

ASHTON WEST END ACADEMY PRIMARY SCHOOL

HALF TERMLY PLANNER

Summer Term 1

April- May 18

Miss Davies

CLASS 1DA

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

English

Silly Stuff poetry
Hear and respond to silly poems and humorous text.
Identify nonsense sentences.
Collect humorous words and phrases
Use actions and sound effects to respond to the poems and silly sentences.

SPAG
Spaces between words
Capital letters
Full stops
Capital letters for names

Silly Stuff poetry
Explore rhyme, alliteration, onomatopoeia, puns, sentence/verse starters.
Write and perform own poem.

SPAG
Spaces between words
Capital letters
Full stops
Prefix 'un'

Information text
Australia
Ask questions to find information. Identify key features of an information text.
Order topic words alphabetically.
Sort fiction and non-fiction texts.

SPAG
Capital letters
Use question marks.
Prefix 'un'

Information text
Australia
Research the answers to questions using non-fiction texts.
Write factual information as captions.
Use the format of an information text to create their own information page.

SPAG
To punctuate sentences.
Capital letters for names, places and people.
Prefix 'un'

Information Text -
Australia
Recognise features of non-fiction texts.
Order topic words alphabetically using dictionaries.
Locate words and information.

SPAG
Capital letters
Use question marks.
Alphabetical order

Information Text -
Australia
Understand and use contents page and index.
Extend captions
Write a non-chronological report.

SPAG
To punctuate sentences.
Capital letters for names, places and people.
Different sentence openers.
Using 'and' to join words and sentences.

Word reading - A1, A5, A6 A8, A9
Reading comprehension - B1, B2, B3, B4, B5, B7, B8, B9, B11, B12, B13, B14, B15.
Writing -C2, C3
Handwriting - D1, D2, D3.
Composition - E2, E3, E4, E5, E6, E7
Vocabulary, grammar and punctuation - F2, F3, F4, F5, F7.

Word reading - A1, A5, A6 A8, A9
Reading comprehension - B2, B3, B7, B8, B9, B14, B15
Writing - C2, C3
Handwriting - D1, D2, D3.
Composition- E2, E3, E5, E6, E7
Vocabulary, grammar and punctuation - F2, F3, F4, F5, F7.
Word reading - A1, A5, A6 A8, A9
Reading comprehension - B2, B3, B7, B8, B9, B14, B15

School Target: I can make better word choices through rich talk experiences using verbs, adverbs and oracy strategies. For example, using other words for 'said'. Then I can apply these in my writing.

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| Maths | Number: Multiplication and Division *Count in multiples of twos, fives and tens. *Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. | | Number: Fractions *Recognise, find and name a half as one of two equal parts of an object, shape or quantity. * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | | |
| School Target: I can recognise fractions of shapes and amounts and order fractions e.g. shade 1/2 of a shape, tick the shape with 1/3 shaded, which fraction is the largest? Which fraction is the smallest? Order them in ascending and then descending order. | | | | | |
| Extended Writing | Book: Tiddler the Story Telling Fish | | | | |
| Read 'Tiddler the story telling fish' Discuss story; setting, characters, what happened etc... Have four sections of the story on paper and children to order them in the order they happened. Show the same four sentences on the whiteboard in the wrong order and order them using numbers 1-4. HA -children to have sentences that are sections from the story. Children to read and sequence in the correct order. MA/LA -Children to sequence the story in the order it happened. Children to have sentences and pictures to match. | Re-read the story again and discuss. Ask children to questions about the story, characters, setting, plot etc..... that require a true or false answer. Show children a table with statements about the story and model ticking in the correct box (true/false) All children to have a table that has statements from the story. Children to tick whether the statements are true/false. MA/LA -children to be supported with reading statements | Recap on the story and what happens. Display questions on the board about the text and with support of children ae answer in full sentences. All children to answer the following questions about the story; Where does the story take place? When did the story take place? What does ? look like? Who are the characters in the book? Where in the book would you find.....? What happened in the story? What do you think is happening? What might this mean? What word/phrase means ____? | Display part of the text and read making mistakes. Does this make sense? Model rereading again to ensure it makes sense. Repeat with children's help and children reading text. Children to have parts of text and children to find answers to questions on the text. | Display part of the text and read making mistakes. Does this make sense? Model rereading again to ensure it makes sense. Repeat with children's help and children reading text. Children to have parts of text and children to find words and the meaning of words. Children to also look for verb, adjectives and adverbs. | Children to watch the story. https://www.youtube.com/watch?v=ISwUxtpP35s Children to answer inference questions based on characters feelings and actions. |
| Art & Design | NOT THIS HALF TERM | | | | |

