

Year 1 / Autumn 1 Medium Term Plan

	Week 1 01/09/20	Week 2 07/09/20	Week 3 14/09/20	Week 4 21/09/20	Week 5 28/09/20	Week 6 05/10/20	Week 7 12/10/20
Themed Week	WE CARE						
Events	WE CARE Charter		Y1 Phonics Baseline Assessment 17th-Year 1 meet the teacher	25th Sept: Classroom Displays and class charter deadline 21st Sept: Harvest Assembly 1 25th - Macmillan Coffee morning 8am-9am		5th Oct: Harvest Visitors Assembly 2 Wed 7th Oct: Y1 Phonic Strategies Parent Workshop	
Core Book	On Sudden Hill/ Hugless Douglass						
Phonics	Reading and Phonics Assessment		<u>Phase 3 Revision</u> qu/ ch/ sh/ th/ ng	<u>Phase 3 Revision</u> ai/ ee/ igh/ oa	<u>Phase 3 Revision</u> oo/ Oo ow/ oi	<u>Phase 3 Revision</u> ar/ or/ ur/ er	<u>Phase 3 Revision</u> ear/ air/ ure
Reading  Unicef RRS Article 17	Book look of 'On Sudden Hill'		Identify/explain key aspects of fiction and non-fiction texts, such as title, author, illustrator, front cover, blurb. Spoken Language: Pobble: What can you see in the picture? Vary talk and gestures to hold attention of listener	Retelling familiar stories using key phrases from the story. Spoken Language: Pobble: What can you see in the picture? Vary talk and gestures to hold attention of listener	Make predictions based on Hugless Douglas cover. Discuss title, illustrations, author, events, order of story etc. Spoken Language: Pobble: Predict what will happen in the next picture? Tell an invented story with setting, character and plot.	Exploring the theme- What other books teach us about friendship? Spoken Language: Pobble: What kind of story would this picture come from? Think about your audience.	Listen to stories at a level beyond what they can read- stories about friendship. Spoken Language: Pobble: why/ how questions. Talk partners - share each other's ideas/we will not always agree.
Writing  Unicef RRS Article 31	Writing Assessment		<u>Composition</u> To verbally rehearse and write grammatically correct sentences, with pictures, using the days of the week. Capitals / Full Stops	<u>Composition</u> To verbally rehearse and write grammatically correct sentences relating to pictures. Capitals / Full Stops	<u>Grammar</u> Reorder words to make correct sentences relating to Hugless Douglas. Capitals / Full Stops	<u>Vocabulary</u> Use coordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses Capitals / Full Stops	<u>Composition</u> Retell story of Hugless Douglas or a story of choice. Narrative - Familiar stories Capitals / Full Stops
Grammar & Punctuation	Assessment		<u>Punctuation</u> Leaving spaces between words	<u>Punctuation</u> Capital letters and full stops	<u>Punctuation</u> Capital Letters for pronoun 'I'	<u>Punctuation</u> Capital Letters for names days of the week	<u>Punctuation</u> Capital letters and full stops
Spelling & H-writing	No core words assessment till next half term		<u>Handwriting</u> Lower case (c, a, d) <u>Spelling</u> I the to do into no go so	<u>Handwriting</u> Lower case (g, o, q) <u>Spelling</u> my by he she me we be	<u>Handwriting</u> Lower case (e, s, f) <u>Spelling</u> was you your they are all said	<u>Handwriting</u> Lower case (i, l, t) <u>Spelling</u> come some have like live give	<u>Handwriting</u> Lower case (u, y, j) <u>Spelling</u> her here there where when what
			Number & Place Value (to 10)	Comparing and Ordering Numbers to 10		Place Value with a Number Line	Revise and Review

