QUESTION: WHAT LURKS IN THE DEEP?

Year 1	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Half term	_
Pisky Cove/							
Porthpean	8/1/18	15/1/18	22/1/18	29/1/18	5/2/18	Week	
1 ortifipean						12/2/17	
Outcomes.	Settling back into classroom after	Papier mache fish	Written story	Set of instructions for how to make a sea	Recount text of trip to Plymouth Aquarium		
	Christmas			creature	Make 3D globe		
Special Events/	Launch day			Plymouth Aquarium visit			
Launch Day /	Storyteller;						
Visitors.	dressing up as sea creatures,						
visitors.	underwater explorers, mermaids.						
	Make papier mache fish, own sea						
	creatures for display. Creatures in sand						
	tray, make portholes, begin 3D globe.						
Peer critique.	, ,			Peer Critique – Underwater painting in th	e style of Van Gogh's 'Two Crabs'		
Total carriques							
English	Context: Learning and telling a sea-themed	Context: Learning and telling a sea-themed	Context: Learning and telling a sea-themed story.	Context: How to make a sea creature. Instructions.	Context: Recount of visit to Plymouth Aquarium		
	story. The Rainbow Fish	story. The Rainbow Fish	The Rainbow Fish	IALT link what I read or hear read to my	IALT —		
	IALT:	IALT:	IALT:	own experiences	- hold a pencil comfortably and correctly		
	listen attentively to a story and	- hold a pencil comfortably and	- hold a pencil comfortably and correctly	- discuss word meanings, linking new	- write a sentence by saying it aloud first		
	contribute some relevant ideas	correctly	- write sentences by saying out loud what I am	meanings to those already known	- discuss what I have written with a teacher		
	- discuss word meanings,	- write sentences by saying out loud	going to write	- participate in discussion about what is read	or other pupils		
	- understand the story by drawing on	what I am going to write	- sequence sentences to form short narratives	to me, taking turns and listening to what	- use capital letters and full stops to		
	what I already know	- sequence sentences to form short	- discuss what they I have written with the	others say	demarcate sentences.		
	- make inferences based on what is	narratives	teacher or other pupils	- explain my understanding of what is read to			
	being said and done	- use capital letters and full stops to	- use capital letters and full stops to demarcate	me.			
	- predict what might happen next	demarcate sentences.	sentences				
	based on what has already been read		SPAG				
	- participate in discussion about what is	SPAG					
	read to me, taking turns and listening	Ed endings					
	to what others say	2d changs					
	- explain my understanding of what is						
	read to me.	Red words –					
	SPAG	One, little, want, many,go, friends					
	Ing endings						
	Red words – there, lived, blue, his,						
	come, but						
Maths	Context: Number:Addition and	Context: Number:Addition and	Context: Number:Addition and Subtraction	Context: Number:Addition and Subtraction	Context: Number: Place Value		
	Subtraction	Subtraction	IALT add & subtract 1-digit & 2-digit numbers	IALT solve one step problems that involve	IALT count to 50, forwards and backwards,		
	IALT represent & use number bonds	IALT read, write & understand	to 20, including 0.	addition & subtraction, using concrete objects			
	and related subtraction facts (within	mathematical statements involving		& pictorial	beginning with 0 or 1, or from any given number.		
	20).	addition, subtraction, and equals signs.		representations.	numper.		
				ī	IALT count, read & write numbers to 50 in		
				IALT solve missing number problems.	numerals.		
					IALT identify 1 more & 1 less.		
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Science	Context: Comparing different animals.	Context: Identifying & naming a	Context: Land and sea. IALT name and	Context: Visit to Plymouth Aquarium	Context: identifying sea creatures.			
	IALT d escribe & compare the structure of a fish & a four legged animal.	variety of sea creatures. IALT identify & name common sea creatures.	locate continents and oceans. (link with Geography)	IALT identify and name a variety of fish, amphibians & mammals.	IALT identify and name a variety of fish, amphibians & mammals.			
History/ <mark>Geography</mark>			Context: Land and sea. IALT name and locate continents and oceans. (Link with Science)	Context: Land and sea. IALT name and locate continents and oceans. (Link with Science)	Context: Land and sea. IALT name and locate continents and oceans. (Link with Science)			
ICT	Context: research different fish & sea life. IALT find and store information.	Context: research different fish & sea life. IALT find and store information.		Context: Investigating Google Earth. IALT to use an ipad successfully. IALT retrieve & manipulate information.	Context: Book Creator app. IALT use a publishing programme to create a simple page in a class information book.			
PE	Net & wall (outside) Gymnastics (inside)							
2								
Spanish	Answering the register using topic-focused Spanish language Wow (word of the week): El mar (the sea)	Wow (word of the week): Las olas (the waves)	Wow (word of the week): The fish (los pescados)	Wow (word of the week): un tiburón (a shark)	Wow (word of the week): un pulpo (an octopus)			
RE		Context: Special stories: Jonah & the Whale. IALT I am learning to retell a story Role play the story.which is special to Christians. Create a collage to illustrate the story.	Context: Why is Cornwall special? IALT retell the story of St Piran. (Create a banner for St Piran's day) Storyboard the story. Learn the symbolism of the St Piran/Cornish Flag	Context: Why is Cornwall special? IALT retell the story of St Piran. (Create a banner for St Piran's day) Storyboard the story. Learn the symbolism of the St Piran/Cornish Flag. Learn about trditions for St Piran's Day.	Context: Why is Cornwall special? IALT understand the meaning of a celtic cross. Explore celtic crosses. Use clay to create a celtic cross. Identify celtic crosses in our locality.			

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Art/DT	Art: Context: Designing papier mache	Art: Context: creating papier mache	Art: Context: Recycled sea creatures.	Art: Context: Create painting in the style	Art: Context: Create painting in the style of		
	fish.	fish.	IALT art from my imagination.	of Van Gogh. Peer critique: first draft.	Van Gogh. Responding to Peer critique from		
	IALT use paint & paper to record an	IALT use a range of techniques to add		IALT look at the work of a famous artist.	first draft to create 2 nd draft.		
	idea.	colour, pattern & texture.		IALT work with a variety of brushes to	IALT look at the work of a famous artist.		
				create marks.	IALT work with a variety of brushes to		
					create marks.		
PSHE/	Context: settling in IALT	Context:	Context;	Context:			
Wellbeing/		I know how to keep healthy,	I can tell you wht being a good friend means	Context: I can listen well to other	I know when I am starting to feel angry		
Values	(Alternate class values & RE assemblies		to me	people when they are talking.			
	each week)	This terms value:Health					
	- This term's value 'Health'						
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.						