

Far, Far Away...

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MAIN FOCUS - Cross curricular			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>DESIGN & TECHNOLOGY</p> <p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. <p><u>To master practical skills</u></p> <ul style="list-style-type: none"> • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>ART</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore different methods and materials as ideas develop. 	<p>VISITS, KEY TEXT, EXPERIENCES ETC HERE</p> <p>Design, make and evaluate a vehicle. Linked to a text.</p> <p>Look at a range of different artists</p> <p>Experiment with different materials, display art gallery.</p>	<p>EXAMPLES OF WHAT THE CHILDREN MIGHT MAKE, DESIGN, SHARE HERE</p> <p>Junk model space-ships/rockets/ big role play.</p> <p>Paint/decorate these (Art).</p>	<p>WHAT ARE THE OBSERVABLE AND ASSESSABLE CHARACTERISTICS? IF THEY HAVE BEEN TAUGHT THE P.O.S., SHARED THE EXPERIENCES AND CREATED THEIR OUTCOME WHAT WILL WE SEE/WHAT WILL THEY KNOW?</p> <p>A good knowledge of which tools, equipment and materials to use to make their products.</p> <p>Show levels of originality and the willingness to take creative risks.</p> <p>Work carefully and safely.</p> <p>An ability to reflect on their work, identifying areas for improvement.</p>

Far, Far Away...

<p>GEOGRAPHY</p> <p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. <p>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>-Name and locate the world's seven continents and five oceans</p>	<p>What is it like here in comparison to Hong Kong. Skype video link to year 1 in another school. How is it the same, how are is it different? (physical countryside of West Chilton eg hills, rivers to the city, mountains and sea of Hong Kong)</p> <p>A geographical study of the school and then the local area (village).</p> <p>Exploring and using a range of maps – small world play, atlas, globe, outdoor maps.</p> <p>Ask questions to find out about contrasting location using key geographical vocabulary. Explain and describe what it is like where we live.</p>	<p>Create own map of the school grounds.</p> <p>Collect data based on the school environment – (Maths)</p> <p>Use maps and atlases to locate ourselves and how we fit into the wider world.</p>	<p>Accurate sense of where things are in relation to each other.</p> <p>Good sense of direction and orientation</p> <p>Understanding of the difference between human and physical features.</p> <p>Use geographical language confidently in questions and discussion.</p> <p>Show curiosity for the wider world during independent inquiry through questioning.</p>
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Far, Far Away...

<p>SCIENCE</p> <p><u>To understand the Earth's movement</u></p> <ul style="list-style-type: none"> • Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Observe closely, using simple equipment • Perform simple tests. • Identify and classify 	<p>Use torches to investigate light and shadows. ('The Little Book of Investigations').</p> <p>Observe the position of the sun at different points during the day (can relate to work on shadows).</p> <p>Use BBC weather to watch forecasts and observe weather patterns.</p> <p>Self – initiated science investigation area.</p> <p>Pose questions to the class that they can find the answer to.</p>	<p>Record findings from investigations using pictures and/or words.</p> <p>Draw around/take photos of shadows and compare them with the original object.</p> <p>Keep records of how the weather and day length changes as we move from winter into spring.</p>	<p>Discuss how the weather changes through the seasons.</p> <p>Become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</p> <p>Children use their observations to suggest answers to their questions.</p>
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Far, Far Away...

<p>READING</p> <p><u>To understand texts</u></p> <ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Infer what characters are like from actions. • Discuss favourite words and phrases. <p>WRITING</p> <p><u>To write with purpose</u></p> <ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> • Use adjectives to add detail. <p><u>To organise writing appropriately</u></p>	<p>Lots of reading aloud, sharing, immersing the children in the writing of various authors.</p> <p>Talking about illustrations.</p> <p>Collect favourite and rhyming vocabulary.</p> <p>Relate narrative to own experiences and knowledge, discussing feelings.</p> <p>Key Texts: Lost in HK Where the Wild Things are Lost and Found The Snow Dragon The Magic Faraway Tree</p> <p>Wide range of non-fiction books</p>	<p>Drama activities related to key texts, leading into several writing opportunities:</p> <ul style="list-style-type: none"> • Write about events in a story • Writing own endings to the story. <p>Book making (Art):</p> <ul style="list-style-type: none"> • Character books – writing a character description 	<p>Children will be able to discuss the feelings and actions of characters in books that have been read.</p> <p>Role-play stories that have been read and their own versions.</p> <p>Read aloud with feeling and expression.</p> <p>Use language from books that have been shared.</p> <p>Read their writing back to themselves and an audience.</p> <p>Discuss language choices.</p> <p>Discuss feelings in writing.</p> <p>Discuss their work – what effect does it have on the reader?</p>
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Far, Far Away...

