



The Great Outdoors

Week/Date <u>Blue Books</u>	<u>Literacy</u> CLL Literacy 5 sessions	<u>Numeracy</u> Maths 4 sessions	<u>Science/History/Geography</u> 2 sessions	<u>Music HJ</u> <u>Art/DT/computing</u> 2 sessions	<u>RE/PSHE</u> 1 shorter session	<u>PE</u> 2 sessions/1 with MW
6 Red 1 st -5 th June	<p><u>Monkey see, monkey do.</u> Problem and resolution tale. Sequencing main events. Imitation week Retell main events. Story map. Identify "parts" or "features" of the story. Reading and writing contractions</p> <p><i>See more detailed Literacy Medium term planning.</i></p>	<p><u>Number: Place value (within 100)</u> Counting to 100 and partitioning numbers into tens and ones, and in different ways.</p> <p><i>See more detailed Numeracy MTP.</i></p>	<p>Display - The Great Outdoors . British values board - "Forest school". <i>Including orienteering, den building, making refreshments, playing team games, clearing up, making wind trailers etc. Add heading for each value to the board surrounded by photos of children working together during the day eg democracy may show children discussing with speech bubbles to capture children's thoughts and ideas. Adults to observe and prompt direction of task through questioning/ scribe notes and write speech bubbles. Expand explanation through why or what would happen if type questions.</i></p> <p>PSHE- British values/ working together - Forest school (as above). Self-evaluation What I have learnt, what I am good at, what I would like to do better etc</p>			No class session due to starter day/display work.

<p style="text-align: center;">7 Yellow</p> <p>8th-12th June</p> <p style="color: red;">Y1 phonics screening</p>	<p>Innovation week Focus on each "part" in turn. Read, answer comprehension questions, discuss purpose and orally compose new innovations. Recognise features for each "part" eg using exciting adjectives for character description. Creating a picture in the mind for settings etc. Short burst writing for different alternatives for each part. Reading and writing prefixes and suffixes.</p>	<p><u>Number: Place value (within 100)</u> Comparing numbers- using vocabulary such as more and less, and symbols > < and = Ordering numbers -begin to understand the value of the digits in a 2 digit number and use this to help order numbers efficiently.</p>	<p>Materials - Name a selection of familiar objects and identify the materials they are made from. Match and name a variety of everyday materials including to the raw material. Explore the term material (children often think this means fabric and don't realise it means wood, plastic etc). How can we make out local area safer? Remind children of the previous work where explored the local community and homes etc. Do they like it where they live and come to school? Why? List likes and dislikes. Talk about the safety. What makes it safe/unsafe? Conduct a traffic survey, investigate safety signs, road crossings, practise road safety and explore florescent materials - hi vis vests etc. Give children time with torches to explore other reflective surfaces.</p>	<p>E-safety I am healthy session 2. Survey children's activity at home, play and leisure time. Explore the balance between using technology and other types of activity, including board games, reading together as well as exercise. Revise rules for using technology including setting time limits. Make and display "take a break" cards. Investigating materials explore properties, cutting, joining and "colouring". Children to select four material pieces - make predictions eg how can I cut it, how can I join it, how can I add colour? Children predict then test then evaluate eg I used a saw to cut the wood because scissors weren't strong enough. I used hammer and nails to join in because sellotape just dropped off, I used paint to add colour as felt tip didn't show up and chalk rubbed off.</p>	<p>PSHE - Making change happen. Explore different ways of changing, natural changes eg I am growing up, unexpected changes, eg I have to move house, easy changes, I have a new pair of shoes, and changes that are harder to achieve eg learning a new skill, riding a bike or learning to read. Talk about skills needed to learn - practise and perseverance. Choose a saying or motto for the class to display about practise makes perfect/ I need to try hard/ keep going etc.</p>	<p>Games Follow on activity to practise skills from previous weeks lesson with Mr Wright.</p>
