

AFL -
recap
from
units 1
and 2

Unit 1
and 2
recap



Balby Central Medium Term Planning 2016-17

Year: 1		Term: 1				Teachers: Mr Short, Mrs Cayton, Mrs Lakin, Miss Murdoch		
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Subjects								
Maths	Essentials for learning	<p>Count, Read and Write numbers to 100.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>Use place value and number facts to solve problems.</p> <p>Given a number, identify one more and one less.</p> <p>Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words.</p> <p>Use the language of equal to, more than, less than (fewer), most and least.</p>	<p>Use the language of equal to, more than, less than (fewer), most and least.</p> <p>Use place value and number facts to solve problems.</p> <p>Represent and use number bonds and related subtraction facts to 20.</p> <p>The addition (+), subtraction (-) and equals (=) signs. [17]</p> <p>Add and subtract numbers using concrete objects and pictorial representations and mentally, including:</p> <ul style="list-style-type: none"> • One-digit and two-digit numbers to 20, including zero • A two-digit number and ones [W5] • A two-digit number and tens [W5] • Two two-digit numbers [2] • Adding three 	<p>Recognise and name common 2-D and 3-D shapes. [W7]</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. [11], [22]</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. [11], [22]</p> <p>Identify 2-D shapes on the surface of 3-D shapes.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Use the language of equal to, more than, less than (fewer), most and least.</p> <p>Use place value and number facts to solve problems.</p> <p>Represent and use number bonds and related subtraction facts to 20.</p> <p>The addition (+), subtraction (-) and equals (=) signs. [17]</p> <p>Add and subtract numbers using concrete objects and pictorial representations and mentally, including:</p> <ul style="list-style-type: none"> • One-digit and two-digit numbers to 20, including zero • A two-digit number and ones [W5] • A two-digit 	<p>Use the language of equal to, more than, less than (fewer), most and least.</p> <p>Use place value and number facts to solve problems.</p> <p>Represent and use number bonds and related subtraction facts to 20.</p> <p>The addition (+), subtraction (-) and equals (=) signs. [17]</p> <p>Add and subtract numbers using concrete objects and pictorial representations and mentally, including:</p> <ul style="list-style-type: none"> • One-digit and two-digit numbers to 20, including zero • A two-digit number and ones [W5] • A two-digit 	<p>Compare, describe and solve practical problems for: lengths and heights,</p> <p>Measure and begin to record: lengths and heights</p> <p>Compare and order lengths</p>	<p>See previous days depending on what the children need to recap.</p>

			one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot		number and tens [W5] • Two two-digit numbers [2] • Adding three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	number and tens [W5] • Two two-digit numbers [2] • Adding three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot		
	Teaching	Number and place value Unit 1 week 1	Addition and subtraction Unit 1 week 2	Geometry (properties of shape) Unit 1 week 3	Addition and subtraction Unit 2 week 1	Addition and subtraction Unit 2 week 2	Measurement (length and height) Unit 2 week 3	

Writing continuous: Use some of the characteristic features of the type of writing used, Use names of people, places and things, Use the correct tenses, re-read writing to check it makes sense, organise writing in line with its purpose, sequence sentences to form a clear narrative. Begin to form lower-case letters correctly and of consistent size. Form capital letters correctly and of consistent size, Form digits 0-9 correctly and of consistent size. Begin to join some letters. Use spacing between words that reflects the size of the letters. Spell words containing 40+ learned Phonemes. Spell common exception words. Add prefixes and suffixes, Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. Use and understand grammatical terminology in discussing writing: Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. adjective, noun, suffix, apostrophe, comma. Distinguish between homophones and near-homophones. Join sentences with conjunctions and connectives.

