

Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

	30 th Oct- 3 rd Nov 2017 Engage -Memorable experience Recounts	6 th – 10 th Nov 2017 Engage- Recounts Nature walk	13 th – 17 th Nov 2017 Develop – Poetry Who Has Seen the Wind?	20 th – 24 th Nov 2017 Develop – List and instructions	27 th Nov- 1 st Dec 2017 Develop – Continue lists and instructions Postcards	4 th – 8 th Dec 2017 Innovate Up up and Away Balloon launch	11 th – 15 th 2017 Express – Non Chronological reports	18 th – 22 nd Dec 2017
Phonics	Letters and sounds Revisit Phase 5a sounds SPAG- Year 1 - prefix – un Year 2 – contractions.	Letters and sounds Phase 5b (l,o,c,g,u) Spell – little, one, do, when, what, out SPAG Year 1 suffix -s and -es Year 2- Possessive apostrophe	Letters and sounds Phase 5b (ow, ie, ea, er) Read- water, where, who, again, thought, work, mouse SPAG Year 1 – using capital letters Year 2 – Using subordinates to extend sentences.	Letters and sounds Phase 5b (a, y, ch, ou) Read- may, laughed, because, different, any, eyes, friends, once, please) SPAG Year 1 – suffix -ed and -ing Year 2- suffix ly, ment	Letters and sounds Phase 5c (alternative spellings for ai and c) SPAG Year 1 – write sentences using capital letters. Year 2 – Homophones	Letters and sounds Phase 5c (alternative spellings for ee, ch) SPAG Year 1 – adding right suffix to words (s,es, ed, ing) Year 2 – Highlight contractions and change them.	Letters and sounds Phase 5c (revise all sounds) Spell – oh, their, people, SPAG Year 1 – using full stops and capital letters. Year 2 – suffix – less, ness	Letters and sounds Assessment.
Maths	<u>Addition and Subtraction</u> <u>Year 1</u> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including 0	<u>Year 1</u> Shape recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	<u>Year 1</u> Shape recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	<u>Year 1</u> Place value within 20 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	<u>Year 1</u> Place Value within 20 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	<u>Year 1</u> Addition and subtraction within 20. <u>Year 2</u> Multiplication and Division recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and	<u>Year 1</u> Addition and subtraction within 20. <u>Year 2</u> Multiplication and Division recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical	<u>Year 1 /2</u> Consolidation Recap what they have struggled over the term.

Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

<p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>Number bonds within 10 using cubes.</p> <p>All the dots have fallen off the toadstools. How many ways can you put them back on?</p> <p>Always, sometimes never? The bigger the number the more number bonds it has?</p> <p>Which number bond is the odd one out?</p> <p>Systematic number bonds</p> <p><u>Year 2</u></p> <p>solve problems with addition and subtraction:</p> <p>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p>	<p>3D Shapes – match the names, circle cubes, tick pyramid, Complete sentences linked to 3D model.</p> <p>Problems linked to 3D Shapes.</p> <p>Sort out 3D Shapes and odd one out.</p> <p>Draw 2D shapes,</p> <p>Problems linked to 2D Shapes.</p> <p><u>Year 2</u> Measurement: money</p> <p>compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p>	<p>Sort 2D Shapes and solve problems linked to sorting.</p> <p>Patterns with 2D and 3D Shapes. Progress to patterns.</p> <p><u>Year 2</u> Measurement: money</p> <p>compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>Count money – notes and coins and solve problems.</p> <p>Select money. Which one shows right amount? Progress to problems.</p>	<p>given a number, identify 1 more and 1 less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>read and write numbers from 1 to 20 in numerals and words</p> <p>Count and write numbers between 11-20 and solve reasoning and problems.</p> <p>Draw me to show number 15. Match numbers digit and words.</p> <p>Odd one out: reading numbers in words/digits.</p>	<p>given a number, identify 1 more and 1 less</p> <p>identify and represent numbers using objects and pictorial representations</p> <p>including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>read and write numbers from 1 to 20 in numerals and words</p> <p>Count one more/one less.</p> <p>What is his number?</p> <p>Compare groups of objects, progress to reasoning</p> <p>Compare numbers: circle greater number, complete sentence, link to reasoning.</p>	<p>division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</p> <p>Use arrays to represent the pictures.</p> <p>Solve reasoning problems linked to arrays.</p> <p>The 2 times table solve problems.</p> <p>The 5 times table and solve problems.</p> <p><u>GAP ANALYSIS</u> Create a graph from the temperature from the week.</p>	<p>statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</p> <p>The 10 times table solve problems.</p> <p>Reasoning questions linked to 2, 5 and 10 times table.</p>	
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Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

