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Year 1 Pisky Cove/	Week 8: 30/10/17	Week:9 6/10/17	Week:10 13/10/17	Week:11 20/11/17	Week: 12 27/11/17	Week: 13 4/12/17	Week: 14 11/12/17	Week: 15 18/12/17
Porthpean								(3 days)
Special	Visit to Holy Trinity Church	Jewelled banquet crockery	Or Visit to Holy Trinity					
Events/	in St Austell	Jewened bunquet eroenery	Church in St Austell					
	iii St Austeii		Church in 5t Austen					
Launch Day /								
Visitors.								
Outcomes				Letters to parents inviting them to		Final outcome: Royal Banquet,		
				Royal Banquet.		parents invited		
Peer critique.				<u> </u>		Peer C	ritique –	<u> </u>
reer errique.						Teel of	rieque	
	Context: (Character flaw story)	Context: Character flaw story)	Context: Character flaw story)	10			1 0	T .
English	Context: (Character flaw story) Cinderlla	Context: Character flaw story) Cinderlla	Context: Character flaw story) Cinderlla	Context: Letters to parents inviting	Context:	Context:	Context - recount	Context - recount
	IALT:	IALT:	IALT:	them to Royal Banquet. (Jolly Postman books)	The Christmas Story (link with RE) IALT explore a religious story.	Create signs & posters for	Write a recount of the banquet	IALT
	listen attentively to a story and	- hold a pencil comfortably and	- hold a pencil comfortably and	IALT: listen attentively to a story and	- What matters to them and others.	banquet.	event.	- hold a pencil comfortably and correctly
	contribute some relevant ideas	correctly	correctly	contribute some relevant ideas;	IALT hold a pencil comfortably and	IALT	IALT	
	- discuss word meanings,			- discuss word meanings,	correctly	- hold a pencil comfortably and correctly	- hold a pencil comfortably and correctly	- write sentences by saying out loud
	- understand the story by drawing on what I already know	- write sentences by saying out loud	- write sentences by saying out loud		correctly			what I am going to write
	make inferences based on what is	what I am going to write	what I am going to write	- write sentences by saying out loud what I	- write sentences by saying out loud	- write sentences by saying out loud what I	- write sentences by saying out loud what I	
	being said and done			am going to write	, , ,	am going to write	am going to write	- use capital letters and full stops to
	- predict what might happen next	- sequence sentences to form short	- sequence sentences to form short		what I am going to write.			demarcate sentences
	based on what has already been read	narratives	narratives	- sequence sentences to form short		- use capital letters and full stops to	- use capital letters and full stops to	
	- participate in discussion about what			narratives.		demarcate sentences	demarcate sentences	
	is read to me, taking turns and listening to what others say	- discuss what they I have written	- discuss what they I have written					
	- explain my understanding of what is	with the teacher or other pupils	with the teacher or other pupils					
	read to me.							
		- use capital letters and full stops to	- use capital letters and full stops to					
		demarcate sentences	demarcate sentences					
Maths	Context: Number:Addition and	Context: Geometry Shape	Context - Geometry	Context -	PUMA Tests Context: Number:	Context-Selling products.	Context — Revisiting and	Christmas Maths –
	Subtraction	IALT recognise & name	recognise & name common 2D shapes,	Place Value			consolidating skills learnt this	
		common 2D shapes, including	including rectangles, squares, circles and triangles.	IALT: Count to twenty, forwards and	IALT identify 1 more or 1 less,	IALT use coins to make totals.	term	Problem solving in Santa's
	IALT solve one step problems	rectangles, squares, circles and	_	backwards, beginning with 0, from	from a given number.	I am learning to find the	Number:Addition and Subtraction	grotto.
	that involve addition and	triangles.	IALT recognise & name common 3D	any given number.		difference to give change.	IALT represent & use number bonds	
	subtraction, using concrete	IAIT	shapes, including Cuboids, cubes, pyramids and spheres.	IALT count, read and write numbers	IALT identify & represent numbers	,	and related subtraction facts (within	
	objects and pictorial	IALT recognise & name		from 1 to 20 in numerals and words.	using objects and pictorial		10).	
	representations & missing	common 3D shapes, including Cuboids, cubes, pyramids and	Investigating	To 20 m namerals and words.	representations including a number			
	number problems	Spheres.	Real life 3D shapes. —		line & use the language: equal to,			
	MISSING NUMBER	spheres.	Patterns.		more than, less than (fewer), most,			
	PROBLEMS				least.		Number families	
	(part whole diagrams)		IALT create shape and picture		icast.		(4 and 8 facts)	
•			patterns					