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<p>8 Green</p> <p>15th-19th June</p>	<p>Invention week Compose and plan a new story. Write independently to create a new story with different characters, setting and new actions. Punctuation. Explore the punctuation used in the story - what is an exclamation mark for? Can we write our own exclamations?</p>	<p><u>Number: Place value (within 100)</u> One more and one less - children find one more and one less than given numbers to 100 with concrete materials, physically adding 1 more or taking 1 away before moving onto more abstract methods such as number tracks or hundred squares. Progress to mental recall to meet exceeding standard. Complete all number objectives as needed from individual assessments.</p>	<p>Materials -Create properties word banks/lists and explain what each means. Explore and describe simple properties of everyday materials eg wood is hard, smooth, waterproof and opaque. Compare the properties of everyday materials eg wood and metal are hard and rigid but wool and fabric are soft and flexible. Create and complete simple tables. How can we make our local area safer? Explore the school grounds in regards to traffic -drive way and car park , explore and make safety signs etc. How can people know they mustn't walk in the road? How can we tell cars to slow right down?</p>	<p>More than my beebot. Explore programming and debugging on screen. Use JIT programs on j2e code. Children to explore how to use directional arrows, undo tool etc. Teacher pretend children are the teachers to give instructions. Investigating materials Explore and describe fabrics. Revise term as children will often say it's a material! Sort in different ways using and expanding on descriptive vocabulary. Use light and magnifying lenses and microscopes to look at the weave more closely.</p>	<p>RE- How should we live our lives? Link to growing up and changes in our lives. What happens to us after we are born? How do we know what we have to do as we grow up? Rules! Explore important events eg go to school, finish school, learn to drive, get a job, maybe get married etc. Discuss and list/brainstorm ideas - then sequence events using STC prompts, and write a sentence about each.</p>	<p>Games Follow on activity to practise skills from previous weeks lesson with Mr Wright.</p>
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<p>9</p> <p>22nd-26th June</p>	<p>Non-fiction focus Persuasion through letter writing. Imitation week Dear Monkeys, Please don't take my hats. I'm very upset etc. (to include contractions). Conjunctions.</p>	<p>Measurement: Money Recognise the value of coins and notes. Recognise symbols. Understand value or worth. Begin to count in coins.</p> <p>Complete measures objectives as needed from individual assessments.</p>	<p>Materials - Explore and experiment the suitability of materials for purpose eg is paper a good material to make a window? Is plastic a good material for a boat? Perform simple tests to explore suitability. Children to choose and create own test eg I want to find out if wool is strong to make a parachute! Record investigations for KS1 portfolios and include evaluations.</p> <p>Structures Create designs for the a new playground. Link to T4W monkeys. Look at the grounds and discuss which areas children like to play in, equipment etc. Ask children to design a new play area for the field. Research equipment with adult leading use of search engines to model. Children work as team designing new features to create a plan.</p>	<p>Make my animated people. Introduce animation topic by watching cartoon examples and video clip to show how still pictures can be made to look like they are moving. Children follow instructions to make individual thaumotropes. Investigating materials-weaving. Show example of fabrics that are woven where children can see the pattern and process. Children have a go at weaving choosing own paper, fabric and natural materials. Practise the over under technique with fine motor resources.</p>	<p>RE- How should we live our lives? Recall ideas from previous week and discuss with children that they may have been christened or baptised because many babies are as a sign of welcoming into their families chosen faith - Christians have baptisms. Watch the examples of Christian baptism and plan together as a class for a baptism celebration. 'Begin to create resources and prepare for baptism. Send letters home for clothes etc for next week.</p>	<p>Games Follow on activity to practise skills from previous weeks lesson with Mr Wright.</p>