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| <p>Design and Technology</p> <p><i>(Playgrounds)</i></p> | <p>Take the children to a local park to look at the playground equipment. If this is not possible look at photographs of playground equipment. Discuss with the children:-</p> <p>Why do we have playgrounds? Is the playground equipment good? Why? Do we need special equipment to play with? Ask the children to name the different types of equipment e.g. slide, swing, roundabout, sea-saw etc. Ask them also to look at and name parts of the equipment e.g. ladder, seat etc. What materials have been used? Why have they been chosen? How have the parts been joined together?</p> <p><i>Skills: To generate ideas by drawing on their own and other people's experiences</i></p> | <p>Recap visit or photographs from previous lesson. Discuss the shapes and structures they saw. Also discuss how equipment was joined together. Tell the children that modelling is used by designers to develop their ideas and test their products. Introduce to the children the idea that will be eventually designing and making their own playground equipment and today they will be trying out and creating different ideas for making playground equipment out of construction kits, card & string. Demonstrate for the children how to construct a square or rectangle frame from a construction kit and how to make it more stable (by adding support to the structure).</p> <p><i>Skills: To identify a purpose for what they intend to design and make. To make simple drawings and label parts.</i></p> | <p>Look at a variety of the children's designs. Remind the children of the different ways in which materials can be joined together. How to support and strengthen the structures.</p> <p>Children to use, their design framework to create their own piece of playground equipment.</p> <p><i>Skills: To identify simple design criteria.</i></p> | <p>Look at a variety of the children's designs. Remind the children of the different ways in which materials can be joined together. How to support and strengthen the structures.</p> <p>Children to use, their design framework to create their own piece of playground equipment.</p> <p><i>Skills: To use hand tools safely and appropriately. To measure and cut with some accuracy.</i></p> | <p>Discuss and look at the children's models. Ask what they like about them? Is it suitable for the intended user? Did they change anything when they made them? Is there anything they could do to improve them?</p> <p>Children to complete evaluation framework.</p> <p><i>Skills: To evaluate against their design criteria. To identify strengths and possible changes they might make next time.</i></p> | <p>Children to go to playground in the local area at some point during this half term to evaluate the different equipment and get ideas for the structures they are going to make.</p> <p><i>Skills: To evaluate against their design criteria. To identify strengths and possible changes they might make next time.</i></p> |
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**ASHTON WEST END ACADEMY PRIMARY SCHOOL
HALF TERMLY PLANNER**

Summer Term 1

April - May 17

Miss Davies

CLASS: 1DA

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Geography <i>(Australia)</i> | <p>Use a map/globe/google maps to locate the UK and Australia. Using maps recap the countries that make up the UK. Look at Australia and identify the places that make up Australia. Children to have a map of Australia and they are to label the places that make up Australia.</p> <p><i>Skills: To use a map to locate and name the countries that make up Australia.</i></p> | <p>Identify different areas in Australia that people live in (rainforest, outback, city, suburb, beach) Make comparisons to where people live in the UK (city, town, village, countryside).</p> <p><i>Skills: To name and talk about geographical similarities and differences between our city and a city in Australia.</i></p> | <p>Look at what the weather is like in Australia. Compare it to the UK. When is our Summer/winter time and when is it summer/winter time in Australia. Make comparisons.</p> <p><i>Skills: To identify seasonal/daily weather patterns in the UK and the location of hot and area of the world in relation to the equator.</i></p> | <p>Identify the different animals popular in Australia and where they can be found. Look at the habitat. Are these animals dangerous? Compare to animals in UK.</p> <p><i>Skills: To compare human and physical features.</i></p> | <p>To locate the Great Barrier Reef on the Gold Coast. Identify the animals in the Great Barrier Reef. Explain what 'bleaching' means and how it affects the animals and plant life in the ocean. Children to identify sea creatures in the Great Barrier Reef.</p> <p><i>Skills: To compare human and physical features.</i></p> | <p>Children to create a poster/factfile about the Great Barrier Reef.</p> <p><i>Skills: To compare human and physical features.</i></p> |
| History | NOT THIS HALF TERM | | | | | |
| Computing <i>(1E)</i> | <p>Display a tally chart for e.g. favourite colour, what could we do with this data (information)? We are going to learn how to make a graph using 2Graph on the laptops. Make a class graph for favourite pet. Tally on flipchart - children to come and add their vote as a</p> | <p>Recap creating a graph using 2Graph - children to model on IWB. Demonstrate how to print. In pairs from last week, children to access 2Graph and input their data. HA to create a barchart, LA to create a blockchart, SEN 2Count pictogram.</p> | <p>Using first week's learning (favourite pet), ask children questions that need to be read from the graph. Most popular, which pet has 4 votes... Children to complete questionnaire on their data. What else would you like to find out?</p> | <p>Today we are learning how to use a database. This is a collection of lots of data. E.g. Mrs Talib has a database on the computer that tells her your names, ages and phone numbers. Open 2Investigate and explore the alien database. If you click on an alien this brings up its record. What can</p> | <p>What is a database? Children to model search and find tool from last week. Model how to create records, changing function of cells and adding options. Children to create a database linked to Science or DT learning.</p> | <p>Show the children how to use 2simple branching. Demonstrate how to create a branching database linking to science and the animal categories. Create questions as a class and input into the program. Children to create their own branching database about the 5 animal</p> |