Writing Non Negotiables: Capital letters , finger spaces, full stops Correct letter size	Essentials for learning	Use well-chosen adjectives to add detail. Use nouns and pronouns for variety. Vary the way sentences begin. Begin to use a capital letter for the names of people, places, the days of the week and I.	Use well-chosen adjectives to add detail. Use nouns and pronouns for Variety. Begin to use a capital letter for the names of people, places, the days of the week and I. Use adverbs for extra detail. Write about more than one idea Use the possessive (singular) Apostrophe.	Read aloud clearly enough to be heard by peers and the teacher Read aloud with some intonation. Use well-chosen adjectives to add Detail. Use nouns and pronouns for Variety. Begin to use a capital letter for the names of people, places, the days of the week and I.	Read aloud clearly enough to be heard by peers and the teacher Read aloud with some intonation. Use well-chosen adjectives to add detail. Use nouns and pronouns for Variety. Begin to use a capital letter for the names of people, places, the days of the week and I.	Read aloud clearly enough to be heard by peers and the teacher Read aloud with some intonation. Use well-chosen adjectives to add detail. Use nouns and pronouns for Variety. Begin to use a capital letter for the names of people, places, the days of the week and I. Group related information. Use subordination (when, if, that, because). Use coordination (or, and, but).	Read aloud clearly enough to be heard by peers and the teacher Read aloud with some intonation. Use well-chosen adjectives to add detail. Use nouns and pronouns for Variety. Begin to use a capital letter for the names of people, places, the days of the week and I. Group related information. Use subordination (when, if, that, because). Use coordination (or, and, but).	Read aloud clearly enough to be heard by peers and the teacher Read aloud with some intonation. Use well-chosen adjectives to add detail. Use nouns and pronouns for Variety. Begin to use a capital letter for the names of people, places, the days of the week and I. Group related information. Use subordination (when, if, that, because). Use coordination (or, and, but).
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	Teaching	New toys/favorite toys Dogger	Why was he sad? How are characters feeling? Prediction. Dogger	Simple recount of a familiar story Talk for writing/story map Dogger	Simple recount of a familiar story Talk for writing Dogger	Recount Great Fire of London/visit to fire station or bakery	Recount Great Fire of London/visit to fire station or bakery	Recount Great Fire of London/visit to fire station or bakery
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Reading continuous: Apply phonic knowledge and skills as the route to decode words, Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes, Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings, Read other words of more than one syllable that contain taught GPCs, Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s), Reads aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. Re-read these books to build up fluency and confidence in word reading, Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes, Read accurately words of two or more syllables that contain the same graphemes as above, Read words containing common suffixes, Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered, Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation, Re-read books to build up fluency and confidence in word reading, Discuss events, Predict events, Link reading to own experience and other books, Join in with stories or poems. Check that reading makes sense and self-correct, Infer what characters are like from actions, Ask and answer questions about texts, Discuss favourite words and phrases, Listen to and discuss a wide range of Texts. Recognise and join in with (including role-play) recurring language, Explain and discuss understanding of texts, Discuss the significance of the title and events, Make inferences on the basis of what is being said and done.

Reading	Essentials for learning	Discuss events, Predict events Ask and answer questions about texts,	Link reading to own experience and other books Ask and answer questions about texts,	Infer what characters are like from actions, Ask and answer questions about texts, 	Make inferences on the basis of what is being said and done. Ask and answer questions about texts,	Explain and discuss understanding of texts Ask and answer questions about texts,	Ask and answer questions about texts,	Ask and answer questions about texts,
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	Teaching	Dogger	Dogger	Dogger	Dogger	Great Fire of London information text	Great Fire of London information text	Great Fire of London information text
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Spelling	Essentials for learning	Spell words containing 40+ learned phonemes. Spell common exception words. Add prefixes and suffixes. Use the possessive (singular) apostrophe. Distinguish between homophones and near-homophones.						
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	Teaching	RWI						
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Grammar	Essentials for learning							
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	Teaching	Activity 1a.1: What's in a picture?	Activity 1a.2: Hammer those verbs!	Activity 1a.3: Stop!	Activity 1a.4: Silly sentences	Activity 1a.5: Sort it!	Activity 1b.1: Likes/dislikes	Activity 1b.2: Physical sentences
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Handwriting		Martin Harvey	Martin Harvey	Martin Harvey	Martin Harvey	Martin Harvey	Martin Harvey	Martin Harvey
Science	Essentials for learning	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p>	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p>	<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Consolidation</p> <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>
	Teaching	<p>Sorting, classifying and describing animals into different groups.</p> <p>Similarities and differences.</p>	<p>Sorting, classifying and describing animals into different groups</p> <p>Similarities and differences.</p>	<p>Food chains Habitats - living near food sources</p>	<p>Food chains Habitats - living near food sources</p>	<p>Sense experiment</p>	<p>Sense experiment</p>	

