

Challenge description

Date: Summer Term 2018 (2)	Year Group: 1						
	LIFE AT SEA						
	WB: 4.6.18	WB: 11.6.18	WB: 18.6.18	WB: 25.6.18	WB: 2.7.18	WB: 9.7.18	WB: 16.7.18
Events to be aware of	Whole school 'Trees Project' SMT meeting complete SER	Y4 class assembly 13.6.18 Whole school 'Trees Project' Reports to HR 15.6.18	Whole school 'Trees Project' Year 5 class assembly 20.6.18 SMT meeting	Whole school 'Trees Project' Exhibition 29.6.18 Year 2 class assembly 28.6.18 Siarter laith ADDS 25.6.18	New class swap 4.7.18 2.7.18 Nursery parent meeting New Nursery 4.7.18 Planning time: ADDS 2.7.18 SMT meeting	Reports out 13.7.18 Work scrutiny ADDS 9.7.18	Graduation 19.7.18 Year 6 graduation 5pm Subject Action plan ADDS SMT meeting
Four Purposes	Express ideas and emotions through different media	Express ideas and emotions through different media	Express ideas and emotions through different media	Ambitious, capable learners	Healthy, confident individuals	Ethical and Informed Citizens	Ambitious, capable learners
Literacy, Language and communication	BB Challenge: Post it! Focus on illustration - The purpose of illustration in story books. Illustrate a short story (story writing from last term)	BB Challenge: Post it! Focus on illustration - The purpose of illustration in poetry.	Trees Acrostic/shape poems	Trees Acrostic/shape poems	RRS Stimulus Fourteen rats and a Ratcatcher P4C circle time – read article to children and relate to story. Dot voting/decision stick. Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.	RRS Stimulus Fourteen rats and a Ratcatcher P4C circle time – read article to children and relate to story. Dot voting/decision stick. Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.	Oracy (drama): Re-enact a pirate story and record on the ipad.

Guided Reading	Clara the Calrifier	Connie the Connector	Vernon the Visualiser		Doug the Digger	Judge Jeremy	Judge Jeremy
	Text: Key questions: Did you understand all the words you read? What is going on? What do we know already that can help us work it out? What can we do if we don't understand this word (or phrase) Can you make up another sentence with the word ____ in it? Can you show me a word you didn't understand? How are you going to solve a problem next time you get stuck?	Text: Focusing on text-to-self connections: What does this story remind you of? Can you relate to the characters in the story? Does anything in this story remind you of anything in your own life?	Revisit what visualising means. Read an extract from a book aloud and ask children to visualise a "picture" of the reading in their heads. As children listen to the reading, they should close their eyes and create images in their heads as if they were watching a television show.	Doug the Digger <i>judging the text</i> <i>making statements about the unknown</i> <i>(this is a way to identify misunderstandings or missed meanings)</i>	<i>judging the text</i> <i>making statements about the unknown</i> <i>(this is a way to identify misunderstandings or missed meanings)</i>	<i>The ability to make judgments about usefulness</i> and value of a text and explain why	<i>The ability to make judgments about usefulness</i> and value of a text and explain why
Welsh	Tedi Twt: ar Lan y Mor Writing: postcard	Tedi Twt: ar Lan y Mor Writing: postcard	Reading a conversation and acting it out.	Creating a loop card game using sentence patterns.	Creating a loop card game using sentence patterns.	Oracy: Dyma fi Hot Seating	Oracy: Dyma fi Hot Seating
Daily Drillio	Past tense: ble est ti? Es i i... Gyda phwy est ti? Gyda.... Sut oedd y tywydd? Roedd hi'n....	Past tense: ble est ti? Es i i... Gyda phwy est ti? Gyda.... Sut oedd y tywydd? Roedd hi'n....	Loop card games	Loop card games	Loop card games	All Year 1/2 sentence patterns.	All Year 1/2 sentence patterns.