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| | <p>tally. Model how to turn this into a blockchart or barchart. With tally templates, children to gather their data for their own graphs, in pairs.</p> <p>Key Skills: Contribute to a class graph.</p> | <p>When finished and checked, print off.</p> <p>Key Skills: Enter data into a graph.</p> | | <p>you learn in x's record? Can display all of this information in a table (change to table format). I want to find all the aliens that are blue. The database can find this for me! Model how to search and find. On laptops, children to open 2Investigate. LA to search records for aliens, HA to search fruits database. Answer given questions e.g. how many aliens with 2 eyes, what fruit is smooth and has edible skin?</p> <p>Key Skills: Search a database record.</p> | | <p>categories.</p> <p>Key Skills: Enter information into a database.</p> |
| Library | <p>Alphabetical order- find words in Non-fiction books and order in pairs</p> | <p>Children to organise letters into alphabetical order.</p> | <p>Discuss what an Index is, find books with index, complete example page</p> | <p>Children to use an index to find information.</p> | <p>Words to describe categories i.e. animals, big cats, toys, transport etc Linked to topic work</p> | <p>Children given category title. What would go in?</p> |
| Music <i>(Round, Round)</i> | <p>Listen and Appraise - Round And Round by Joanna Mangona: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections. After listening, talk about the song and answer the questions together using correct musical</p> | <p>Listen and Appraise - Livin' La Vida Loca by Ricky Martin: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Round And Round (if you want to): How are the songs</p> | <p>Listen and Appraise - Imperial War March by John Williams: Play the music. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Round And Round (if you want to): How is the music</p> | <p>Listen and Appraise - It Had Better Be Tonight sung by Michael Bublé: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Round And Round (if you want to): How are the songs</p> | <p>Listen and Appraise - Why Don't You sung by Gramaphonedzie: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language Games Track and Body and Vocal Warm-Ups - Round And Round: Using</p> | <p>Listen and Appraise - Oye Como Va by Santana: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language Games Track and Body and Vocal Warm-Ups - Round And Round: Using</p> |

