## QUESTION: WHAT LURKS IN THE DEEP?

Year 1	Week 6:	Week:7	Week:8	Week:9	Week: 10	Week: 11	
Pisky Cove/	19/2/18	26/2/18	5/3/18	12/3/18	19/3/18	26/3/18	
Porthpean							
Special Events/			Tesco visit – Farm to Fork?				
Launch Day /			resco visit – Parili to Pork!				
Visitors.							
Outcomes		Green screen poetry recording		Shoe box habitats	Final outcome:		
					Dare you Enter the Deep! exhibition		
Peer critique.			Peer Critique – MERMAID'S PURSE INSTRUCTIONS		Peer Cr		
English	Context: Sea poetry	Context: Sea poetry IALT:	Context: Non-fiction writing: instruction on how	Context: Non-fiction writing: instruction on how	Context: Posters for exhibition	Context: The Easter Story.(Link with RE).	
8	IALT: listen attentively to a story and contribute some	- hold a pencil comfortably and correctly	to make a mermaid's purse. (FIRST DRAFT)	to make a mermaid's purse. (SECOND DRAFT)	IALT		
	relevant ideas	- write sentences by saying out loud what I am	IALT:	IALT:	- hold a pencil comfortably and correctly	IALT write sentences by saying out loud what I	
	- discuss word meanings,	going to write - sequence sentences to form short narratives	- hold a pencil comfortably and correctly - write sentences by saying out loud what I am	- hold a pencil comfortably and correctly	- write sentences by saying out loud what I am going to write	am going to write sequence sentences to form	
	- understand the story by drawing on what I already know	- discuss what they I have written with the	going to write		- use capital letters and full stops to demarcate	short narratives	
	— make inferences based on what is being said and	teacher or other pupils	- sequence sentences to form short narratives	- write sentences by saying out loud what I am	sentences.		
	done - predict what might happen next based on what has	- use capital letters and full stops to demarcate	- discuss what they I have written with the teacher	going to write			
	already been read	sentences	or other pupils - use capital letters and full stops to demarcate	- sequence sentences to form short narratives			
	<ul> <li>participate in discussion about what is read to me,</li> <li>taking turns and listening to what others say</li> </ul>		sentences	sequence sentences to form short harratives			
	- explain my understanding of what is read to me.						
Maths	Context: Number: Place Value	Context: Number: Place Value	Context: Measurement: length & height	Context: Measurement: length & height	Context: Measurement: Weight & volume	Context: Measurement: Weight & volume	
	IALT count in multiples of 2, 5 & 10. IALT identify 1 more & 1 less from a given number	TATE OF THE PROPERTY OF THE PR	IALT measure & begin to record lengths &		IALT measure & begin to record	IALT measure & begin to record	
	up to 50.	IALT count in multiples of 2, 5 & 10.	heights.	IALT measure & begin to record lengths &	mass/weight, capacity & volume.	mass/weight, capacity & volume.	
		IALT represent numbers using pictorial representations including the number	IALT compare, describe & solve practical	heights.	IALT compare, describe & solve practical	IALT compare, describe & solve practical	
		representations including the number line.	problems for: lengths 7 heights (eg	IALT compare, describe & solve practical	problems for: mass/weight eg heavy/light,	problems for: mass/weight eg heavy/light,	
		inic.	long/short, longer/shorter, tall/short &	problems for: lengths 7 heights (eg	heavier than/lighter than.	heavier than/lighter than.	
			double/half).	long/short, longer/shorter, tall/short &	Capacity & volume: full/empty, more than,	Capacity & volume: full/empty, more than,	
				double/half).	less than. Half, half full, quarter.	less than. Half, half full, quarter.	
Science	Context: investigating real fish.	Context: Sea creature habitats: habitat	Context: Sea creature habitats: habitat shoe	Context: What sea creatures eat. (Link with	Context: What sea creatures eat. (Link with	Context: Sea creature quiz - Name that Sea	
	IALT observe closely & use simple	shoe boxes	boxes	DT) Create moving picture -(card & split	DT) Create moving picture -(card & split	Creature!	
	equipment.	IALT show care & concern for living	IALT show care & concern for living things	pins).	pins).	IALT ask simple questions and recognise	
	IALT use observations and ideas to	things and the environment.	and the environment.	I can identify & name carnivores, herbivores	I can identify & name carnivores, herbivores	that they can be answered in different ways.	
	suggest answers to questions.			& omnivores.	& omnivores.		