applying their increasing knowledge of mental and written methods	Count money in pence and use $<$, $>$ and $=$ to compare.	Make the same amount and progress to problems.	Tens and ones to create digits and reasoning.	Order group of objects.			
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Solve money problems linked to counting pence.	Compare money amounts.		<u>Year 2</u> Multiplication and Division			
add and subtract numbers using concrete objects, pictorial representations, and mentally, including:	Count money in pounds and complete bar models.		<u>Year 2</u> Multiplication and Division	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers			
a two-digit number and 1s	Solve problems linked to counting pounds.		recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers				
a two-digit number and 10s	Count money notes and coins complete part whole models.		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs				
2 two-digit numbers			show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot				
show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot							
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems							
Compare number sentences.							

Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

<p>Related facts: 2 +5, 20+50, complete part whole model and missing number in related facts.</p> <p>Related facts linked to subtraction with missing numbers.</p> <p>Number bonds to 100.</p>			<p>number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Recognise equal groups, complete sentences then link to reasoning problems.</p> <p>Making equal groups with objects then reasoning.</p> <p>Adding equal groups</p> <p>SSM</p> <p>Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).</p>	<p>multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Multiplication symbol, complete sentences and tables.</p> <p>Using symbol linked to reasoning questions.</p> <p>Multiplication from pictures solve them and answer reasoning questions.</p>			
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Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

				<p>Measure with a ruler and begin to record lengths and heights in standard units of measure.</p> <p>Play in the rain finding puddles of different shapes and sizes. Make a simple rain gauge and write down the amount of rain collected each day.</p> <p>Provide opportunities for children to check the rain gauge every day at the same time.</p> <p>Measure the rain collected, emptying the bottle ready to take the next day's measurement</p> <p>S..</p>				
English	<p><u>Speaking and Listening</u></p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p><u>Speaking and Listening</u></p> <p>Listen and respond appropriately to adults and their peers</p> <p><u>Writing</u></p> <p>YR1</p>	<p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Clearly express ideas when talking about matters of personal interest including some detail.</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Compose a sentence orally before writing it.</p> <p>Say sentences out loud to an adult or peer before writing.</p>	<p>You have a balloon of your very own! Let it go and see what happens. Where will the wind take it?</p> <p>Will it fly or will it fall to the ground? When would be the best time to fly it?</p> <p>Read and listen to stories and poems</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Independently ask simple questions to find out more about the topic.</p> <p>Talk about favourite parts of the project using photographs</p>	

Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

<p>Take a 'Nature's Treasures' walk to search for seasonal signs. Ask children to make observations of trees, responding to questions such as: Can you see leaves? What colour are they? Investigate what the weather is like, looking upwards to the clouds to check out their shapes, sizes and colour. Collect items to talk about back in the classroom such as buds, dried leaves, wildflowers, sticks, leaf litter, acorns, pine cones, icicles and other natural objects. Choose a route that will enable children to collect a range of interesting items and take digital pictures at different points of the walk.</p> <p>Talk about things seen and experienced on their walk including the weather. Engage in group or individual conversations to share</p>	<p>Say out loud what they are going to write about. Saying a sentence out loud to peer or adult. Re-read their own writing to check that it makes sense. YR2 planning or saying out loud what they are going to write about</p> <p>Structure the children's talk suggesting time connectives such as 'first we', 'then we', 'next we', 'after that' and 'finally'. If possible, children could record themselves talking and listen to it back.</p> <p>Reread the collective recount to make sure it makes sense. Create individual mini books about their experience, sequencing pages and images chronologically. Add interest</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Share and discuss photographs taken on a windy day, relating these to individual experiences of playing in the wind. Suggest words to describe how the wind feels and how it affects the world around them. Rehearse a sentence about a chosen picture and write it down. Model and scribe words suggested by the children and encourage them to include the words in their sentences.</p> <p>Suggest how to complete the sentence: 'I have seen the wind...' Describe in a sentence what the wind does, based on</p>	<p>Say out loud what they are going to write about.</p> <p>Orally rehearse instructions for dressing for a rainy day. Use time connectives in their talk and self-correct if they get mixed up.</p> <p>Model instructions for getting dressed for the rain. Ask questions to help dress a child such as: 'What would you put on first, next, last?'</p> <p>How can you catch a raindrop? Work with a partner to collect and list different ideas. Pick one suggestion and work out a chronological</p>	<p>Discuss what they have written with the teacher or other children.</p> <p>Talk about words that describe different types of clouds. Share ideas and list them with a partner. Make independent attempts at spelling using a simple word bank or dictionary to check where appropriate. Words might include: fluffy, wispy, rainy, puffy, thin, floating and drifting. Take a walk outdoors to reinforce the children's ideas, spotting and describing different types,</p>	<p>about balloons, the wind and flight.</p> <p>Write a message on a postcard for the finder of your balloon. Ask them to let you know if they find it.</p> <p>Remember to write the school contact details on the postcard. Who might find your balloon?</p> <p>Re-read your message to make sure it is clear to the person who finds it. Do you need to make any changes?</p> <p>Write labels and captions for a display about your balloon launch. Include photographs taken on the day.</p> <p>Invite your parents and carers to look at your display and explain what you enjoyed doing best.</p>	<p>of events and activities. Consider what might happen next and what else they would like to find out about. Make a note of children's questions for future learning opportunities, modelling these for the children to see.</p> <p>Talk to an adult or peer about what they are going to write.</p> <p>Say out loud what they are going to write about. Watch local weather reports online or on TV. Listen for as many different weather words as possible and record these in a list. Compare what they heard with what a partner heard and share these words with the group. Go outside to check the weather and temperature. Then rehearse a sentence, or</p>	
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Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

<p>their seasonal treasures and explain why they choose to collect them. Make simple labels for the items collected.</p> <p>Encourage the children to consider the signs of the season, particularly with relevance to their collection such as conkers that fall from the trees in autumn but not in summer.</p> <p><u>Writing</u></p> <p>YR1</p> <p>Say out loud what they are going to write about.</p> <p>Saying a sentence out loud to peer or adult.</p> <p>Re-read their own writing to check that it makes sense.</p> <p>To use and to extend sentences.</p> <p>YR2</p> <p>planning or saying out loud what they are going to write about</p> <p>rereading to check that their writing makes sense and that verbs to</p>	<p>by drawing things that they collected or print and stick digital images.</p>	<p>own experiences.</p> <p>Compose orally and edit on whiteboard before writing the final version.</p> <p>Model examples such as 'I have seen the wind, blowing leaves on trees', or 'I have seen the wind, drying washing on the line'.</p> <p>Record and listen back to sentences if possible.</p> <p>Use simple poetic structures to substitute own ideas and write new lines/verses within an appropriate frame.</p> <p>Complete a second sentence using rhyme where possible. Refer to brainstormed rhyming words for ideas. Practise saying the second sentence aloud before writing.</p> <p>Work collaboratively to create a class poem using their sentences.</p>	<p>sequence of steps for doing it. Practise saying the sentence with a partner before writing.</p> <p>Children might suggest catching raindrops in a tub, on paper, in their mouths, in their hands, or on an umbrella.</p> <p>Model one example using chronological language for example, first, then, next, and finally.</p>	<p>shapes and colours of clouds.</p> <p>Take a walk outdoors to reinforce the children's ideas, spotting and describing different types, shapes and colours of clouds.</p> <p>Look carefully at aerial images.</p> <p>Write a list of geographical features that they can see from a 'bird's eye view'. Use a simple dictionary to check spellings they are unsure of.</p> <p>Share findings, adding things they have missed to their list.</p> <p>Share group ideas and order features alphabetically</p>	<p>sentences, that a weather reporter might say about today's weather.</p> <p>Make simple connections between ideas and events using some formulaic phrases (e.g. 'last week', 'first', 'next', 'then', 'after that' and 'finally'), including those to indicate the start and end of a text (e.g. 'Once upon a time or 'They lived happily ever after').</p> <p>Sequence sentences to form short narratives.</p> <p>Work in pairs to write a weather report about today's weather using ICT. Add an image using clip art or download. Read their final report aloud and check it makes sense.</p> <p>Make any changes they think will improve it.</p>	
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Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