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| | <p>language. Games Track and Body and Vocal Warm-Ups - Round And Round: Using the Activity Manual to support what you see on screen, find and internalise the pulse of the song, then over time add more rhythm and pitch activities. Learn to Sing the Song - Round And Round: Start to learn to sing the song. Perform the Song - Round And Round: Perform and share what has taken place in today's lesson. Sing the song.</p> | <p>different, how are they similar? Games Track and Body and Vocal Warm-Ups - Round And Round: Using the Activity Manual to support what you see on screen, find and internalise the pulse of the song, then over time add more rhythm and pitch activities. Learn to Sing the Song - Round And Round: Continue to sing the song. Play Your Instruments with the Song: New Musical Activity in this step. Perform the Song - Round And Round: Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.</p> | <p>different, how is it similar? Games Track and Body and Vocal Warm-Ups - Round And Round: Using the Activity Manual to support what you see on screen, find and internalise the pulse of the song, then over time add more rhythm and pitch activities. Learn to Sing the Song - Round And Round: Continue to sing the song. Play Your Instruments with the Song: Revisit your learning from the last step. Improvise with the Song: Use your voices to improvise. This is a new Musical Activity for this step, refer to the Activity Manual. Perform the Song - Round And Round: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.</p> | <p>different, how are they similar? Games Track and Body and Vocal Warm-Ups - Round And Round: Using the Activity Manual to support what you see on screen, find and internalise the pulse of the song, then over time add more rhythm and pitch activities. Learn to Sing the Song - Round And Round: Continue to sing the song. Play Your Instruments with the Song: Revisit your learning from the last step. Improvise with the Song: Use your instruments. Revisit your learning from the last step Perform the Song - Round And Round: Perform and share what has taken place in today's lesson. Rap/sing the song and perform your composition(s) within the song.</p> | <p>the Activity Manual to support what you see on screen, find and internalise the pulse of the song, then over time add more rhythm and pitch activities. Learn to Sing the Song - Round And Round: Continue to sing the song. Play Your Instruments with the Song: Revisit your learning from the last step. Improvise with the Song: Use your instruments. Revisit your learning from the last step Perform the Song - Round And Round: Perform and share what has taken place in today's lesson. Choose what you perform today</p> | <p>the Activity Manual to support what you see on screen, find and internalise the pulse of the song, then over time add more rhythm and pitch activities. Learn to Sing the Song - Round And Round: Continue to sing the song. Play Your Instruments with the Song: Revisit your learning from the last step. Improvise with the Song: Use your instruments. Revisit your learning from the last step Perform the Song - Round And Round: Perform and share what has taken place in today's lesson. Choose what you perform today</p> |
| <p>P.S.H.E & Citizenship <i>(Living in the wider world)</i></p> | <p>BANK HOLIDAY</p> | <p>Discuss the importance of respecting and protecting the environment. How can we do this? Go for a walk and look at our environment? Is it nice? Does it look attractive?</p> | <p>What can we do? Recycling- Watch video on Espresso about recycling. How do we do this in school? At home? Children to have 4 bins (green, black, brown, blue) children to</p> | <p>Where does money come from? Where do your parents get it from? How can you get money? Discuss these questions in talk partners and then as a whole class.</p> | <p>Why do we need money? How do we use it every day? Children to brainstorm ideas and write up on board. Children to write down 5 things that require use to need money.</p> | <p>If you could have anything in the world, what would it be? Write suggestions on the board. How can you get this? What do you need? How are you going to get the money</p> |

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| | | <p>Is their rubbish everywhere?</p> <p><i>Skills: To show care and concern for the environment.</i></p> | <p>draw/write what you can put in each bin.</p> <p><i>Skills: To show care and concern for the environment.</i></p> | | <p><i>Skills: To understand where money comes from.</i></p> | <p>to pay for it?</p> <p><i>Skills: To understand how money plays an important part in people's lives.</i></p> |
| <p>PE</p> <p><i>(Games 1)</i></p> | <p>Throwing and Catching Demonstrate how to throw and catch a beanbag. Children to use one hand when throwing and two hands when catching.</p> <p><i>Skills: To travel with, send and receive a ball and other equipment in different ways.</i></p> | <p>Throwing and Catching Demonstrate how to throw and catch a ball. Children to use one hand when throwing and two hands when catching.</p> <p><i>Skills: To travel with, send and receive a ball and other equipment in different ways.</i></p> | <p>Throwing and intercepting Children to work in groups of three and play piggy in the middle.</p> <p><i>Skills: To travel with, send and receive a ball and other equipment in different ways.</i></p> | <p>Bat and ball Children to practice using bat and hitting a ball to their partner.</p> <p><i>Skills: To hit a ball with a bat.</i></p> | <p>Dribbling Children to work in pairs. Children to kick the ball to their partner, partner to stop the ball and kick it back.</p> <p><i>Skills: To develop control and coordination.</i></p> | <p>Dribbling Children to work in teams and dribble the ball in and out of the cones and to dribble it back and pass to partner.</p> <p><i>Skills: To develop control and coordination. To understand the effects of exercise on the body.</i></p> |
| <p>R.E.</p> <p><i>(What does it mean to belong to Faith Community)</i></p> | <p>Do we all belong to something? Display question 'Who am I?' (tell children Who I am?; teacher, daughter, funny, small, friendly, honest, good friend etc.....) Talk partners children to say who they are and feedback. Would you rather be; good at running/jumping, kitten/puppy, live in castle/campervan etc.... Me-myself-outline of person children to write on three things</p> | <p>How do Christians show they belong? Look at pictures/artefacts that show Christian belonging (cross, fish, palm leaves, church, Jesus/Mary, bible, rosary etc...) Talk about Christians all belong to a group and they all belong to Jesus. Read story of The Lost Coin. Pose 'wonder' questions about the story and what makes children feel happy about the story.</p> | <p>How do Muslims know that they belong? Symbols of Muslim belonging. Children to share what they have. Read story of 'The Boy who threw stones at a tree'. Pose 'wonder' questions. Ask children to think about when they did something wrong. What happened?</p> | <p>How do Jewish people show they belong together as a community? Symbols of Jewish belonging (cups/ribena in a jug/candle/bread). Watch video of Jewish Shabbat BBC schools/learning/clips. After video-share the Ribena, bread and light the candle. How did it feel doing it together? Children to write responses on an outline of a cup (put on display) in small groups.</p> | <p>How do Christians welcome a new baby? How do Muslims welcome a new baby? Way in: new baby. Baby Baptism in Christianity. Ask children if they have been baptised. Watch baptism video BBC schools. Children to draw items they would keep (candle, water from font, robe etc... Watch video-How Muslims welcome a baby.</p> | <p>How do some people show they belong to one another? Way in: friendship promises. What makes a good friend? What do they have to do to be a good friend? Do they make promises to their friends? Belonging to each other in a Christian Wedding. Discuss rings and the promise made (vows).</p> |

