

## Challenge description

<b>Date: Summer Term 2018 (1)</b>	<b>Year Group: 1</b>					
	LIFE AT SEA					
	<b>WB: 16.4.18</b>	<b>WB: 23.4.18</b>	<b>WB: 30.4.18</b>	<b>WB: 7.5.18</b>	<b>WB: 14.5.18</b>	<b>WB: 21.5.18</b>
<b>Events to be aware of</b>	<b>SMT meeting</b>	<b>Literacy Staff meeting 23.4.18</b>	<b>National Tests- Y2 (2-9th May)</b>  SMT meeting	<b>National Tests- Y2- (2-9th May)</b>  MAY DAY 7TH MAY	<b>Year 1 class assembly 17.5.18</b>  SMT meeting	<b>Sports day 24.5.18</b>  IEP/MATEP 25.5.18  21.5.18 Report writing time
<b>Four Purposes</b>	<b>Ambitious, capable learners</b>	<b>Express ideas and emotions through different media</b>	<b>Healthy, confident individuals</b>	<b>Express ideas and emotions through different media</b>	<b>Ethical and Informed Citizens</b>	<b>Ethical and Informed Citizens</b>
<b>Literacy, Language and communication</b>	<b>Narrative</b>  <b>Oral stories the importance of oral stories in the story telling tradition.</b>  Examples of oral stories based around pirate life/the sea  Story planning: story map/mountain/board. Create a washing line.  Pie Corbett acting out	<b>Narrative</b>  Shared writing: Box planner.  Looking at wow words, connectives, grammar and punctuation to include in the stories.  Talk the stories - talk about your story ideas and draw a first draft story map of your own.  Make your story into a puppet show and share this with your friends.  ICT: Ask a friend to video your puppet show.	Narrative  Draft the stories on a double page tracker.	<b>BB Challenge: Mark My Words</b>  Narrative  Reading stories to peers. Self and peer assess. How can they be made better?  Re-drafting of the stories.	<b>BB Challenge: Mark My Words</b>  Narrative  Re-drafting of stories	Narrative  Re-drafting of stories

<b>Guided Reading</b>	<p>Arnie the Activator</p> <p>Discuss story opening. Have you read other stories like this before? Does it remind you of a particular story? Why?</p> <p>Identify main characters and talk about their actions and attributes (kind? Mean? etc) Do they remind you of characters from other books or media?</p>	<p>Arnie the Activator</p> <p>Discuss story opening. Have you read other stories like this before? Does it remind you of a particular story? Why?</p> <p>Identify main characters and talk about their actions and attributes (kind? Mean? etc) Do they remind you of characters from other books or media?</p>	<p>Sammy the Summarising Cowboy.</p> <p>What happened at the beginning?</p> <p>What are the main incidents in this story?</p> <p>What is the problem/resolution in this story?</p>	<p>Sammy the Summarising Cowboy.</p> <p>What happened at the beginning?</p> <p>What are the main incidents in this story?</p> <p>What is the problem/resolution in this story?</p>	<p>Quiggly the Questioner</p> <p>How did the author introduce the plot and characters? Tell me another way of finding out about...</p> <p>Also Year 2</p> <p>How did the author develop the ideas/build up the tension?</p> <p>What was the climax? What tense is the story written in? -</p> <p>More able: can you give me an example of a verb and an adverb?</p>	<p>Quiggly the Questioner</p> <p>How did the author introduce the plot and characters? Tell me another way of finding out about...</p> <p>Also Year 2</p> <p>How did the author develop the ideas/build up the tension?</p> <p>What was the climax? What tense is the story written in? -</p> <p>More able: can you give me an example of a verb and an adverb?</p>
<b>Welsh</b>	<p>Tedi Twt: Tedi Twt a Doli Glwt yn yr Ysgol</p> <p>Reading</p>	<p>Tedi Twt: Tedi Twt a Doli Glwt yn yr Ysgol</p> <p>Writing: activities I like/dislike in school and why.</p>	<p>Tedi Twt: Parti Doli Glwt</p> <p>Reading</p>	<p>Tedi Twt: Parti Doli Glwt</p> <p>Writing: make party invitations and birthday cards.</p>	<p>Tedi Twt: ar Lan y Mor</p> <p>Reading</p>	<p>Tedi Twt: ar Lan y Mor</p> <p>Oracy</p>
<b>Daily Drillio</b>	<p><b>Beth wyt ti'n hoffi? Pam?</b></p> <p>Beth wyt ti ddim yn hoffi? Pam</p>	<p><b>Mae hi'n amser.... (School activities)</b></p>	<p><b>Question words: ble? pa? pam? beth? sut? pwy? pryd?</b></p>	<p><b>Question words: ble? pa? pam? beth? sut? pwy? pryd?</b></p>	<p><b>Singing Welsh songs:</b></p> <p>'Dewch am dro i lan y mor'</p>	<p><b>Singing Welsh songs:</b></p> <p>'Dewch am dro i lan y mor'</p>