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History/ <mark>Geography</mark>	Context: Investigating different seas & oceans of the world. (Use maps, globes, atlases)  IALT compare and contrast different environments.  (Large poster for matching)	Context: comparing life in different seas.  IALT classify sea life of the Cornish coast compared with around Equator.		Context: Investigating the depth of different seas & oceans around the world.  (Making ocean bottles).  IALT understand what physical geography is & how this affects the oceans & seabed.	Context: Investigating the depth of different seas & oceans around the world.  (Making ocean bottles).  IALT understand what physical geography is & how this affects the oceans & seabed.	Context: End of topic learning review. Children to create mini book to showcase their learning about the oceans and the sea life within.			
ICT	Context: Exploring purpose of green screen.  IALT use the green screen app on the ipad.  (Ongoing - children to work in small groups).	Context: Creating a film of a performance poem  IALT use the green screen app on the ipad.  I can talk about what I am doing.	Context: Creating a film of a performance poem  IALT use the green screen app on the ipad. I can talk about what I am doing.	Context: Reviewing a film of a performance poem  I am experiencing a range of ICT equipment and software.	Context: Presenting a film of a performance poem  IALT retrieve work with support.  IALT to be aware of an audience when I am speaking.				
PE			Fundament	l al skills (inside)	<u> </u>				
	Fundamental skills (inside)  Athletics (outside)								
RE	Context: The Creation Story. Creation collage. IALT respond to a story for Jewish children. (Link with Art)	Context: The Creation Story. Creation collage. IALT respond to a story for Jewish children. (Link with Art)	Context: The Festival of Passover Discuss the food eaten at Passover. IALT see the world through the eyes of others.	Context: Palm Sunday. Children to make palm leaves and role play Jesus' procession into Jerusalem. IALT the importance of palm Sunday to Christians.	Context: The Easter garden (Link with DT). Use natural objects to create a garden which represents the Easter story. IALT consider the beliefs of others.	Context: The Resurrection.  Make Easter card.  IALT draw meaning from artefacts and symbolism.  (Link with Art)			

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Spanish	Answering the register using topic-based vocabulary	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):	una película	Un habitat	el océano	La exibición	Felices Pascuas!		
	Un mapa	(a film)	(a habitat)	(the ocean)	(the exhibition)	(Happy Easter!)		
	(a map)							
Art /DT	Context: The Creation Story.	Art Context: Create an illustration in the	Art Context: Create an illustration in the	DT Context: Artefacts for exhibition.	Context: The Easter garden (Link with RE).	Context: The Resurrection.	++	
, , ,	Creation collage.	style of John Tremaine.	style of John Tremaine.	Creating large aquarium.	Use natural objects to create a garden which	Make Easter card.		
	IALT respond to a story for Jewish	IALT look closely at detail.	IALT look closely at detail.	IALT design & make a functional product	represents the Easter story.	IALT draw meaning from artefacts and		
	children.	IALT use pen & ink to produce a	IALT use pen & ink to produce a detailed	with a real purpose for the exhibition.	IALT consider the beliefs of others.	symbolism.		
	(Link with RE)	detailed illustration.	illustration.			(Link with Art)		
PSHE/	I know how to make up with a	I can make someone else feel good	I know that people don't always see	I can use my ability to see things from	I know that sometimes my anger builds	I can decide with my group how well	+ +	
Wellbeing/	friend when we have fallen out	by paying them a compliment	things in the same way	the other point of view to make a	up and that I can be overwhelmed by	we have worked together		
Values		, r., g.	8	conflict solution better	my feelings	and the second s		
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EYFS	In order to support those childre	en who did not achieve a Good Level	of Development in FS we will plan activ	ities for each week. We will respond to t	the needs and interests of the children or	n a weekly basis. However tasks will inc	clude – s	and tray activities,
	water tray activities, playdough	, fine motor skill activities, gross mot	or skills activities, role play with an adu	lt to model good speaking and listening,	opportunities for independent writing, l	istening to music, singing, filming, cour	nting, ca	lculating — these
			opportunities will be provided as ind	ependent play with supporting adults to	encourage the extension of ideas.			
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