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| | <p>saying who they are, also include feelings. *Symbols of belonging. *We all belong.</p> <p><i>Skills: To identify aspects of own experience and feelings, in religious material studied</i></p> | | | | | |
| | | <p><i>Skills: To identify things they find interesting or puzzling, in religious materials studied.</i></p> | <p><i>Skills: To identify what is of value and concern to themselves, in religious material studied</i></p> | <p><i>Skills: To identify things they find interesting or puzzling, in religious materials studied.</i></p> | <p><i>Skills: To recognise features of religious life and practice.</i></p> | <p><i>Skills: To recognise features of religious life and practice.</i></p> |
| <p>Science <i>(Animals including humans)</i></p> | <p>Give children an opportunity to share what they already know about animals. Use this information to pitch your subsequent lessons. (resource 1) - Show children images of a range of animals including birds, fish, amphibians, reptiles, mammals and invertebrates. Ensure children become familiar with the names of these animals. - Discuss one animal in detail explaining that its features help it to survive. Eg a polar bear has thick fur and a layer of fat to keep it warm. It has sharp teeth and claws for catching animals to eat. It has fur on the soles of its feet to keep them from freezing on the ice.</p> | <p>Give children images of many different animals including birds, fish, amphibians, reptiles, mammals and invertebrates - Explain that we can group animals according to their features. Ask children to discuss how they might group the animals provided. Allow children to explore sorting animals and discuss how they decided to sort e.g 4 legs, wings etc. - Explain that scientists use special categories to sort animals. Teach children the words amphibian and mammal as two examples of animal groups. Give lots of examples of each, explaining why they are a mammal or an amphibian. See resource. - Children to record their sorting either through drawing or</p> | <p>TRIP BLACKPOOL ZOO</p> | <p>Give children images of many different animals including birds, fish, amphibians, reptiles, mammals and invertebrates - Explain that we can group animals according to their features. Ask children to discuss how they might group the animals provided. Allow children to explore sorting animals and discuss how they decided to sort e.g 4 legs, wings etc. - Explain that scientists use special categories to sort animals. Teach children the words amphibian and mammal as two examples of animal groups. Give lots of examples of each, explaining why they are a mammal or an amphibian. See resource. - Children to record their sorting either through drawing or</p> | <p>Sort animals into two groups; suitable for a pet and not suitable for a pet. Discuss why animals were sorted in a particular way. - Explore the resources here www.rspcaeducation.org.uk/teachers - Design a leaflet explaining to potential pet owners what their animal will need. - Ask a pet owner to come in and discuss the responsibilities involved with looking after an animal.</p> | <p>Explain to children that we have hands and feet, but that we use different words when we describe animals. For example a cat has paws. - Show them a picture of a fish. Ask children to name any of the parts of the fish. Teach vocabulary: gills, fins and scales. Repeat with a picture of a bird. - Children independently research an animal of their choice and explore the vocabulary required to describe them. - Give children many opportunities to say new words aloud to help them remember the new vocabulary. - Children can draw and label an animal of their choice into their science books. Children will write a description of at least two animals. This can be differentiated to support less able</p> |

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| <p>*Children do not necessarily need to understand the differences between mammals/reptiles etc at this stage but they should find out about a range of animals.</p> <p><i>Skills: To begin to observe and identify, compare and describe.</i></p> | <p>writing animal names in relevant categories</p> <p><i>Skills: To identify and classify with some support.</i></p> | | <p>writing animal names in relevant categories</p> <p><i>Skills: To identify and classify with some support.</i></p> | <p><i>Skills: To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</i></p> | <p>writers and to extend the more able.</p> <ul style="list-style-type: none"> - If there is curriculum time available, children could complete a booklet with a variety of different animals included. - Children could present their information to another class or in an assembly. - Children could be recorded talking about their animals and the clips put together to make a short film. <p><i>Skills: To begin to use simple secondary sources to find answers. To begin to find information to help me from books and computers with help.</i></p> |
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