<b>Mathematics and Numeracy</b>	<p><b>Recognise and understand odd and even numbers up to 20 as 'every other number'.</b></p> <p><b>Count in 5s to 50 and then back again.</b></p>	<p><b>Recall 'one more' of a number within 20 (up to 30)</b></p> <p>Recall 'one less' of a number within 20 (up to 30)</p> <p>Compare and order numbers up to 20 at least and say which one is more or less and give the number lying between them.</p>	<p><b>Understand and use the mathematical symbols for addition, subtraction and equals to record mental calculations in a number sentence.</b></p> <p>Solve one-step problems which involve addition and subtraction, including missing number problems, e.g. <math>7 + ? = 9</math>, using objects and pictures.</p> <p>Use known facts to solve simple problems within 10, e.g. <i>doubling and halving, number bonds</i>.</p>	<p><b>Recognise coins of different values and use different combinations of money to pay for items up to 20p.</b></p> <p><b>Find totals and give change from 10p and calculate how to pay using smaller coins.</b></p>	<p><b>Understand and use the vocabulary relating to capacity.</b></p> <p>Use non-standard units to measure.</p> <p>Make a sensible estimate for capacity, which can be checked by using non-standard units.</p>	<p><b>Use standard units of time to tell the time on analogue clocks and 12-hour digital clocks.</b></p>
<b>Daily Counting and Remembered Facts</b>	<p>Count reliably up to 20 objects at least</p> <p>Count in 5s to 50 forwards and backwards from zero</p> <p>Read and write numbers to 20 at least forming them and orientating them correctly</p>	<p>Compare and order numbers up to 20 at least</p>	<p>Recall doubles and near doubles up to 10</p>	<p>Recall addition and subtraction facts up to 10</p>	<p>Recall pairs of numbers that total 10</p>	<p>Find small 'differences'</p>
<b>Science and Technology</b>	<p>Year 1:</p> <p>Adventure/Simulation</p> <p>Know that computers use sound, pictures, numbers and text to show what is happening.</p>	<p>Year 1:</p> <p>Adventure/Simulation</p> <p>Compare a simple adventure/simulation program based on fantasy or real life situations with reality.</p>	<p>Year 1:</p> <p>Adventure/Simulation</p> <p>Compare a simple adventure/simulation program based on fantasy or real life situations with reality.</p>	<p>Year 1:</p> <p>Adventure/Simulation</p> <p>Can navigate through an adventure/simulation program and make simple decisions and choices.</p> <p>Discovery Dog:</p> <p>Year 1: Noisy Night: How can we make the best earmuffs?</p> <p>Year 2: Discovery in the dark: How can we make the best night light?</p>	<p>Year 1:</p> <p>Adventure/Simulation</p> <p>Can navigate through an adventure/simulation program and make simple decisions and choices.</p> <p>Discovery Dog:</p> <p>Year 1: Noisy Night: How can we make the best earmuffs?</p> <p>Year 2: Discovery in the dark: How can we make the best night light?</p>	<p>Discovery Dog:</p> <p>Year 1: Noisy Night: How can we make the best earmuffs?</p> <p>Year 2: Discovery in the dark: How can we make the best night light?</p>