Mathematics and Numeracy	<p>Fold shapes in half, then make them into symmetrical patterns.</p> <p>Recognise and complete a symmetrical picture or simple shape.</p> <p>Use 2D and 3D shapes and describe how they fit together.</p> <p>Begin to link solid shapes with their corresponding pictures.</p>	<p>Use everyday language to describe position, direction and movement.</p> <p>Show an understanding of repetitive patterns, including shape, by describing, reproducing and extending.</p> <p>Make full and half turns</p> <p>Investigate general statements about shapes.</p>	<p>Show an understanding of repetitive number patterns, by describing, reproducing and extending.</p> <p>Begin to count on in steps of 3 from zero.</p> <p>Recognise and extend number sequences with differences of 1, 2 or 3.</p> <p>Investigate a general statement about familiar numbers by finding satisfactory examples.</p> <p>Explain methods and reasoning orally.</p>	<p>Compare and order numbers up to 20 at least and place them on a number line.</p> <p>Use known facts when adding three one-digit numbers and realise that they can be added in any order.</p> <p>Add and subtract numbers which include up to 10 objects.</p> <p>Use a range of mental strategies to solve problems within 10.</p> <p>Solve one-step problems that involve addition and subtraction, including missing number problems, <i>e.g. $7 + ? = 9$</i>, using objects and pictures.</p> <p>Use known facts to solve simple problems within 10, <i>e.g. doubling and halving, number bonds.</i></p>	<p>Use known facts to solve simple problems within 10, <i>e.g. doubling and halving, number bonds.</i></p> <p>Add 9 to one-digit numbers by adding 10 then subtracting 1</p> <p>Use a range of strategies to add 2 collections, starting with the larger number, <i>e.g. $8 + 5$</i></p> <p>Bridge 20 by adding a single digit number.</p>	<p>Classify and organise objects according to one or more criterion.</p> <p>Collect information by vote or sorting and represent it in pictures, objects or drawings .</p> <p>Make lists and tables based on data collected.</p> <p>Interpret information presented and draw appropriate conclusions.</p>	<p>Use descriptive words for a range of temperatures, <i>e.g. cooler/warmer.</i></p> <p>Use standard units of time to tell the time on analogue clocks and 12-hour digital clocks.</p>
Daily Counting and Remembered Facts	<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>	<p>Read and write numbers to 20 at least forming them and orientating them correctly</p>

Science and Technology	Yr 1 Robotic Toys	Yr 1 Robotic Toys					
	<ul style="list-style-type: none"> -Understand that machines and devices can be controlled. -Make a robotic toy move through a sequence of step by step instructions. -Begin to predict and test programmable toy journeys. -Share experiences and show others basic functions of a programmable toy. 	<ul style="list-style-type: none"> -Understand that machines and devices can be controlled. -Make a robotic toy move through a sequence of step by step instructions. -Begin to predict and test programmable toy journeys. -Share experiences and show others basic functions of a programmable toy. 	Year 1: Digital literacy: Sending Email: Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities.	Year 1: Digital literacy: Sending Email: Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities.	Discovery Dog: Year 1: Puddle Trouble: What is the best way to mop up a puddle? Black Cat Compose	Discovery Dog: Year 1: Puddle Trouble: What is the best way to mop up a puddle? Black Cat Compose	Discovery Dog: Year 1: Puddle Trouble: What is the best way to mop up a puddle? Black Cat Compose

Health and Wellbeing		AA: Orienteering					
	AA: Orienteering Athletics: Long jump PSE: Class and school rules.	Athletics: Long jump PSE: Rights and responsibilities.	AA: Orienteering Athletics: Javelin PSE: Being responsible for our own actions.	AA: Orienteering Athletics: Javelin PSE: RRS Stimulus Fourteen rats and a Ratcatcher P4C circle time – read article to children and relate to story. Dot voting/decision stick. Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.	AA: Team building Athletics: Sprint PSE: RRS Stimulus Fourteen rats and a Ratcatcher P4C circle time – read article to children and relate to story. Dot voting/decision stick. Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.	AA: Team building Athletics: Relay PSE: RRS Stimulus Fourteen rats and a Ratcatcher P4C circle time – read article to children and relate to story. Dot voting/decision stick. Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.	AA: Traversing wall Athletics: Hurdles PSE: RRS Stimulus Fourteen rats and a Ratcatcher P4C circle time – read article to children and relate to story. Dot voting/decision stick. Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Expressive Arts	Music: Sounds of Music	Music: Sounds of Music	Music: Sounds of Music	Music: Sounds of Music	Music: Sounds of Music	Music: Sounds of Music	Singing sea shanties Life at sea collage work
	Marches & processions <ul style="list-style-type: none"> • Marching to a steady beat • Playing to a steady beat Art: tree art paintings based on the art of Georgia O'Keefe Creating art from nature.	Marches & processions <ul style="list-style-type: none"> • Recognising high and low • Learning about downward melody Art: tree art paintings based on the art of Georgia O'Keefe Creating art from nature.	Marches & processions <ul style="list-style-type: none"> • Making up a steady beat • Making up a sequence of actions Art: tree art paintings based on the art of Georgia O'Keefe Creating art from nature.	Marches & processions <ul style="list-style-type: none"> • Listening to a march • Identifying the sound of a flute Art: tree art paintings based on the art of Georgia O'Keefe Creating art from nature.	Marches & processions <ul style="list-style-type: none"> • Experiencing verse and refrain structure • Experiencing beat and no beat Life at sea collage work	Marches & processions <ul style="list-style-type: none"> • Listening and responding to music of different styles Life at sea collage work	
Humanities	TREES:	TREES:	TREES:	TREES:	Life at sea in the past. Map work - co-ordinates 'bury the treasure'	Life at sea in the past. Map work - co-ordinates 'bury the treasure'	Life at sea today. make a map of our class and outdoor environment.

Curriculum areas covered

Curriculum - Planned

Curriculum - Covered

No statements found.

Curriculum - Year 2

Curriculum - Reception

Curriculum - -999