

# QUESTION: WHAT LURKS IN THE DEEP?

Year 1 Pisky Cove/ Porthpean	Week 6: 19/2/18	Week:7 26/2/18	Week:8 5/3/18	Week:9 12/3/18	Week: 10 19/3/18	Week: 11 26/3/18	
Special Events/ Launch Day / Visitors.			Tesco visit – Farm to Fork?				
Outcomes		Green screen poetry recording		Shoe box habitats	<b>Final outcome:</b> <b>Dare you Enter the Deep! exhibition</b>		
Peer critique.			Peer Critique – MERMAID'S PURSE INSTRUCTIONS		Peer Critique – POSTERS FOR EXHIBITION		
English	<b>Context: Sea poetry</b> <b>IALT:</b> listen attentively to a story and contribute some relevant ideas - discuss word meanings, - understand the story by drawing on what I already know - make inferences based on what is being said and done - predict what might happen next based on what has already been read - participate in discussion about what is read to me, taking turns and listening to what others say - explain my understanding of what is read to me.	<b>Context: Sea poetry IALT:</b> - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - sequence sentences to form short narratives - discuss what they I have written with the teacher or other pupils - use capital letters and full stops to demarcate sentences	<b>Context: Non-fiction writing: instruction on how to make a mermaid's purse. (FIRST DRAFT)</b> <b>IALT:</b> - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - sequence sentences to form short narratives - discuss what they I have written with the teacher or other pupils - use capital letters and full stops to demarcate sentences	<b>Context: Non-fiction writing: instruction on how to make a mermaid's purse. (SECOND DRAFT)</b> <b>IALT:</b> - hold a pencil comfortably and correctly  - write sentences by saying out loud what I am going to write  - sequence sentences to form short narratives	<b>Context: Posters for exhibition</b> <b>IALT</b> - hold a pencil comfortably and correctly - write sentences by saying out loud what I am going to write - use capital letters and full stops to demarcate sentences.	<b>Context: The Easter Story.(Link with RE).</b>  IALT write sentences by saying out loud what I am going to write. - sequence sentences to form short narratives	
Maths	<b>Context: Number: Place Value</b> IALT count in multiples of 2, 5 & 10. IALT identify 1 more & 1 less from a given number up to 50.	<b>Context: Number: Place Value</b> IALT count in multiples of 2, 5 & 10. IALT represent numbers using pictorial representations including the number line.	<b>Context: Measurement: length &amp; height</b> IALT measure & begin to record lengths & heights. IALT compare, describe & solve practical problems for: lengths 7 heights (eg long/short, longer/shorter, tall/short & double/half).	<b>Context: Measurement: length &amp; height</b> IALT measure & begin to record lengths & heights. IALT compare, describe & solve practical problems for: lengths 7 heights (eg long/short, longer/shorter, tall/short & double/half).	<b>Context: Measurement: Weight &amp; volume</b> IALT measure & begin to record mass/weight, capacity & volume. IALT compare, describe & solve practical problems for: mass/weight eg heavy/light, heavier than/lighter than. Capacity & volume: full/empty, more than, less than. Half, half full, quarter.	<b>Context: Measurement: Weight &amp; volume</b> IALT measure & begin to record mass/weight, capacity & volume. IALT compare, describe & solve practical problems for: mass/weight eg heavy/light, heavier than/lighter than. Capacity & volume: full/empty, more than, less than. Half, half full, quarter.	
Science	<b>Context: investigating real fish.</b> IALT observe closely & use simple equipment. IALT use observations and ideas to suggest answers to questions.	<b>Context: Sea creature habitats: habitat shoe boxes</b> IALT show care & concern for living things and the environment.	<b>Context: Sea creature habitats: habitat shoe boxes</b> IALT show care & concern for living things and the environment.	<b>Context: What sea creatures eat. (Link with DT) Create moving picture -(card &amp; split pins).</b> I can identify & name carnivores, herbivores & omnivores.	<b>Context: What sea creatures eat. (Link with DT) Create moving picture -(card &amp; split pins).</b> I can identify & name carnivores, herbivores & omnivores.	<b>Context: Sea creature quiz – Name that Sea Creature!</b> IALT ask simple questions and recognise that they can be answered in different ways.	

## QUESTION: WHAT LURKS IN THE DEEP?

History/ Geography	<b>Context: Investigating different seas &amp; oceans of the world. (Use maps, globes, atlases)</b> IALT compare and contrast different environments. (Large poster for matching)	<b>Context: comparing life in different seas.</b> IALT classify sea life of the Cornish coast compared with around Equator.		<b>Context: Investigating the depth of different seas &amp; oceans around the world.</b> (Making ocean bottles). IALT understand what physical geography is & how this affects the oceans & seabed.	<b>Context: Investigating the depth of different seas &amp; oceans around the world.</b> (Making ocean bottles). IALT understand what physical geography is & how this affects the oceans & seabed.	<b>Context: End of topic learning review.</b> Children to create mini book to showcase <b>their learning about the oceans and the sea life within.</b>	
ICT	<b>Context: Exploring purpose of green screen.</b> IALT use the green screen app on the ipad.  <b>(Ongoing - children to work in small groups).</b>	<b>Context: Creating a film of a performance poem</b> IALT use the green screen app on the ipad. I can talk about what I am doing.	<b>Context: Creating a film of a performance poem</b> IALT use the green screen app on the ipad. I can talk about what I am doing.	<b>Context: Reviewing a film of a performance poem</b> I am experiencing a range of ICT equipment and software.	<b>Context: Presenting a film of a performance poem</b> IALT retrieve work with support. IALT to be aware of an audience when I am speaking.		
PE	<div>Fundamental skills (inside)</div> <div>Athletics (outside)</div>						
RE	<b>Context: The Creation Story. Creation collage.</b> IALT respond to a story for Jewish children. (Link with Art)	<b>Context: The Creation Story. Creation collage.</b> IALT respond to a story for Jewish children. (Link with Art)	<b>Context: The Festival of Passover</b> <b>Discuss the food eaten at Passover.</b> IALT see the world through the eyes of others.	<b>Context: Palm Sunday.</b> Children to make palm leaves and role play Jesus' procession into Jerusalem. IALT the importance of palm Sunday to Christians.	<b>Context: The Easter garden (Link with DT).</b> Use natural objects to create a garden which represents the Easter story. IALT consider the beliefs of others.	<b>Context: The Resurrection.</b> Make Easter card. IALT draw meaning from artefacts and symbolism. (Link with Art)	

[illegible]