<b>Health and Wellbeing</b>	<p>Athletics: Sprint</p> <p>AA: Team Building</p> <p>PSE: learn about the nature of friendship and discuss what it means to have a good friend and be a good friend.</p> <p>Having a friend</p>	<p>Athletics: Relay</p> <p>AA: Team building</p> <p>PSE: learn about the nature of friendship and discuss what it means to have a good friend and be a good friend.</p> <p>A gift of friendship</p>	<p>Athletics: Hurdles</p> <p>AA: Traversing wall</p> <p>PSE: learn about the nature of friendship and discuss what it means to have a good friend and be a good friend.</p> <p>A gift of friendship</p>	<p>Athletics: Obstacle race</p> <p>AA: orienteering</p> <p>PSE: discuss what it means to welcome new members of the class and to be caring towards everyone.</p> <p>Welcome teddy</p>	<p>Athletics: rehearsal for sports day</p> <p>AA: orienteering</p> <p>PSE: discuss what it means to welcome new members of the class and to be caring towards everyone.</p> <p>Cheer everyone up</p>	<p>Athletics: Sports day</p> <p>AA: orienteering</p> <p>PSE: discuss what it means to welcome new members of the class and to be caring towards everyone.</p> <p>Cheer up teacher</p>
<b>Expressive Arts</b>	<p><b>Music: Music Express</b></p> <p><b>Taking off : Exploring pitch</b></p> <ul style="list-style-type: none"> <li>what is meant by pitch?</li> <li>to respond to changes in pitch</li> <li>how to control the pitch of the voice</li> <li><b>to relate sounds to symbols</b></li> </ul> <p><b>Art:</b> Oil pastel and water colour art based on <a href="#">Great wave off the coast of Kanagawa</a> by Japanese artist <a href="#">Katsushika Hokusai</a>.</p>	<p><b>Music: Music Express</b></p> <p><b>Taking off : Exploring pitch</b></p> <ul style="list-style-type: none"> <li>how to control the pitch of the voice</li> <li>to respond to changes in pitch</li> <li>to relate sounds to symbols</li> <li><b>how simple tunes are made of different pitches</b></li> </ul> <p><b>Art:</b> Oil pastel and water colour art based on <a href="#">Great wave off the coast of Kanagawa</a> by Japanese artist <a href="#">Katsushika Hokusai</a>.</p>	<p><b>Music: Music Express</b></p> <p><b>Taking off : Exploring pitch</b></p> <ul style="list-style-type: none"> <li>how to control the pitch of the voice</li> <li>to respond to changes in pitch</li> <li>to relate sounds to symbols</li> <li>how simple tunes are made of different pitches</li> </ul> <p><b>Art:</b> Oil pastel and water colour art based on <a href="#">Great wave off the coast of Kanagawa</a> by Japanese artist <a href="#">Katsushika Hokusai</a>.</p>	<p><b>Music: Music Express</b></p> <p><b>Taking off : Exploring pitch</b></p> <ul style="list-style-type: none"> <li>to relate sounds to symbols</li> <li>that percussion instruments produce different pitches</li> <li>produce different pitches</li> <li><b>how simple tunes are made of different pitches</b></li> </ul> <p><b>Art:</b> Using iPads to merge text and image with Type Draw app. Art based on <a href="#">Great wave off the coast of Kanagawa</a> by Japanese artist <a href="#">Katsushika Hokusai</a>.</p>	<p><b>Music: Music Express</b></p> <p><b>Taking off : Exploring pitch</b></p> <ul style="list-style-type: none"> <li>that percussion instruments produce different pitches</li> <li>how simple tunes are made of different pitches</li> <li><b>that pitch can be used descriptively</b></li> </ul> <p><b>Art:</b> Using iPads to merge text and image with Type Draw app. Art based on <a href="#">Great wave off the coast of Kanagawa</a> by Japanese artist <a href="#">Katsushika Hokusai</a>.</p>	<p><b>Music: Music Express</b></p> <p><b>Taking off : Exploring pitch</b></p> <ul style="list-style-type: none"> <li><b>that pitch can be used descriptively</b></li> </ul> <p><b>Art:</b> Using iPads to merge text and image with Type Draw app. Art based on <a href="#">Great wave off the coast of Kanagawa</a> by Japanese artist <a href="#">Katsushika Hokusai</a>.</p>
<b>Humanities</b>	<p><b>Bart ddu: (Welsh Pirate) his life story</b></p>	<p><b>Bart ddu: (Welsh Pirate) his life story.</b></p> <p>What was it like to be a pirate?</p> <p>Horrible Histories - pirates</p>	<p><b>Looking at artifacts:</b></p> <p>old or new? Using as range of historical resources to organise objects and photographs into a time line.</p>	<p><b>Sea Shanties</b></p> <p>The purpose to the sea-shanty.</p> <p>Life at sea</p>	<p><b>Life at sea in the past.</b></p> <p>Map work - co-ordinates 'bury the treasure'</p>	<p><b>Life at sea today.</b></p> <p>make a map of our class and outdoor environment.</p>

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## Curriculum areas covered

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## Curriculum - Planned

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## Curriculum - Covered

No statements found.

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## Curriculum - Year 2

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## Curriculum - Reception

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## Curriculum - -999