<ul style="list-style-type: none">• Re-read writing to check it makes sense.• Use the correct tenses. <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none">• Write so that other people can understand the meaning of sentences.• Sequence sentences to form a short narrative. <p><u>To analyse writing</u></p> <ul style="list-style-type: none">• Discuss writing with the teacher and other pupils. <p><u>To present writing</u></p> <ul style="list-style-type: none">• Read aloud writing clearly enough to be heard by peers and the teacher.• Read aloud writing with some intonation. <p>PSHCE</p> <p><u>To understand others</u></p> <ul style="list-style-type: none">• Show an awareness of someone who is talking.	<p>Discuss issues about friendship/inclusion related to key texts</p>		<p>Children consider the feelings of others when organising their own games. Understand how it feels if you are left out.</p> <p>Understand to respect other people's views.</p>
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Far, Far Away...

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| <ul style="list-style-type: none">• Show an understanding that one's own behaviour affects other people.• Listen to other people's point of view. | | | |
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Far, Far Away...

MAIN FOCUS - Maths			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><u>Number Bonds</u></p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. <p><u>Mental Calculation</u></p> <ul style="list-style-type: none"> add and subtract one-digit and two-digit numbers to 20, including zero. <p><u>Written methods</u></p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. <p><u>Recognising fractions</u></p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity. 	<p>Daily opportunities to practise number bonds. Adult led (LV, RD) or opportunities through play (eg. sand pit/water tray activities, number beanbags, counting items in role play area).</p> <p>Addition/subtraction games on the computers for children to access independently.</p> <p>Dice games (eg. Dotty six) to develop quick recall of number bonds.</p> <p>Build numbers to 20 using Numicon and Cuisenaire. Opportunities to record as 'number sentences'.</p> <p>Tuff-spot activities for children to access independently.</p> <p>Opportunities for children to apply calculation skills when solving problems – Nrich, Black Douglas.</p>		<p>Children can find a range of number bonds and subtraction facts for a given number within 20, using resources such as Numicon and Cuisenaire where needed.</p> <p>Children are able to solve missing number problems eg. $9 + ? = 12$.</p> <p>Children can pick (from a selection of number sentences) the ones that make a given total.</p> <p>Children can identify half of a regular shape and half of a set of objects. Make links to previous learning about odd and even numbers.</p> <p>Children can sequence events in the day and have an understanding of the time of daily events (lunchtime, hometime). Able to say the date and identify the next day of the week or next month in the year.</p>

Far, Far Away...

<p><u>Telling the time</u></p> <ul style="list-style-type: none">• tell the time to the hour and half past the hour and draw hands on a clock face to show these times.• recognise and use language relating to dates, including days of the week, weeks, months and years. <p><u>Identifying shapes and their properties</u></p> <ul style="list-style-type: none">• recognise and name common 2-D and 3-D shapes.	<p>Discussing the time throughout the day on the hour and at half-past.</p> <p>'Shape hunts' around the classroom/outdoor area/school grounds.</p>		<p>Children can name 2D and 3D shapes, describing some of the properties. Able to describe similarities and differences in the properties of shapes.</p>
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Far, Far Away...

MAIN FOCUS - Computing			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><u>Coding</u></p> <ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. <p><u>E-Safety</u></p> <ul style="list-style-type: none"> Communicate safely and respectfully online, keeping personal information private. <p><u>Understanding of technology</u></p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. 	<p>Use scratch Jr. to code characters including linked to space.</p> <p>Use desktop PCs and iPads to access activites on code.org.</p> <p>Discuss online risks and age rules for websites.</p> <p>Relate to work on the Space Station. Search for technology in the classroom/school/home.</p>	<p>Children to record their own progress as they work their way through the different coding activities.</p>	<p>Children are competent in basic coding and can make a character move to a given point on the screen.</p> <p>Children are aware of some of the risks that the internet poses. They understand how to connect with others safely using the internet.</p> <p>Children can identify everyday uses of technology.</p>

Far, Far Away...

MAIN FOCUS - Ongoing			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>PE</p> <p><u>Games</u></p> <ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. 	<p>Lessons focused on kicking skills</p> <p>Val Sabin – flight, bouncing, jumping and landing.</p>	<p>Create a gym sequence to share with an audience?</p>	<p>Children able to strike with increasing accuracy and control over power. Apply these skills in small games.</p> <p>Children able to move with careful control and coordination.</p>

Far, Far Away...

- Jump in a variety of ways and land with increasing control and balance.
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