Science								
Science			2					
	Context:	Context:	Context:					
History/	History Context:	History Context:	History Context:	History	History	Preparing the Banquet/exhibition	History	History
Geography	researching & designing	Designing & making plates.	Designing & making plates.	Context: Dubbing ceremony	Context: preparing facts for the		Context: Christmas in the castle.	Context: Christmas in the
	plates.	IALT identify different ways	IALT identify different ways	IALT – use a vocabulary of	Real Project Outcome next	See Art/DT		castle.
	IALT use a range of sources	in which the past is	in which the past is	historical terms. Understand key	week			
	to find out about the past.	represented.	represented.	features of castle life.		Posters, booklets,	Continuous provision –role play,	
	(Link with DT making	(Link with DT making	(Link with DT making			Book marks	writing with quills,	Continuous provision -role
	jewelled plates to sell at	jewelled plates to sell at	jewelled plates to sell at		Posters, booklets,	Swords	Baking,	play, writing with quills,
	banquet)	banquet)	banquet)	Create knight names, develop a	Book marks	Menus.	Writing letters to the king.	Baking,
	TATE: 11			dubbing ceremony for exhibition	Swords Menus.	Dubbing	Roles of people in the castle.	Writing letters to the king.
	IALT — identify differences and similarities between ways	IALT - identify differences	IALT - understand how we	day.	Menus. Dubbing	Practising presentations	12 days of Christmas. Gift Giving	Roles of people in the castle. 12 days of Christmas.
	of life in different periods.	and similarities between	find out about the past.	Hold our own dubbing ceremony	Practising presentations		Dancing.	12 days of Christmas. Gift Giving
	or me in unierent perious.	ways of life in different	mid out about the past.	wearing tunics. Film	ractising presentations		Dancing.	Dancing.
	Compare the clothing of the	periods.	Use our castle visit to	wearing carries rain				Sunding.
	rich and the poor.		support learning about					
	•	Using paintings and non	weapons used to defend					
		fiction books find out more	castles.					
		about the food eaten in						
		castles.						
ICT	Context: control a	Context: control a	Context: Researching weaponry					
	programmable robot.	programmable robot.						
	IALT use trail & error to	IALT use trail & error to	(TREBUCHET)					
	create a sequence of	create a sequence of						
	instructions(using ipad app)	instructions	IALT work with an adult to use the internet.					
		(using ipad app)	the internet.					
			(Link with DT & History)					
1 L	Context: Battle Dance I am learning to —develop a sequence of Responding to music with movements.	movements using mirroring, jumping, cha	nging direction, working as a pair					
	Fundamental skills (inside)							
	Games (outside)							

			<u></u>					
RE	Context - Church Visit		Context:.Response to church	Context – Hannukah	Context:	Context - Christmas	Context - Christmas	
	IALT - Reflect on and consider		visit Symbols		The Christmas Story (link with	IALT – reflect on practices and	IALT – reflect on practices and	
	religious and spiritual		IALT Recognise symbols found in church— doves, eagle, cross.	IALT - See the world through the	English) IALT explore a religious story.	beliefs —	beliefs —	
	feelings, experiences and		in church— doves, eagle, cross. Create symbols to hang from	eyes of others, and see issues	- What matters to them and others.	Create a class model crib.	Compare their own family	
	concepts such as worship,		ceiling . Doves, eagle with	from their point of view.	Role play the Christmas story	Talk about the characters and how	Christmas traditions with those of	
	wonder, praise, thanks, concern,		spread wings and key words on	 reflect on practices and beliefs 	Role play the Christmas story	Christians believe that they know	their friends.	
	joy and sadness. Identify what matters to them		his feathers – love, peace, kind,			what happened		
	and others,		friendly etc. Decorated crosses	Listen to the story of Hannukah-		**		
	including those with religious		,	link it to Shabbat –				
	commitments, and			Make a Hannukah light- retell the				
	communicate their responses.			story				
Spanish	Answering the register using	Wow (word of the week): El	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):
-	topic-based vocabulary	plato	Las armas	Un invitacion	Jesus (pronounced 'Heyzuss')	El banquete	Feliz Navidad!	El papa Noel
	Wow (word of the week):	(the plate)	(the weapons)	(an invitation)	(Jesus)	(the banquet)	(Merry Christmas!)	(Father Christmas)
	Las joyas (pronounced 'las			, , ,				,
	hoyass')							
	The jewels							
Art /DT	DT: Context: (Link with	DT: Context: (Link with	DT: Context: (Link with	DT: Context: (Link with History)		Art: Context:		
(Some to be	History: making jewelled	History: making jewelled	History: making jewelled	. IALT explore line and mark		Making sword shaped bookmarks		
covered in 2 nd	plates to sell at banquet)	plates to sell at banquet)	plates to sell at banquet)	making, using a range of		to sell at banquet.		
half of term)	IALT use a range of sources	IALT design a product to do	IALT explore different	materials.		IALT explore line and mark		
,	to find out about the past.	a specific job.	materials to find ways of	Create a pennant or wall hanging		making, using a range of		
	,	- Draw and label picture of	joining materials.	flag to embelish the banquet hall.		materials.		
		their ideas.)•8	ang or concerns on carriage carri				
PSHE/	I can tell you what being a	I can listen well to other	I can make someone else feel	I know that people don't always	I can see things from someone	I can decide with my friends how	I know when I am starting to feel	I know some ways to calm
Wellbeing/	good friend means to me	people when they are talking	good by giving them a	see things in the same way	else's point of view	well we have worked together	angry	down when I feel angry
Values			compliment					
				The F	Roval Outfit!			

The Royal Outfit!

Over the course of the term, when children have completed their work, they will be invited to add various different pieces of material to a whole class royal outfit to continue their learning. This will be on permanent display in each classroom.

EYFS	In order to support those children who did not achieve a Good Level of Development in FS we will plan activities for each week. We will respond to the needs
	and interests of the children on a weekly basis. However tasks will include - sand tray activities, water tray activities, playdough, fine motor skill activities, gross
	motor skills activities, role play with an adult to model good speaking and listening, opportunities for independent writing, listening to music, singing, filming,
	counting, calculating — these opportunities will be provided as independent play with supporting adults to encourage the extension of ideas.