

Year 1 Spr 2 Continuous Provision

(Foundation Subject highlighting shows link to Curious Quest CQ)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Reading</p> <p>Read Write Inc</p> <p>Fabulous Five books</p>	Revise sounds which need practice: targeted Phonics Screen gaps	Revise sounds which need practice: targeted Phonics Screen gaps	Revise sounds which need practice: targeted Phonics Screen gaps	Revise sounds which need practice: targeted Phonics Screen gaps	Revise sounds which need practice: targeted Phonics Screen gaps	Revise sounds which need practice; targeted Phonics Screen gaps	Revise sounds which need practice; targeted Phonics Screen gaps
<p>Writing: Curious Quests</p>	<i>The Great Paper Caper</i>	<i>The Great Paper Caper</i>	<i>Traction Man is here</i>	<i>Traction Man is here and sequels</i>	<i>Mr Gumpy's Outing; Elephant Island; Poetry: water</i>		
<p>Focus</p>	With the support of a story map (beginning, problem, ending) compose 3 sentences orally and	Write a sentence with a minimum of one describing word.	With the support of a story map (beginning, problem, ending) compose 3 sentences orally and	Explore writing in the style of a graphic novel: Use a speech bubble.	Poetry Explore simple poetry structures. Using a template for the poem's structure, write a		

	<p>write 1-3 sentences which sequence the story.</p> <p>Focus: capital letter, finger spaces, fullstop.</p>		<p>write 1-3 sentences which sequence the story.</p> <p>Focus: capital letter, finger spaces, fullstop.</p>		<p>poem using descriptive vocabulary.</p>		
<p>Writing: RWI phonics HAS = Hold a sentence</p>	<p>RWI HAS Challenge: Extend sentences with a describing word or connective</p> <p>Begin to edit own work.</p>	<p>RWI HAS Challenge: Extend sentences with a describing word or connective.</p> <p>Begin to edit own work.</p>	<p>RWI HAS Challenge: Extend sentences with a describing word or connective.</p> <p>Begin to edit own work.</p>	<p>RWI HAS Challenge: Extend sentences with a describing word or connective.</p> <p>Begin to edit own work.</p>	<p>RWI HAS Challenge: Extend sentences with a describing word or connective.</p> <p>Begin to edit own work.</p>	<p>RWI HAS Challenge: Extend sentences with a describing word or connective.</p> <p>Begin to edit own work.</p>	<p>Assessment of sound and word reading</p>
<p>Vocabulary, grammar and punctuation</p>		<p>Use the prefix un-</p>	<p>Use the prefix un-</p>	<p>Compound words Revise suffix -er</p>	<p>Conjunction 'and' Revise suffix -est</p>	<p>Conjunction 'and' and alternatives</p>	

<p>Transcription and Spelling: Common Exception Words (CEW) Red words</p>	<p>CEW Revise half previously taught a l the no of he my put you said are your</p>	<p>CEW Revise half previously taught be to so me we she some one</p>	<p>CEW Teach: love friend ask says</p>	<p>CEW Teach: love friend ask says</p>	<p>CEW Revise was do they here by is his had today go</p>	<p>Revise spelling rule for /c/k/ followed by a o u and i e y</p>	<p>CEW Revise newly taught plus was do they here by is his had today go</p>
<p>Handwriting</p>	<p>RWI 1a Talk about formation of capitals, revising letter names</p>	<p>RWI Stage 2 Letter village: a d g o c q</p>	<p>RWI Stage 2 Letter village: u y</p>	<p>RWI Stage 2 Letter village: b p</p>	<p>RWI Stage 2 Letter village: h n m r</p>	<p>RWI Stage 2 Letter village: e s f i</p>	<p>RWI Stage 2 Letter village: l t k j</p>
<p>Maths number: Mastering Number MN / White Rose WR</p>	<p>Addition and subtraction within 20 WR 6 – 8</p>	<p>Addition and subtraction within 20 WR 9 - 10 Revision/MN resources End of Block</p>	<p>Place value within 50 (8 ss) WR 1 - 4</p>	<p>Place value within 50 (8 ss) WR 5 - 7</p>	<p>Place value within 50 WR 8 End of Block</p>		

<p>Maths measurement</p>	<p>Through continuous provision: Mass and volume (science link) + revise length and height</p> <p>Time Through continuous provision and daily routines See WR 1 – 2 Before/after/ days of the week</p>	<p>Through continuous provision: Mass and volume (science link) + revise length and height</p> <p>Time Through continuous provision and daily routines See WR 1 – 2 Before/after/ days of the week</p>	<p>Through continuous provision: Mass and volume (science link) + revise length and height</p> <p>Time Through continuous provision and daily routines See WR 1 – 2 Before/after/ days of the week</p>	<p>Through continuous provision: Mass and volume (science link) + revise length and height</p> <p>Time WR 3 months of the year</p>	<p>Time WR 3 months of the year</p>		
<p>Science: materials</p>	<p>Describes the simple physical properties of a variety of everyday materials</p>	<p>Investigating Materials: observing which materials are absorbent</p> <p>Considers suitability of materials linked to their simple physical</p>	<p>Describes the simple physical properties of a variety of everyday materials</p>	<p>Describes the simple physical properties of a variety of everyday materials</p>	<p>Investigating Materials: observing which materials float and sink</p> <p>Considers suitability of materials linked to their simple physical</p>		