	<p>indicate time are used correctly and consistently, including verbs in the continuous form To use subordinates to extend ideas.</p> <p>Help construct a timeline for the walk by ordering images chronologically on a washing line. Peg seasonal treasures in small sandwich bags next to images showing where they were collected. Practise retelling the whole 'walk story' chronologically.</p> <p>In pairs, practise composing a sentence about a photograph taken on the walk. Bring the children together to present their sentences, ordering the photographs chronologically. Model the writing of a joint recount, encouraging the children to make their own suggestions for</p>		<p>Suggest how to order the sentences for best effect. Join in with reading aloud when complete. Add sound effects and/or percussion to imitate sounds of the wind.</p> <p>Record the final poem. Let the children listen to their own recorded voices reading aloud.</p>		<p>where appropriate.</p> <p>Maintain attention and participate actively in collaborative conversations staying on topic and initiating and responding to comments. Explore travel magazines and pictures of people doing different activities in the Sun. Talk about what they can see and relate this to their own experiences of playing in the Sun or being on a summer holiday. Practise saying a sentence out loud for each of the pictures Children could cut and stick</p>		<p>Read the sentence aloud with the children allowing them to assess whether it makes sense. Reinforce the need for their sentence to have a capital letter and full stop.</p>	
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Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

	connectives to link them together.				images which interest them and use them as a basis for writing a postcard. Brainstorm sports and everyday activities that might be done in the Sun. Using the holiday images as inspiration, imagine being part of the image and write sentences about the experience. Work independently or with others. Write a postcard to Teddy using holiday pictures.			
Guided Reading	Year 1 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	<u>Year 1</u> Recite by heart, in order, a simple poem or rhyme by heart. Learn to appreciate rhymes and poems, and to	Link what they read or hear to their own experiences. Read a range of lists and guess their purpose for example, a	Link what they read or hear to their own experiences. Draw on their own experiences, background information		Make relevant comments about what is read to them, including the significance of titles and events. Participate in discussion about	

Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

	<p>they can read independently</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>Highlight rhyming words and discuss events from weather stories.</p> <p>Year 2</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>Sort the books in to fiction and non-fiction.</p> <p>Look at the structure of Non- Fiction books.</p>	<p>reread these books to build up their fluency and confidence in word reading</p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>recognising and joining in with predictable phrases</p> <p>Look at events from Chicken Licken, One Year with Kipper</p> <p>Year 2</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>being introduced to non-fiction books that are</p>	<p>recite some by heart. <u>Year 2</u></p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Read and listen to the poem <i>Who Has Seen the Wind?</i> by Christina Rossetti. Talk about the poem describing the visual images it inspires. Practise the poem in unison, keeping up with rhythm and pace. Who can spot the rhyming words?</p>	<p>shopping list, 'To do' list or a 'Things for school' list. Read and discuss the different items on the lists and explain their ideas. Write a list for things to take on a rainy day walk.</p> <p>Ask the children 'What is a list?' Lists help us to remember and sort things! Ask children to think of different times a list would be helpful.</p>	<p>provided by the teacher and illustrations to make sense of what they have read.</p> <p>Read postcards sent by Teddy from a range of different hot places around the world. Find out what Teddy has been doing in different countries and talk about the weather he's seen in the places he has visited.</p>		<p>what is read to them, taking turns and listening to what others say.</p> <p>Read Teddy's responses to their postcards. Think about how the weather affects what Teddy does as he travels the world. Talk about the kind of things he can do in hot places and in cold places.</p> <p>Use maps to locate where Teddy is and the countries he has visited. Provide a range of non-fiction books for children to find out more about the places Teddy has visited.</p> <p>Recite by heart, in order, a simple poem or rhyme.</p> <p>Perform a favourite weather poem to an invited audience. Practise reading the poem aloud, perhaps even learning it by heart.</p>	
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Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

