Place Value (within 100) Counting forwards and backwards to 100, introducing the 100 square, partitioning numbers.	Place Value (within 100) Comparing numbers, ordering numbers, one more and one less.	Money Recognising coins, recognising notes.	Money Counting in coins, adding and subtracting money.	Time Before and after, dates.	Consolidation, catch up and revisit



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No Nonsense number	Block 6: Week 1 Counting in 2, 5, 10's	Block 6: Week 2 Counting in 2, 5, 10's	Block 6: Week 3 Doubling and halving	Block 6: Week 4 Doubling and halving	Block 6: Week 5 Applying and understanding	Consolidation, catch up and revisit
English	<p>Genre: Non-fiction</p> <p>Elicitation: Remind children about previously studied topic (plants/animals/toys). Ask them to suggest some of the things that could be in a collection – list these. Can children write information sentences about these things?</p> <p>Introduce new text: Hidden World: Ocean by Libby Walden</p> <p>What do we already know about the ocean and ocean life? List ocean-dwelling animals. How can we group them? Generate vocabulary to describe creatures as well as their similarities and differences.</p>	<p>Genre: Non-fiction</p> <p>Text: Hidden World by Libby Walden</p> <p>Immerse: Choose a double page spread from the book to learn and remember. Refer back to initial discussion activities. Allow children to explore book in small groups. What do they like/dislike about the way the information is presented.</p> <p>Vocabulary – notice and collect a selection of unfamiliar words (tier 3 and tier 2). Use pictures and discussion to discover the meaning of these words. Create individual word bank.</p> <p>Write sentences for these words.</p>	<p>Genre: Non-fiction</p> <p>Text: Hidden World by Libby Walden</p> <p>Imitate: Show a noun phrase used by Libby Walden and together identify head noun and adjectives. Children to suggest alternative adjectives.</p> <p>Show children an image from the text – what words might e use to talk about this? Record ideas.</p> <p>Children to create a word bank columns (size, shape, colour, behaviour)</p> <p>Children to complete their own noun phrases for a selection of marine life using their word banks.</p>	<p>Genre: Non-fiction</p> <p>Text: Hidden World by Libby Walden</p> <p>Immerse: Using a pronoun as the subject to avoid repetition. Display two single-clause sentences from the model text: 'Narwhals live in Arctic water. They are known as unicorns of the sea'. Point out that the second uses 'they' to refer to the animal so that the name does not get repeated.</p> <p>Children to write their own sentences about topic of their choice (related to end write) using this structure.</p>	<p>Genre: Non-fiction</p> <p>Text: Hidden World by Libby Walden</p> <p>Plan Invent: Children gather information on a planning grid about their chosen animals/things. Research using ipads/laptops and books to gather information. Children collect and explore vocabulary – referring to word banks.</p>	<p>Genre: Non-fiction</p> <p>Text: Hidden World by Libby Walden</p> <p>Big Write: Children write their own 2-page spread to provide information on up to 6 different animals/things that can be grouped by a particular characteristic. Revising and editing. Proof-reading. Compare, comment and share.</p> <p>Big Write: Children to write a reflection of Year 1. What they have enjoyed etc.</p> <p>Big Write: A letter to my Year 2 teacher. Children to write a letter to their new teacher. What they would live their new teacher to know about them and what they are hoping to learn and do in Year 2.</p>
Spelling Spring 2	Y1 CEW's and LW tricky words Revision The, a, do, to, today, of, said, says, are, were, was, is, his, has, I,	you, your, they, be, he, me, she, we, by, my No, go, so, school, put	here, there, where, love, come, some, one, once, ask, friend, push, pull, full, house, mouse	no, sure, pure, all, call, our, her, and, into, little, out. Mr, Mrs, Ms, two	different, thought, through, again, want, have, what, like, love, when, water, could, would, should, oh	child, children, wild, climb, most, their, people, door, poor, floor, because, find, kind, mind, behind



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						only, both, old, cold, every, everybody, even, busy, beautiful, pretty, hour, move, improve, parents, shoe
Phonics	PSC Revision	PSC Revision	LW: Summer 2 ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	/sh/ ti ssi ci ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more review
Science Observe and record seasonal changes.	Summer changes					
Nature School	Parachute on the field and making fans	Village walk and Beach School – shell art	Kite making and gardening	Village walk and Beach School - Birds	Butterflies and gardening	Village walk and Beach School
PE LEAP into LIFE	Functional movement Progression 10 To bend and stretch using a variety of different levels and directions as part of continuous movement.	Functional Movement Progression 11 To change direction of movement using the upper body to lead.	Movement Concepts Progression 6 To place and move objects with precision.	Aesthetic movement Progression 11 To work with music to enhance and accompany dance.	Aesthetic movement Progression 12 To interpret the feel of music and to move accordingly. To develop moves into a sequence.	Manipulative skills Progression 6 To bounce and catch with a partner, using a variety of balls.
Computing Introduction to Animation	To choose a command for a given purpose	To show that a series of commands can be joined together	To identify the effect of changing a value	To explain that each sprite has its own instructions	To design the parts of a project	To use my algorithm to create a program
Internet Safety	Unit 06: When In Doubt, Discuss – Activity 1 Be Internet Legend Curriculum					
History Toys- How have toys changed over the last 60 years?	How can we find out about the past?	What are toys like now?	What was my favourite toy when I was a baby?	What were our guardians' toys like and how do we know?	What were older relatives' toys like and how do we know?	How have toys changed since our older relatives were little?



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<p style="text-align: center;">DT Toy Makers’ Workshop How can we make a toy from recycled materials that is fun and safe to play with?</p>				<p>Famous Artist- Gustav Klimt Who was he?</p>	<p>Appraise his art, recreate favourite piece</p>	<p>Willow class gallery</p>
<p style="text-align: center;">Music Charanga Reflect, Rewind and Replay Instrument Ukulele</p>	<p>Reflect - A Song Before Sunrise by Delius - 20th Century Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Listen and appraise</p>	<p>Reflect - The Firebird by Stravinsky - 20th Century Rewind and Listen Out! When I'm 64 by The Beatles Listen and appraise Learn to sing the song</p>	<p>Reflect - The Bird by Prokofiev - 20th Century Rewind and Listen Out! Jai Ho by A. R. Rahman Listen and appraise Learn to sing the song Add percussion</p>	<p>Reflect - Grand March from Aida by Verdi - Classical Rewind and Listen Out! Oye Como Va by Santana 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</p>	<p>Reflect - Boléro by Ravel - 20th Century Rewind and Listen Out! Pure Imagination from the film Charlie And The Chocolate Factory 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</p>	<p>Reflect - The Lamb by John Tavener - Contemporary Rewind and Listen Out! Rainbow Connection sung by Kermit The Frog 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</p>
<p style="text-align: center;">Educational visits/visitors</p>	<p>Exmouth museum Stuart Line Cruises</p>					