		<p>properties</p> <p>Working scientifically: performing simple tests</p> <p>Use observations and ideas to suggest answers to simple questions</p>			<p>properties</p> <p>Working scientifically: performing simple tests</p> <p>Gather and record data to help in answering questions</p>		
Science: continuous provision	Through continuous provision investigations: Investigates materials by comparing and observing	Through continuous provision investigations: Investigates materials by comparing and observing	Through continuous provision investigations: Investigates materials by comparing and observing	Through continuous provision investigations: Investigates materials by comparing and observing	Through continuous provision investigations: Investigates materials by comparing and observing	Through continuous provision investigations: Investigates materials by comparing and observing	Through continuous provision investigations: Investigates materials by comparing and observing
Science Seasonal	Through continuous provision investigations: Look for evidence of Spring growth	Through continuous provision investigations: Look for evidence of Spring growth	Through continuous provision investigations: Look for evidence of Spring growth	Through continuous provision investigations: Look for evidence of Spring growth	Makes observations: describe the weather during a spring week and make comparisons with our autumn and winter weather observations		

RE	<p>What do Christians learn from stories of Jesus?</p> <p>What's happened in your life so far?</p>	<p>What do Christians learn from stories of Jesus?</p> <p>What happened in Jesus' lifetime?</p>	<p>What do Christians learn from stories of Jesus?</p> <p>What do Christians learn from stories told by Jesus?</p>	<p>What do Christians learn from stories of Jesus?</p> <p>What made Jesus extraordinary and ordinary?</p>	<p>What do Christians learn from stories of Jesus?</p> <p>What's extraordinary about Easter?</p>	<p>What do Christians learn from stories of Jesus?</p>	<p>What do Christians learn from stories of Jesus?</p>
DT	<p>Design: design functional, purposeful functional appealing products for themselves and others based on design criteria.</p> <p>Create a sewing sampler bookmark using a range of stiches</p>	<p>Design: design functional, purposeful functional appealing products for themselves and others based on design criteria.</p> <p>Create a sewing sampler bookmark using a range of stiches</p>	<p>Make: Use knowledge of levers and sliders to create Traction Man picture with moving parts</p>	<p>Make: Use knowledge of levers and sliders to create Traction Man picture with moving parts</p>	<p>Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures</p>	<p>Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures</p>	<p>Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures</p>
History	<p>Terrific Toys</p> <p>Pre learning What shall we be experiencing during our trip to Milestones?</p>	<p>Terrific Toys</p> <p>Toys from Victorian times and modern toys (materials)</p>	<p>Terrific Toys</p> <p>Toys I play with and the toys my carers played with (changes within</p>	<p>Terrific Toys</p> <p>What can I use to find out about toys in the past? (sources)</p>	<p>Terrific Toys</p> <p>What can I use to find out about toys in the past? (sources)</p>	<p>Terrific Toys</p>	<p>Terrific Toys</p>

		What's the same? What's different?	living memory, similarities and differences in their own and others' lives). What's the same? What's different?				
Geography	Know the four seasons experienced in the UK	Know that an ocean is a large body of water Know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)	Use directional language to describe the location of objects in the classroom and playground	Begin to use the compass points (N, S, E, W) to describe the location of features on a map Use directional language to describe the features on a map in relation to other features (real or imaginary)	Respond to instructions using directional language to follow routes		
Computing NCCE resources	NCCE Y1 Unit 3.4 Coding (Beebots) Four directions		NCCE Y1 Unit 3.5 Coding (Beebots) Getting there		NCCE Y1 Unit 3.6 Coding (Beebots) Routes		
Music	Get Set resources: Superheroes LO: To compose,	Get Set resources: Superheroes LO: To compose a	Get Set resources: Superheroes LO: To create a soundscape.	Get Set resources: Superheroes	Get Set resources: Superheroes LO: To compose music	Get Set resources: Superheroes LO: To compose and	Get Set resources: Superheroes

	perform and notate a sequence of sounds to create descriptive music.	piece of music inspired by words.		LO: To perform music as a class	based on a theme.	perform music based on a theme.	
Art and design	<p>Weaving using wool or paper.</p> <p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Begin to explore tone, patterns and texture in their drawings Delivered through continuous provision – access to paints, chalks, crayons etc</p>	<p>Weaving using wool or paper.</p> <p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Begin to explore tone, patterns and texture in their drawings Delivered through continuous provision – access to paints, chalks, crayons etc</p>	<p>Painting – colour mixing</p> <p>Create a splat in graphic novel style. Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Draw more accurate observations of people, events and objects Delivered through continuous provision – access to paints, etc</p>	<p>Painting – colour mixing</p> <p>Create a splat in graphic novel style. Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Draw more accurate observations of people, events and objects Delivered through continuous provision – access to paints, etc</p>	<p>Explore marks and sketching techniques including applying appropriate pressure</p> <p>Study examples of Da Vinci's technique</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Draw more accurate observations of people, events and objects Describe what they like and dislike including feelings about their own work and how they can develop it further Delivered through continuous</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Describe what they like and dislike including feelings about their own work and how they can develop it further Delivered through continuous</p>	

			chalks, crayons etc	chalks, crayons etc	can develop it further Delivered through continuous provision – access to paints, chalks, crayons etc	provision – access to paints, chalks, crayons etc	provision – access to paints, chalks, crayons etc
PE Get Set resources	Basketball Dance 7 To explore speeds and actions	Basketball Dance 8 To use expression and create actions that relate to the story	Basketball Dance 10 To explore and copy actions in response to a theme	Basketball Dance 11 To create my own actions for an animal	Basketball Dance 12 To explore pathways with a partner	Basketball Dance	Basketball Dance
PSHE Jigsaw resources	Healthy Me Know the difference between being healthy and unhealthy	Healthy Me Know some ways to keep healthy	Healthy Me Know how to make healthy lifestyle choices	Healthy Me Know that all household products, including medicines, can be harmful if not used properly	Healthy Me Know how to keep safe when crossing the road	Healthy Me	Healthy Me