		structured in different ways. See inside weather and climate.					Why not film children performing the poem? Encourage the children to be clear, confident and to read together at the correct pace.	
Science	<u>Seasons</u> Year 1 Objective- . Observe changes across the four seasons. Year 2 Objective - observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Year 1 to explore suitcases packed with clothes for different seasons. Match the suitcase to the season	<u>Weather</u> Observe objects, materials and living things and describe what they see. Ask children to bring in photographs of themselves dressed for different types of weather (for example, on a summer holiday, a windy day, or in the snow). Ask them to describe what is happening in their photograph and consider why they are wearing particular clothes. Year 2 - Observe and describe how seeds	<u>Weather - Wind</u> <u>Year 1</u> -Observe objects, materials and living things and describe what they see. Observe closely using simple equipment. distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Year 2 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	<u>Weather - Rain</u> <u>Year 1</u> - Use their observations and ideas to suggest answers to questions. Observe objects, materials and living things and describe what they see. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	<u>Weather - shadow</u> Gather and record data to help in answering questions. Use simple non-standard measurements in a practical task. Make shadows using a range of scientific and play equipment indoors and outdoors. Plot the course of a shadow regularly over a sunny day. Draw	<u>Weather - sun/ temp</u> Use their observations and ideas to suggest answers to questions. Observe objects, materials and living things and describe what they see. Observe closely, using simple equipment. Use a thermometer to record the temperature over the course of a week. Read scales using standard and non-standard measures	Describe how day length changes over a year from experience and if and how it affects their lives. Observe and describe weather associated with the seasons and how day length varies. Analyse weather data collected over the course of the project and draw conclusions as to the most common type of weather in the current season. Consider what the typical hours of daylight were for the period.	

Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

	<p>and suggest other things to include in each case.</p> <p>Year 2 to explore what temperature would be best to allow plants to grow healthy? Allow them to create an experiment to test the different temperatures.</p>	<p>and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Year 2 to set up their experiment to check what is the right temperature to grow plants.</p>	<p>paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Play outside on a windy day and feel the wind blow in their faces. Shout, fly or make kites, blow windmills or hold coats, carrier bags or cotton sheets above their heads to feel the force of the wind. Learn how to use an anemometer to measure the speed of the wind.</p> <p>Ask questions that provoke creative thinking such as: Where does the wind come from? Where does the wind go? Chalk compasses on the floor with the correct directions. Can the children feel which direction the wind is coming from or going to? Document their ideas and questions. Think about what happens to objects in the wind and what they are made from.</p>	<p>Play with sponges in a water bath, watching the sponge absorb the water and squeezing it, when heavy with water, to make a rain shower. Use simple weather vocabulary to explain their play for example, rain, clouds, shower, storm and droplets.</p> <p>Offer other play equipment that reinforces the concept of clouds full of water droplets such as small plastic bags with tiny holes, colanders and different sized sponges. Colour the water blue, grey or black to make different types of rain showers. What</p>	<p>around the shadows at timed intervals to explore how they move.</p> <p>Inside children can make shadows using a projector or light box and small world figures and 2-D shapes. When measuring shadows outside, over the course of the day, encourage the children to think of fair ways of marking shadow size and shape for instance, same place, same object, regular intervals, same unit of measurement.</p> <p>Year 2 to use standard rulers to measure shadows and compare the measurements.</p>	<p>and record these on a simple chart.</p> <p>Explore the effects of the Sun (light and temperature) on light-sensitive thermo beads and papers. Lay shapes and objects on photo-sensitive paper and leave outside in the Sun, observing what happens over time. Compare with photo and thermo materials placed in the shade; talk about the differences observed and suggest reasons for them.</p> <p>Warn children of the dangers of looking directly at the Sun. Thermo beads and papers are available from specialist science catalogues.</p> <p><u>Up Up and away</u> Talk about what might happen when we let go of our balloons.</p> <p>When and where will you fly your balloon?</p>	<p>Ask questions such as 'Which weather type was least common? How many windy days were there altogether?' Where appropriate, children could use simple graphs and charts to represent the data collected.</p>	
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Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

			<p>Year 2 – to check their plants and record what they can see. Think about what would be the best material to make a shed that is wind proof and why?</p>	<p>materials are waterproof?</p> <p>Year 2</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Check plants investigation. What material would be best to create a boat/ umbrella?</p>		<p>Test how strong the wind is with an anemometer to help you decide. Use your findings to decide the best place for the launch. Predict what will happen when you let go of it. Tell an adult about your prediction.</p>		
Arts and Design	Use drawing, painting and sculpture to share their ideas, experiences and imagination.	produce creative work, exploring their ideas and recording their experiences Draw a picture of their favourite	about the work of a range of artists, craft makers and designers, describing the differences and similarities between	Learn about the work of a range of artists and make links to own work.	Use drawing, painting and sculpture to share their ideas, experienc	to use a range of materials creatively to design and make products	Develop a wide range of art and design in techniques using colour, pattern, texture,	Create Christmas card.

