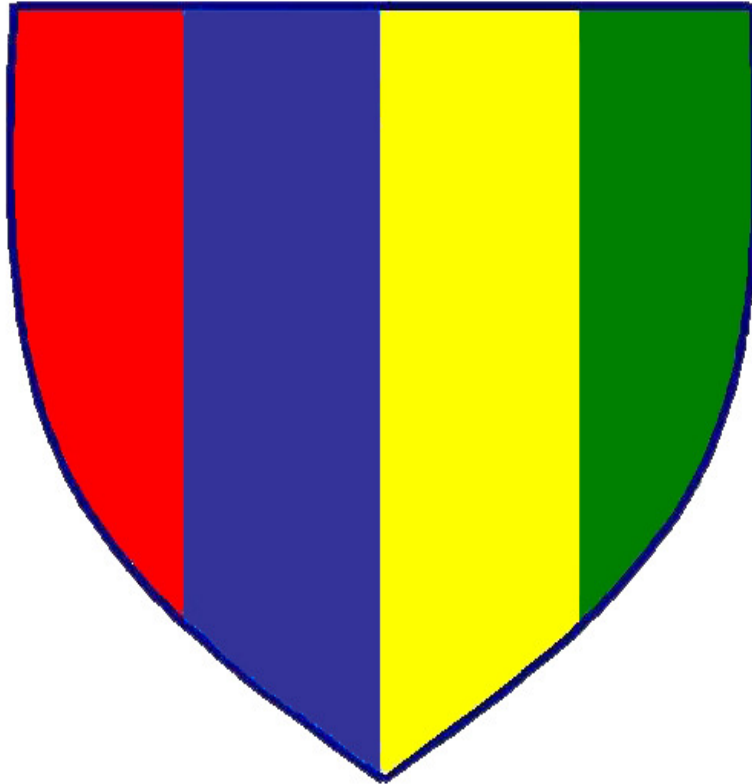


Manor House School



Form 1 Curriculum Planning Summer 2010

Enclosed you will find a brief summary of this term's curriculum planning for your child.

The aim is to inform parents about the work your child is likely to undertake in subject areas in the coming term. A new document will be produced each term. I hope you will find the information interesting and useful as you aim to support your child's learning at home. However, it is important to note that this should not be used as a tick list. Flexibility is always important in education for several very good reasons. It is also possible that more or less of the planning may be covered depending on a number of factors within the classroom.

Please feel free to discuss any aspect of these planning notes with the appropriate teacher.

ENGLISH

- ❖ Stories with familiar settings
- ❖ Variety of poems on a similar theme
- ❖ Initial and final consonant clusters –
- ❖ ‘vowel clusters’ ai, ie, oa, oo, ee
- ❖ ‘s’ for plurals
- ❖ ‘ed’ past tense and ‘ing’ present tense
- ❖ Re-ordering sentences to make sense
- ❖ Capital letters for book titles, emphasis, personal titles, question marks
- ❖ Write stories using familiar settings
- ❖ Write about incidents from known stories
- ❖ Compose poetic sentences on a seaside theme
- ❖ Use knowledge of the alphabet to locate words in dictionaries
- ❖ Phonic phase 5 from ‘Letters and sounds’

MATHS

Recap work from Spring and Autumn, focus on:

- ❖ Introduction to place value
- ❖ Subtraction facts to 20
- ❖ Count in steps of different sizes – 2, 5, & 10’s
- ❖ Read, write and order numbers to 100
- ❖ Make 3D shapes
- ❖ Compare using non-standard units of capacity

SCIENCE

❖ Growing plants – introducing children to plants as living things, which grow and change. Children should become aware of similarities and differences in plants. (Experimental work and investigative work focuses on: Making observations and recording them, turning ideas into a form that can be tested, drawing conclusions and communicating results).

HISTORY

What were seaside holidays like a long time ago?

- ❖ Children will compare holidays in recent past with those of a long time ago.
- ❖ Children will develop an understanding of chronology and the ability to ask and answer questions about different sources of information.

- ❖ Children will use a variety of methods to assist them in finding out about the past

GEOGRAPHY

Going to the Seaside:

- ❖ Children will be able to re-call information about their local area and recognize how environments are changing
- ❖ They will also discover where seaside holidays may be taken, both in the UK and around the world.

RELIGIOUS STUDIES + PSHE

- ❖ Stories from the bible: ethics
- ❖ Right from wrong
- ❖ Likes and dislikes
- ❖ Problem solving

ICT

- ❖ Word processing
- ❖ Paint, draw and graphics
- ❖ Keyboarding and mouse control
- ❖ Games used in conjunction with other curriculum areas

DESIGN AND TECHNOLOGY

Construction toys:

- ❖ Lego, playdough, building bricks, rail track etc

Explore a variety of materials/fixing techniques:

- ❖ Paper, cardboard, boxes, scissors, sticky paper, glue, staples, cellotape, string, paper fasteners etc.

Designing for industry:

- ❖ Disassembling and redesigning.

ART

- ❖ Creating texture
- ❖ Sculpture techniques
- ❖ Textiles
- ❖ Water and seaside
- ❖ Imaginary/observational
- ❖ Respond to ideas/methods used in different styles/traditions

PHYSICAL EDUCATION

Dance

- ❖ explore moods and feelings
- ❖ develop response to music
- ❖ develop control
- ❖ poise
- ❖ co-ordination and balance
- ❖ perform movements and patterns
- ❖ travelling
- ❖ jumping

- ❖ turning
- ❖ gesture
- ❖ stillness

Gymnastics

- ❖ linking actions on the floor and apparatus
- ❖ climbing and balancing

Games

- ❖ kwik cricket
- ❖ Rounders
- ❖ Team games
- ❖ Athletics

MUSIC

To include:

- ❖ Myths and Legends: Exploring tempo and dynamics
- ❖ Taking off: Exploring pitch
- ❖ Songs related to topics and assemblies