

# HALF TERM CURRICULUM PLAN

Term: Autumn 1			Topic: Homes and Habitats			Class/Year Group: Owls/ Robins		
<b>Super Starter (Wow moment):</b> Magic Paper Hat found in the classroom.					<b>Fabulous Finish:</b> Lanhydrock House			
<b>Key Text:</b> <b>Almost Anything</b>	<b>Week 1</b> <b>6/9/21</b>	<b>Week 2</b> <b>13/9/21</b> <u>Curiosity</u>	<b>Week 3</b> <b>20/9/21</b> <u>Curiosity</u>	<b>Week 4</b> <b>27/9/21</b> <u>Curiosity</u>	<b>Week 5</b> <b>4/10/21</b> <u>Curiosity</u>	<b>Week 6</b> <b>11/10/21</b> <u>Imagination</u> 15/10- Lanhydrock Trip	<b>Week 7</b> <b>18/10/21</b> <u>Imagination</u>	<b>Half Term</b>
Reading	RWI Phonics Assessments	RWI	RWI	RWI	RWI	RWI	RWI	
Writing	How to fill a Bucket  Cold Task: Fill a magic bucket.	Immersion: Paper Hat building Hot seat the Rabbit Box up Text Vocabulary Hunt	Scaffolded innovation: Character description. New Magic object- What does it help is do?	Independent application:  Cold Task: recount of weekend	Immersion: Letter from the Lady of the house. Inviting them to a visit – Hook.	Scaffolded innovation: Past tense ed suffix	Independent application: Recount of Lanhydrock House Trip Cold Task: Conquering the monster tale.	
Technical Focus		Capital letters and full stops mostly corrected Make thoughtful and ambitious word choices			Ed suffix Past tense 1 <sup>st</sup> person.			
Mathematics	Counting forwards and backwards within 20 Tens and ones within 20	Counting forwards and backwards within 50 Tens and ones within 50 Compare numbers within 50	Count objects to 100 Read and write numbers to 100 in numerals and words Represent numbers to 100 Tens and ones using a part whole Addition and Subtraction within 20 PBA (Y1 spring)	Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers	Count in 2s Count in 5s Count in 10s Count in 3s	Fact families +/- bonds to 20 Check calculations Compare number sentences Know your bonds Related facts	Bonds to 100 (tens) +/- ones 10 more/10 less +/- tens Add by making 10	
Science	What do we know? Assessments.	I identify things that are living, dead and never lived.	I know how a specific habitat provides for the basic needs of things living there (plants and animals)	I identify and name plants and animals in a range of habitats	I match living things to their habitat	I know how animals find their food I name some different sources of food for animals	I know and can explain a simple food chain.	
History	What do we know? Assessments.			What is the past? What has happened in our life?- Timeline.	Know how to find out about things from the past by talking to an older person; eg homes in the past. (60s/70s) Compare our timeline to the 60's.	Changes in homes compared to those a long time ago.	Compare our kitchen to Lanhydrock kitchen	
Geography	What do we know? Assessments.					Know what they do/do not like about somewhere that's different from their hometown.	Locate your home on a map, identify key facilities.	
Art and Design	Self portraits							

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<b>Design Technology</b>								
<b>Music</b>		<b>Cornet Lessons</b>	<b>Cornet Lessons</b>	<b>Cornet Lessons</b>	<b>Cornet Lessons</b>	<b>Cornet Lessons</b>	<b>Cornet Lessons</b>	
<b>Physical Education</b>		*Hit a ball with a tennis style bat or racquet. *Stop a ball with my feet before passing it.	*Move into a given space within a game. *Begin to understand where to stand to make a game more difficult for an opponent.	*Develop control and accuracy when moving with a ball in a variety of different games. *Pass and receive a ball with more control and accuracy.	*Recognise the best ways to score points and stop points being scored. *Recognise how they work best with their partner.	*Use different rules and tactics for invasion games. *Make it difficult for opponents and watch others accurately. *Keep the ball and find best places to score.	*Describe what they see and ask to copy others' ideas, skills and tactics. *Participate in team games. *Understand and develop tactics for attacking and defending.	
<b>Computing</b>			<b>(CS)</b> Predict the behaviour of simple programs.		(IT) Understand that <b>digital devices</b> run programs that have been created by humans.			
<b>PSHE/RSE</b>	Harold's Scarf	How are you feeling today?	Bullying or teasing?	Don't do that!	Types of bullying	Being a good friend	Let's all be happy	
<b>Religious Education</b>		<b>Unit 1:</b> Christianity Is it possible to be kind to everyone all of the time?	<b>Investigation</b> The Good Samaritan	<b>Investigation</b> The paralyzed Man	<b>Investigation</b> Explore scenarios and what we might do.	<b>Evaluation</b> Reflect on learning. Link to own thoughts and feelings.	<b>Expression</b> Friendship Bracelets and Friendship rules to help be kind.	
<b>Outdoor Learning/Visits and Trips</b>						<b>Lanhydrock House Trip</b>		