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<p>10</p> <p>29th June - 3rd July</p>	<p>Innovation week Dear traveller, Write back to the man from the monkeys persuading him to build you a playground (so you won't be bored). Use persuasive phrases eg I know you will agree... Conjunctions Individual word checks.</p>	<p><u>Measurement:</u> <u>Time</u> Use vocabulary of before after earlier later etc to sequence events. Tell the time to the hour. Tell time to the half hour. Revisit reciting months of the year.</p>	<p>Materials - find out about people who have developed useful materials eg Lego, Velcro. Research using technology linking to safe search engines. What questions could we ask them? Structures- explore playground equipment, design a piece of equipment eg if choosing a set of monkey bars, look up examples, compare and consider benefits and dangers, draw own design, plan materials needed for a model.</p>	<p>Make flip books. What is sculpture? Introduce sculpture and look at examples of different kinds of work. 'Discuss and compare the range of materials used. Look at a range of famous artists work including modern artists eg Anthony Gormley, Rachel Whiteread, Richard Long. Ask children to thought capture their responses around the photos. Choose favourite and have a go at sketching it.</p>	<p>RE- How should we live our lives? Children to make and create all resources, some choose food, some decorations and some reorganising space and making the font etc. Children to bring clothes and dolls (plastic) from home or use school dolls to conduct a baptism and then celebrate together. Explore the importance of a name.</p>	<p>Games Follow on activity to practise skills from previous weeks lesson with Mr Wright.</p>
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<p>11</p> <p><i>Assessment week</i></p> <p>6th - 10th July</p>	<p>Final Year One writing assessment.</p> <p>Children to write a story or list, letter or invitation, following discussion with an adult.</p>	<p><u>Measurement:</u></p> <p><u>Time</u></p> <p>Explore the difference between seconds minutes and hours, and compare events using these timescales. Read and write time in digital and analogue formats.</p>	<p>Science assessment for Year One portfolio. Name and describe materials, explain about their suitability.</p> <p>Structures Create structure from design using a variety of construction equipment and materials. Children to all add models to a base frame to create their ideal playground. Evaluate models.</p>	<p>Friday 10th July -Changeover day (new year one class), Science day work for ICT board for September- exploring forces (plus Picnic day). <i>Use the Beebots to push and pull - control direction. Plan detail when new topic for September is set.</i></p> <p>What is sculpture?</p> <p>Create sculptures using a combination of recyclable materials/construction kits/loose parts etc, depending on choice of artist from last week.</p> <p>Children may create a piece of "loose art" - take photos to show as evidence and keep to print for memory cards.</p>	<p>Games</p> <p>Follow on activity to practise skills from previous weeks lesson with Mr Wright.</p>	
<p>12</p> <p>13th-17th July</p>	<p>Letters and sounds final assessments. Final reading checks.</p> <p>Poetry</p> <p>Create memory poems. Use senses poems or acrostics to discuss and remember features of year one, class 4. Talk about what you are looking forward to in year two.</p>	<p>White rose assessments.</p> <p>Maths assessment for Year One portfolio.</p>	<p>Materials complete any outstanding projects - science, dt or art. Complete assessments for KS1 portfolios.</p> <p>Seasons - What is Summer? Explore and make seasonal observations. Design sun safety posters, identify dangers associated with water, discuss stranger danger. Practise 999 call/ asking for help.</p>	<p>Introduce Pivot animator (stick people). Use the program to make frames to create an animation of the stick person waving or running etc. work in pairs to plan the algorithm, execute and with adult support to debug and improve.</p> <p>What is sculpture?</p> <p>Nature - Andy Goldsworthy or Barbara Hepworth. Children choose to create a piece of work inspired by one of these artists, using clay, sand, mud or any found natural materials, link to Summer theme eg a seascape or sun picture perhaps.</p>	<p>Bible story- Moses. Explore the story through Godly play. Theme of rules. In your new class what are the ten commandments or rules you would like to have?</p> <p>Lit- Memory poems. Sc- Staying safe.</p>	<p>Children's choice.</p>

