

Class 1		Super Heroes			Spring First Half Term 2017		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Literacy</b>	<b>Superhero Captions Non-fiction– Labels Lists &amp; Captions</b>  Write labels and sentences to accompany photos for display and models.	<b>Super Hero ABC</b> Write proper names using capital letters  <b>Poetry - Vocabulary building (1 week)</b>  Read, write and perform free verse	<b>Supertato</b> <b>How to be a healthy superhero! (link to science &amp; DT topic)</b>  <b>Instructions –design &amp; make a healthy superhero snack</b> Following a practical experience write up the instructions for a simple recipe.		<b>Charlie’s Superhero Underpants Narrative - Stories reflecting children’s own experience</b>  Write a series of sentences to retell events based on personal experience		
<b>Grammar focus for this term:</b>	<ul style="list-style-type: none"> <li>• Write, leaving spaces between words</li> <li>• Begin to write in complete sentences               <ul style="list-style-type: none"> <li>• Begin to punctuate sentences</li> </ul> </li> <li>• Use capital letters for the names of people, places, days of the week etc</li> </ul>						
<b>Big write</b>	Thank you letter	Senses superhero poem	Instructions of something they do regularly	How to make a fruit kebab	Superhero story	Superhero story	
<b>Spellings</b>	bank, think, honk, sunk	here, there, where, was, his, has	car, start, park, arm, garden	of, said, says, are, were	girl, bird, shirt, first, third	turn, hurt, church, burst, Thursday you, your, they	
<b>Guided reading</b>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul>						
<b>Independent comprehension</b>	Discuss the significance of the title and events		Predict what might happen on the basis of what has been read so far		Explain clearly their understanding of what is read to them		

<b>Maths</b>	<b>Time</b> <ul style="list-style-type: none"> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</li> <li>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> </ul>		<b>Measure: Length and height</b> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half</li> <li>Measure and begin to record lengths and heights.</li> </ul>		<b>Number: Place value</b> <ul style="list-style-type: none"> <li>Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.</li> <li>Count, read and write numbers from 1-40 in numerals and words.</li> <li>Identify and represent numbers using objects and pictorial representations.</li> <li>Given a number, identify 1 more or 1 less.</li> </ul>		<b>Number: Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Add and subtract one digit and two digit numbers to 20, including zero.</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li> </ul>			
<b>Big maths Counting</b>	C	Saying number 4 I can count to 100	C	Reading numbers 5 I can read 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000	C	Counting in multiples 2 I can count in 5's		C	CORE numbers 1 I understand numbers to 10	
<b>Learn it's</b>	L	Step 5 Adding on 2 9+2=, 7+2=, 6+2=, 5+2=, 4+2=			L	Step 5 Adding on 3 6+3=, 5+3=, 4+3=				
<b>It's nothing new</b>	I	Jigsaw numbers step 1 I can find the missing part of 10		I	Doubling step 2 (without crossing 10) I can double 2d multiples of 10		I	Halving step 2 I can half 2d multiples of 10		
<b>Calculation</b>	C	Addition step 6 and 7 I can read a number sentence I can arrange a number sentence	C	Addition step 8 I can solve a number sentence		C	Subtraction step 6 and 7 I can read a subtraction number sentence I can arrange a subtraction number sentence		C	Subtraction Step 8 I can solve a subtraction number sentence

<b>Science</b>	<b>Superhero drawings</b> I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Ice cube experiment</b> I can perform a simple test I can gather and record data to help answer a question	<b>Daily</b> I can observe the changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies	
<b>Art and Design</b>	<b>Super hero Drawings</b> Experiment with pencils and pens.	<b>Superhero collage and water wash</b> <ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including the use of different brush sizes and types</li> <li>• Create different textures in paintings e.g. by scratching in to paint, adding sand, paper, sawdust.</li> <li>• Use a variety of media inc photocopied material, fabric, plastic, tissue, magazines</li> </ul> 		<b>Sewing Capes</b> Use a variety of techniques eg weaving, fabric crayons and sewing. How to thread a needle, cut, glue and trim material
<b>Computing</b>	<b>Espresso coding</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs <b>Green screen – create flying superhero report</b> Use technology purposefully to create			
<b>Design Technology</b>	<b>Design and make superhero costumes and props</b> <ul style="list-style-type: none"> <li>• Work confidently within a range of contexts, such as imaginary</li> <li>• Assemble, join and combine materials and components</li> </ul>	<b>Design &amp; make Super Hero Snacks</b> <ul style="list-style-type: none"> <li>• Know that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• To prepare simple dishes safely and hygienically, without using a heat source</li> <li>• To use techniques such as cutting, peeling and grating</li> </ul>	<b>Sewing Capes</b> Measure, mark out, cut and shape materials and components	
<b>Geography</b>	<b>Look at maps used in stories we are using – Elliot Midnight Superhero/ Charlies Superhero Underpants.</b>  <b>Discuss purpose of maps. Use of labels.</b>  <b>Map of world - Where in the world is your superhero?</b> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes</li> <li>- use some basic geographical vocabulary</li> </ul>		<b>Map Charlie’s route around the world using google Earth.</b>  <b>Directing Beebots around maps to find Charlie’s Underpants</b> Use simple compass directions to describe the location of features and routes on a map  <b>Create a map from the story to help Charlie find his underpants</b> Devise a simple map; and use and construct basic symbols in a key use simple compass directions to describe the location of features and routes on a map	

<b>History</b>	N/A for this term
<b>Languages</b>	Learn to answer register in different languages – French, Spanish, Cornish, Russian
<b>Music</b>	<p><b>Singing this term. Learn new maths songs. Listen to and join in with superhero songs. Learn new whole school songs and perform during harvest festival.</b></p> <ul style="list-style-type: none"> <li>• To use voice expressively in songs, rhymes and chants by changing tempo or dynamic to suit the words.</li> <li>• To develop and understanding of pitch (high and low) and how this changes in songs, rhymes and chants.</li> </ul>
<b>Physical Education</b>	<p>Gymnastics with Emma Wells</p> <ul style="list-style-type: none"> <li>• Explore gymnastics actions and still shapes</li> <li>• Move confidently and safely in their own and general space, using change of speed and direction</li> <li>• Copy or create and link movement phrases with beginnings, middles and ends</li> <li>• Perform movement phrases using a range of body actions and body parts</li> <li>• Recognise how their body feels when still and when exercising</li> </ul>
<b>Religious Education</b>	N/A for this term
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• To contribute to the life of the class and school</li> <li>• To take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them.</li> <li>• To develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)</li> <li>To consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)</li> <li>• To take part in discussions with one other person and the whole class</li> <li>• To listen to other people, and play and work cooperatively</li> <li>• That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying</li> </ul>
<b>Educational visits</b>	Possible visit to the police station