Topic Subjects

History	Essentials for learning	<p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. <p>(Including historical work in own locality and</p>	<p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. <p>(Including historical work in own locality</p>	<p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. <p>(Including historical work in own locality</p>	
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		nationally/ globally) To investigate and interpret the past To build an overview of world history: • Describe historical events. • Recognise that there are reasons why people in the past acted as they did.		and nationally/ globally) To investigate and interpret the past To build an overview of world history: • Describe historical events. • Recognise that there are reasons why people in the past acted as they did.		and nationally/ globally) To investigate and interpret the past To build an overview of world history: • Describe historical events. • Recognise that there are reasons why people in the past acted as they did.		
	Teaching	Children's own timeline Historical timeline Life in 17th Century London - how is it different to now? How did the fire start		Samuel Pepys diary What happened during the fire?		What happened after the Great Fire? Rebuilding London		Sources of information - how do we know about the Great Fire of London
Art	Essentials for learning							
	Teaching	HLTA planned linked to Great Fire of London	HLTA planned linked to Great Fire of London	HLTA planned linked to Great Fire of London	HLTA planned linked to Great Fire of London	HLTA planned linked to Great Fire of London	HLTA planned linked to Great Fire of London	HLTA planned linked to Great Fire of London
ICT	Essentials for learning							
	Teaching	Changing font size, style and colour - making name badge		Auto shapes - using shapes to create a picture		Shapes and lines - drawing and putting in order of size		Applying all skills to create own picture
Schemes								
Jigsaw	Scheme focus	Being me in my world: Special and Safe	Being me in my world: My Class	Being me in my world: Rights and Responsibilities	Being me in my world: Rewards And Feeling Proud	Being me in my world: Consequences	Being me in my world: Owning Our Learning Charter	Being me in my world
Discovery	Scheme focus	Creation story - Christianity Looking after things - who would you trust to look after things? Scavenger hunt	Creation story - Christianity Looking after things - who would you trust to look after things? Scavenger hunt	Creation story - Christianity 'The Wonderful Earth' Nick Butterworth and Mick Inkpen Would God be pleased with how we are looking after the world?	Creation story - Christianity Caring for nature and environment	Creation story - Christianity God wrote a letter to the people - what do you think he would have written in his letter? Children to give reasons for why God would be pleased.	Creation story - Christianity Revisit and discuss the world being precious - how will you look after the world? Make a mobile of natural objects and words about nature.	

Chara nga	Scheme focus	Hey You! by Joanna Mangona a. Games b. Start to learn the song Hey You! Sing the song Choose from the suggested ideas	Me, Myself and I by Dela Soul Hey You! a. Games b. Sing the song Hey You! c. Play instrumental parts Sing the song and play instrumental parts within the song Choose from the suggested ideas	Fresh Prince of Bel Air by Will Smith Hey You! Hey You! by Joanna Mangona. Games b. Sing the song Hey You! c. Play instrumental parts d. Improvise Sing the song and improvise using voices and/or instruments within the song Choose from the suggested ideas	Rapper's Delight by The Sugarhill Gang Hey You! a. Games b. Sing the song Hey You! c. Compose Sing the song and perform composition(s) within the song Choose from the suggested ideas	U Can't Touch This by MC Hammer Hey You! a. Games b. Sing the song Hey You! c. Include some instrumental and/or d. Vocal improvisation within the song e. Play your composition(s) within the song Choose what you perform today. Start to prepare for the end-of-unit performance Choose from the suggested ideas	It's Like That by Run DMC Hey You! a. Games b. Sing the song Hey You! c. Choose and play two performance options, then decide which one to practise for the end-of-unit performance Prepare for the end-of-unit performance Choose from the suggested ideas	Sing a selection of songs chosen by the children.
Frenc h	Scheme focus							