QUESTION: WHAT TREASURES COME FROM A SEED?

Year 1	Week 7:	Week:8	Week:9	Week:10	Week: 11	Week: 12	Week 13
Pisky Cove/							-
Porthpean	4/6/18	11/6/18	18/6/18	25/6/18	2/7/18	9/7/18	16/7/18
Special Events/			Visit to Pinetum Gardens St Austell	Year Group Wedding			
Launch Day /			Visit to Filetuni Gardens St Austen	Tear Group wedding			
Visitors.							
Outcomes					Final outcome:	Final outcome:	
					Visiting Woodland House (one class	Visiting Woodland House (one class	
					each week)	each week)	
					each week)	each week)	
Peer critique.				Peer Critique – writing f			
P 1:1	Context: The Scarecrow's Wedding	Context: The Scarecrow's Wedding	Context: The Scarecrow's Wedding	Context: Non-fiction writing: creating flower &	Context: Non-fiction writing: creating flower &	Context: Poetry Garden poems	Context: Poetry Garden poems
English	IALT:	IALT:	IALT:	tree identification cards.	tree identification cards.	Context: Poerry Garden poems	IALT:
	listen attentively to a story and contribute some	- hold a pencil comfortably and correctly	- hold a pencil comfortably and correctly	(FIRST DRAFT)	(SECOND DRAFT)		- hold a pencil comfortably and
	relevant ideas - discuss word meanings,	- write sentences by saying out loud what I am	- write sentences by saying out loud what I am	IALT:	IALT:	IALT: listen attentively to a story and contribute some relevant	correctly
	 understand the story by drawing on what I already 	going to write	going to write	- hold a pencil comfortably and correctly	- hold a pencil comfortably and correctly	ideas	- write sentences by saying out
	know	- sequence sentences to form short narratives	- sequence sentences to form short narratives	- write sentences by saying out loud what I am		 discuss word meanings, - participate in discussion about what is read to me, taking turns and listening to what 	loud what I am going to write
	 make inferences based on what is being said and done 	- discuss what they I have written with the	- discuss what they I have written with the teacher	going to write	- write sentences by saying out loud what I am	what is read to me, taking turns and listening to what others say	- sequence sentences to form
	 predict what might happen next based on what has 	teacher or other pupils	or other pupils	- sequence sentences to form short narratives	going to write	 explain my understanding of what is read to me. 	short narratives
	already been read	 use capital letters and full stops to demarcate sentences 	 use capital letters and full stops to demarcate sentences. 	 discuss what they I have written with the teacher or other pupils 			 use capital letters and full stops to demarcate sentences.
	 participate in discussion about what is read to me, taking turns and listening to what others say 	sentences	sentences.	- use capital letters and full stops to demarcate	- sequence sentences to form short narratives		to demarcate sentences.
	 explain my understanding of what is read to me. 			sentences	1		
	1 2 5						
Maths	Context: Number: Place Value	Context: Number: Place Value	Context: Measurement: Money	Context: Measurement:	Context: Measurement:	Context: Consolidation:	
ividtiis					Time	recognise and name common 2-D and 3-D shapes,	
	Within 100	Within 100	recognise and know the value of different	Time	tell the time to the hour and half past	including: 2-D shapes (e.g. rectangles (including squares),	
	count, read and write numbers to 100 in	identify and represent numbers using concrete	denominations of coins and notes.	recognise and use language relating to dates,	the hour and draw the hands on a clock	circles and triangles) 3-D shapes (e.g. cuboids (including	
	numerals; count in multiples of twos, fives	objects and pictorial representations including	Find an anti- arise of the d	including days of the week, weeks, months		cubes), pyramids and spheres).	
	and tens	the number line, and use the language of: equal	Find amounts using coins. Give change.	and years	face to show these times	Reinforce multiples of 2, 5 and 10.	
		to, more than, less than (fewer), most, least		, í		tell the time to the hour and half past the hour	
	Reinforce multiples of 2, 5 and 10.					-	
Science	Context: IALT observe closely & use	Context: Identifying and classifying trees.	Context: IALT	Context: Link with English	Context: IALT observe closely & use my	Context: IALT observe closely & use my	
	my own ideas. (Link with art). Use	IALT identify and name a variety of	IALT identify and name a variety of	IALT identify and name a variety of	own ideas.	own ideas.	
	plant items collected in half term.	common trees.	common flowering plants.	common flowering plants.	Sensory walk	Sensory walk	
					Planting flowering patio pots and taking to	Planting flowering patio pots and taking to	
					recipients.	recipients	
L	1	1	1	1	1	1	1

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ICT	Context: Creating identification cards IALT retrieve work with support. IALT to be aware of an audience when I am speaking.	Context: Creating identification cards . IALT retrieve work with support. IALT to be aware of an audience when I am speaking.	Context: Creating identification cards IALT retrieve work with support. IALT to be aware of an audience when I am speaking.	Context Creating identification cards: I am experiencing a range of ICT equipment and software.	Context: Creating identification cards IALT retrieve work with support. IALT to be aware of an audience when I am speaking.	Context: Creating identification cards IALT retrieve work with support. IALT to be aware of an audience when I am speaking.		
PE			Fitne	ess (inside)				
	Athletics (outside)							
RE	IALT; reflect on what I know about weddings from my own experiences and those of my friends. – Collect wedding phots from children.	IALT; understand the symbols and artefacts used for different weddings. The promise	IALT; understand the symbols and artefacts used for different weddings. Plan class wedding – order of service, prayers, poems, speeches. Food.	IALT: understand the symbols and artefacts used for different weddings. Prepare and take part in a Year Group Wedding	IALT ask questions about weddings in different cultures	IALT; reflect on what I know about weddings. Greate a wedding album page explaining and responding to the wedding experience.		
Spanish	Answering the register using topic-based vocabulary Wow (word of the week): los árboles (the trees)	Wow (word of the week): La tierra (the soil)	Wow (word of the week): El dinero (the money)	Wow (word of the week): La boda (the wedding)	Wow (word of the week): El don (the gift)	Wow (word of the week): Adiós (goodbye)		
Art /DT	Context: IALT observe closely & use my own ideas. (Link with science). Use plant items collected in half term.	Art/DT Context: Design Collage IALT Explore a range of work by artists and craft makers. Use a range of materials to make flower collage	Art/DT Context:Make Collage IALT Explore a range of work by artists and craft makers. Use a range of materials to make flower collage	DT Context: Printing IALT to line and mark make using a range of materials in different ways. Using polystyrene for printing flower/leaf designs. Use real plants for printing.	Context: DT Context: Printing IALT to line and mark make using a range of materials in different ways. Using polystyrene for printing flower/leaf designs Use real plants for printing.	Context: Independent work using learnt techniques. IALT Explore a range of work by artists and craft makers. Use a range of materials to make flowers		

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PSHE/								
Wellbeing/								
Values								
values								
EYFS	In order to support those childre	en who did not achieve a Good Level	of Development in FS we will plan activi	ties for each week. We will respond to t	he needs and interests of the children or	n a weekly basis. However tasks will inclu	de – 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.							