



ST CECILIA'S CATHOLIC INFANT & NURSERY SCHOOL

CRITICAL CONTENT PLANNER

TEACHER: Miss Grant/Mrs Tysoe

CLASS 1/ 2

TERM AUT 2

Week	LITERACY	PHONICS	MATHS	SCIENCE	HUMANITIES	OTHER
1	<p><u>Stories with Familiar Settings (Kipper and the Wobbly Tooth)</u></p> <p>SPaG-capital letters and full stops, conjunctions.</p> <ul style="list-style-type: none"> • cold write description of their favourite room in the house • hook and predictions/questions • make notes 	<p>Review Phase 4 Phonics-</p> <p>Blending</p> <p>Tricky Words</p>	<p><u>Addition and Subtraction</u></p> <p>Review key vocab and strategies used in Y1 (mind map)</p> <p>-Pre task (2 days): bar model, part whole model, no lines etc.</p>	<p>-Comparative test Are older children faster? Predict</p>	<p>-Identify location of landmarks using co-ordinates.</p>	<p><u>ICT: E-safety</u> -Review e-safety Listen to song/discuss</p> <p><u>Music: Hands, Feet, Heart</u> Begin to recognise the basic style indicators of South African music</p>
2	<p>SPaG-contractions</p> <ul style="list-style-type: none"> • annotate pictures of different familiar settings (house, garden, park etc.) • to build on yesterday's work by writing expanded noun phrases about the different settings (try to use powerful descriptions) • shared write a story start for Kipper and the Wobbly Tooth • guided write middle and end of story 	<p>Review Phase 5 Phonics:</p> <p>Split digraphs</p> <p>Tricky Words</p>	<p>-Begin with concrete apparatus: numicon, base 10, cubes, counters etc.</p> <p>-Fact families : relationship between addition and subtraction.</p> <p>-Checking calculations:using apparatus, no lines, estimation etc.</p>	<p>Investigation: Are older children faster? Record results on table.</p>	<p>-Draw and label own map of Liverpool with landmarks</p>	<p><u>ICT: Who is a friend?</u> Discuss friends in school/online</p> <p><u>Music: Hands, Feet, Heart</u> Using your body to find a musical pulse</p>
3	<p>SPaG-possessive apostrophe</p> <ul style="list-style-type: none"> • plan own story for Kipper in a different familiar setting with a problem and resolution • children guided though process of writing own story 	<p>Review Phase 5 Phonics:</p> <p>aw au ew ue</p> <p>Tricky Words</p>	<p>-Compare number sentences: greater, than less than and equal signs.</p> <p>-Related facts: eg 4+2=6 so 40+20=60 Use base 10/numicon to support.</p> <p>-Bonds to 100 (tens)</p>	<p>Look at results of investigation. Answer questions and draw conclusions.</p>	<p>-Identify and list human and physical features of Liverpool</p>	<p><u>ICT: What is personal information?</u> Watch SID animation Give examples</p> <p><u>Music: Hands, Feet, Heart</u> Comparing songs and improvising.</p>

	<ul style="list-style-type: none"> end task- to rewrite description of favourite room in house 					
4	<p>Instructions</p> <p>SPaG- Questions and commands. Question mark.</p> <ul style="list-style-type: none"> could write instructions for washing hands verbal instructions to follow from class teacher and then barrier games with a partner identifying and using imperative verbs 	<p>Review Phase 5 Phonics:</p> <p>ay oy ey wh ph</p> <p>Tricky Words</p>	<p>-Add and subtract ones -10 more 10 less Add and subtract tens</p>	<p>Add new learning to WKL grid and review misconception from beginning of unit.</p>	<p>-Label map of UK with countries, capital cities and seas</p>	<p>ICT: List top tips for staying safe online</p> <p><u>Music: Hands, Feet, Heart</u> Singing and performing.</p>
5	<p>SPaG-imperative verbs and adverbs</p> <ul style="list-style-type: none"> examples of instructions texts identify features of instructions texts and 'what makes good?' <ul style="list-style-type: none"> use features as a checklist to help write instructions (guided) 	<p>Review Phase 5 Phonics:</p> <p>ie ea ir ou oe</p> <p>Tricky Words</p>	<p>-Add by making 10 (revision lesson from Y10) -Add 2 digit and a 1 digit (not crossing 10) -Add 2 digit and a 1 digit (crossing 10)</p>	<p>Uses Of Everyday Materials</p> <p>Begin with misconception "Discovery dog says that material is cloth or fabric?"</p>	<p>-Use compass to explore location of landmarks on a map.</p>	<p>ICT: Generate list of vocab for e-safety poster</p> <p><u>Music: Hands, Feet, Heart</u> Composing and performing.</p>
6	<p>SPaG- subordinating and coordinating conjunctions</p> <ul style="list-style-type: none"> children to write instructions and test out with a partner evaluate and make improvements 	<p>Assessment of phonics up to Phase 5-reading and spelling</p>	<p>-Add 2 digit numbers (not crossing ten) -Add 2 digit numbers (crossing ten) -Subtract (crossing 10)</p>	<p>-Add prior learning to WKL grid. -Write questions to be explored during unit.</p>	<p>To explore area outside school with a compass.</p>	<p>ICT :Pic collage Design an e-safety poster incorporating all aspects covered</p> <p><u>Music: Hands, Feet, Heart</u> Composing and performing.</p>
7	<p>SPaG-review and assessment</p> <ul style="list-style-type: none"> Christmas/winter instruction writing end task to rewrite instructions for washing hands 	<p>Assessment of Common Exception Words-read and write</p>	<p>-Subtract 1 digit from a 2 digit number (crossing 10) -Subtract 2 digit numbers (not crossing ten) -Subtract 2 digit numbers (crossing 10)</p>	<p>-Materials hunt : children to explore indoor/outdoor areas for materials and their uses.</p>	<p>Add new learning to WKL grid.</p>	<p>ICT: Pic collage continued</p>