Splendid Skies Autumn Term (2) 2017

Half Termly Planning Objectives KS1

	<p>Apply paint using a range of tools (e.g large brushes, hands, feet, rollers and pads).</p> <p>Look at and talk about paintings showing different types of weather. Hunt for clues to the season and refer back to their own experiences to explain their reasoning.</p> <p>Describe how the painting makes them feel. Paint impressions of the weather outside.</p> <p>Inspiring examples of famous weather art might include <i>Storm</i> by Henri Rousseau, <i>Ship in a Storm</i> by Turner, <i>Wheatstacks</i>, <i>End of Summer</i> by Monet, <i>A Sunday Afternoon on the Island of La Grande Jatte</i> by Seurat or <i>Paris Street, Rainy Day</i> by Gustave Caillebotte.</p>	<p>weather and what they like to do in that weather.</p>	<p>different practices and disciplines, and making links to their own work.</p> <p>Make weather instruments to measure: wind and rain.</p>	<p>Look at artist Berndnaut Smilde's moving cloud installations. Consider questions such as: How did the artist make them? What types of cloud are they? Think of materials that could be used to make big clouds and discuss ways of displaying them in the classroom.</p> <p>Make clouds using bundles of bubble wrap, tissue, ribbon, clear plastic sheeting, cotton wool, recycled materials and hang them from the ceiling.</p>	<p>es and imagination.</p> <p>Handle and manipulate rigid and malleable materials and say how they feel.</p> <p>Make 'season trees'. Decorate a tree for each season with beads, ribbons, painted blossoms, frost, fruits and leaves.</p> <p>Experiment with different materials and talk about their intentions as they work.</p> <p>Make season trees using fallen branches from real trees and mounting them in Plaster of Paris (or soil, for a temporary display).</p> <p>Encourage children to</p>	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Create their own Hot air balloon using paper-mache.</p>	<p>line, shape, form and space.</p> <p>Cut and tear paper and glue it to a surface.</p> <p>Decorate the classroom windows by creating brightly coloured suncatchers. Use a range of transparent and translucent materials to weave and stick over a wire frame. Display the suncatchers individually or combined together to make larger collaborative mobiles.</p> <p>Suncatchers could be made using soft wire frames or by manipulating old wire coat hangers into a diamond shape. Children will need help to do this if using wire coat hangers!</p> <p>Cover sharp ends on coat hangers with masking tape before adding coloured papers.</p>	
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					explore the decorative potential of different materials for each seasonal tree.			
R.E.	PPA to cover	PPA to cover	PPA to cover	PPA to cover	PPA to cover	PPA to cover	PPA to cover	
History/ Geography	<p>Identify seasonal and daily weather patterns in the UK. Name the four seasons and describe typical weather for each of them. Watch a TV weather report and talk about it. How would the presenter describe today's weather? Make simple weather symbols using card, coloured pens and pencils and place them on a UK map day by day.</p> <p>On a UK map, locate the children's home area. Place relevant local weather symbols on the map each day.</p>		<p>Sequence the story of a significant historical figure.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Listen to the story of Sir Francis Beaufort and observe examples of wind speeds – outdoors, at first hand, and by watching film clips.</p> <p>Create a class information booklet about Sir Francis Beaufort.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.</p> <p>Use a variety of aerial images to spot recognisable</p>	<p>Use basic geographical vocabulary to refer to weather.</p> <p>Identify the similarities and differences between the local environment and one other place.</p> <p>Find out about a European country that Teddy has visited such as France, Spain or Italy. Compare the climate to that of the UK.</p> <p>Use pictures of a country outside of the UK as a starting point for talk. Provide</p>	<p>Look at maps and aerial photographs of the local area. Where do you think your balloon might have landed? I wonder what your balloon will be able to see from up there?</p>	<p>Find a warm country on a world map and decide what to pack in a suitcase for a holiday. Write a Identify seasonal and daily weather patterns in the UK and the location of hot and cold countries of the world in relation to the Equator and the North and South Poles.</p> <p>Locate hot and cold areas of the world.</p> <p>postcard, imagining they are on holiday there, describing the weather and the activities they are doing.</p> <p>Provide a range of holiday brochures for the children to</p>	

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				features such as trees, houses, rivers, roads and fields. What might it be like to sit on a cloud above the school? Think and talk about things they might see. Draw simple sketch maps to record their ideas. Explore the term 'bird's eye view'. What do you think it means?	children with a range of non-fiction books to help their research. Talk to an adult who has visited the chosen country.		browse and gather ideas for places they would like to visit. Would they choose a warm or cold country?	
PSHE	<p>Recognise, name and deal with their feelings in a positive way.</p> <p>Think about themselves, learn from their experiences and recognise what they are good at.</p> <p>Learn how to set own goals.</p>	Recognise that they belong to various groups and communities, such as family and school	Recognise that they belong to various groups and communities, such as family and school	Learn that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.	Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves).	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).		
Music	Listen with concentration and understanding to a range of high-quality		Sing with a sense of shape and melody.	Experiment with, create, select and combine		Practise songs for Christmas play.	Sing with a sense of shape and melody.	

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	<p>live and recorded music. Listen to different sounds or music representing the seasons and/or weather. Describe what they hear, guessing what season/weather the sounds or music is depicting. Listen to a piece of music, identifying if it is fast or slow, happy or sad.</p>		<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen to and join in with songs and nursery rhymes about the wind. Add sound effects using voices, everyday objects and percussion instruments. Rhymes could include <i>Wind, Wind</i> by Elizabeth Scofield.</p>	<p>sounds using the interrelated dimensions of music Make sounds in different ways, including hitting, blowing and shaking. Read, learn and join in with rhymes, poems and songs on the theme of rain. Select percussion instruments that can make rain sounds. Make a simple rain stick using cardboard tubes and fillers such as dried peas, rice or dried pasta. Decorate the rain sticks using paint, ribbon or by wrapping in coloured papers. What interesting rain sounds can you make with your stick? Explore volume and intensity by</p>			<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Perform their own choice of weather song using instruments, body percussion or voice. Create the sounds of different types of weather or levels of rain from raindrops or drizzle to shower and downpour. Encourage the children to experiment with body sounds, clicking fingers, clapping hands, and stamping feet, getting louder and faster. Explore and discuss dynamics and changes in tempo. Practise songs for Christmas Play</p>	
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Splendid Skies Autumn Term (2) 2017

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				playing individually and as a group.				
P.E.	<p>To Be able to catch and throw bean bags/ small balls.</p> <p>Year 2 - To be able to apply throwing and catching skills in a game.</p> <p>Model how to catch the ball using two hands. Provide a target to roll the ball through two cones.</p>	<p>To Be able to catch and throw bean bags/ small balls.</p> <p>Year 2 - To be able to apply throwing and catching skills in a game.</p> <p>Continue to practise ball skills and apply them to a game situation.</p>	<p>Perform dances using simple movement patterns.</p> <p>Dance like the wind! Be a leaf on a tree, a tall blade of grass, a wave, windmill, flag, kite or a plastic bag. Choose some of the movements already explored and use them to build individual movement phrases.</p> <p>Ask children to use clear starting and finishing positions with a controlled beginning and end. Encourage them to respond to different music. Be different types of wind: a gentle breeze, a whirlwind, a storm.</p>	<p>To Be able to catch and throw bean bags/ small balls.</p> <p>Year 2 - To be able to apply throwing and catching skills in a game.</p> <p>Continue to practise ball skills and apply them to a game situation.</p>	<p>To Be able to catch and throw bean bags/ small balls.</p> <p>Year 2 - To be able to apply throwing and catching skills in a game.</p> <p>Continue to practise ball skills and apply them to a game situation.</p>	<p>Perform dances using simple movement patterns.</p>	<p>Create simple movement patterns, showing awareness of rhythm.</p> <p>Perform dances using simple movement patterns.</p> <p>Perform their 'windy day dance' using streamers, ribbons and plastic bags for effect. Before practising and performing, discuss action words they will use. Words might include tossed, swirled, drifted, rolled, tipped, glided, tumbled, blown, swept away. Encourage the children to think about how these words could translate into movements.</p>	<p>Perform dances using simple movement patterns.</p>

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ICT	<p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use the OzoBots to help guide them along the path. Allow the children to explore what happens to different lines and coloured lines.</p> <p>Create a simple map with their lines for the OzoBot to follow.</p>	<p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Continue working on their simple map. Explain that the weather changes on the map, allow children to create weather symbols to put on their map.</p> <p>Try and get the OzoBot to go through certain weather on the map.</p>	<p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Pretend to be a weather forecaster and say the weather.</p>			<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Create a chart using the data collected to show how much rainfall there was in a week.</p>		
Other activities								

This planning may change due to the children's interests, learning needs and creative partnership workshops.