Maths		<p>Count to ten, forwards and backwards, beginning with 0 or 1 from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words.</p>	<p>Equal to More than/less than Given a number, identify one more or one less.</p> <p>Count, read and write numbers to 10 in numerals and words.</p>	<p>Comparing and ordering numbers. (to 10) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p>	<p>Count to 20 (forwards and backwards) from any given number ~ including words.</p> <p>Using the number line including for identifying more than, less than and equal to.</p>	<p>Count to 20 (forwards and backwards) from any given number ~ including words.</p> <p>Recap on topics taught Aut 1</p>
History  Unicef RRS Article 38		The Gunpowder Plot				
		Who was Guy Fawkes?	The Problems for the plotters	The end of the plot	The plot is six acts	Remember Remember
		<p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about the build-up to the Gunpowder Plot and the problems that the plotters tried to overcome</p>	<p>To find out about events beyond living memory that are significant nationally by learning about Guy Fawkes and his life.</p>	<p>To find out about events beyond living memory that are significant nationally by learning about the order and conclusion of the events of the Gunpowder Plot.</p>	<p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally through performing parts of the story of the Gunpowder Plot.</p>	<p>To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally by finding about how the Gunpowder Plot is remembered in this country and how bonfire night has changed over the years.</p>
Geography						
Art & Design  Unicef RRS Article 31		Rope Portraits				
		Portraits	Ropes	Boticelli	Eyes and Ropes	Nose and Lips
		<p>Children use portraits of their peers to create Picasso inspired photomontages.</p>	<p>Children use ropes to create a variety of objects such as; trees, teacups and boats. Using coloured chalks on black paper they carefully trace around the lines that have been made. Take pictures of artwork using an iPad and print out.</p>	<p>Children use ropes to recreate aspects of Botticelli's painting - The Birth of Venus - flowing hair Using coloured chalks children carefully trace around lines that have been made with the ropes on black paper. Take pictures of artwork using an iPad and print out.</p>	<p>Children work with ropes to create shapes of eyes. Then, using oil pastels, they use a variety of mark making techniques to trace carefully around the ropes on black paper. Take pictures of artwork using an iPad and print out.</p>	<p>Children use ropes to create the shapes of the nose and lips. Then, using oil pastels, they use a variety of mark making techniques to trace carefully around the ropes on black paper. Take pictures of artwork using an iPad and print out. Create finished artwork using the collection of images from previous lessons. Evaluate final collaborative piece.</p>
STEM						
Music		Unit: Ourselves			Unit: Number	
	Musical focus: exploring sounds	Musical focus: beat				

 Unicef RRS Article 29		<p>Creating and responding to vocal sounds</p>	<p>Creating and responding to vocal sounds Exploring how to change sounds</p>	<p>Creating and placing vocal and body percussion sounds Exploring descriptive sounds</p>	<p>Recognising and developing a sense of steady beat through using voices and body percussion</p>	<p>Identifying and performing changes in tempo Learning to play percussion with control Keeping a steady beat and using dynamics to vary the musical effect</p>	<p>Identifying and keeping a steady beat using movement, body percussion and instruments Recognising and responding to changes in tempo in music</p>
 Unicef RRS Article 12		Me and My World					
 Unicef RRS Article 14		<p>Special and Safe</p>	<p>My Class</p>	<p>Rights and Responsibilities</p>	<p>Rewards and Feeling Proud</p>	<p>Consequences</p>	<p>Owning our learning Charter</p>
 Unicef RRS Article 17		<p>I know how to use my Jigsaw Journal I feel special and safe in my class</p>	<p>I understand my rights and responsibilities as a class member. I know that I belong to my class.</p>	<p>I understand my R&R as a class member. I know how to make my class a safe place for everyone to learn</p>	<p>I know my views are valued and can make contributions. I recognise how it feels to be proud of an achievement.</p>	<p>I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences.</p>	<p>I understand my R&R within our Learning Charter I understand my choices in following the Charter.</p>
 Unicef RRS Article 12		<p>What makes me special?</p>	<p>What special places do people have in their homes?</p>	<p>Why is Friday night special in a Jewish home?</p>	<p>What Hindu customs help brothers and sisters show they care for each other?</p>	<p>How does the bible help Christian families to forgive?</p>	<p>Assessment opportunity</p>
 Unicef RRS Article 12		Computer Basics: Getting Started					
 Unicef RRS Article 17		<p>Getting Started</p>	<p>Logging In</p>	<p>Click and Drag</p>	<p>Drawing Shapes</p>	<p>Drawing a Story</p>	<p>Self Portrait</p>
 Unicef RRS Article 17		<p>Children elect monitors for the chromebooks. Children introduced to 'safety surfers' as online safety monitors who will be selected based on their online safety knowledge and skills.</p>	<p>Children learn about computers and their role in the modern world. Pupils log in to school computers and tinker with the website Sketchpad.</p>	<p>After exploring different styles of art, children use sketchpad to create digital prints, developing their mouse skills in the process.</p>	<p>Expanding on their work from the previous lessons, children learn how to use drag and drop to create paintings in the style of Kandinsky, by layering concentric shapes.</p>	<p>Children use their digital painting skills to create pictures to retell a scene from the story of The Three Little Pigs.</p>	<p>Having learned a variety of different digital painting skills, children bring together these skills to create a digital self portrait.</p>
 Unicef RRS Article 12		Plants					
 Unicef RRS Article 12		<p>To identify and describe the basic structure of a variety of common flowering plants. (Including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). (Labelling a diagram) Set up observation over time of area</p>	<p>To identify and describe the basic structure of a variety of common flowering plants, including trees Investigation: classifying parts of a plant e.g. leaves, seeds, (Labelling a diagram)</p>	<p>To identify different categories of plant. Deciduous Evergreen Wild Investigation: use secondary sources to identify different types of trees</p>	<p>Outdoor Learning Field Trip to Plasket Park I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>I can identify patterns about different plants, e.g. do bigger leaves have bigger veins? Do bigger seeds grow bigger plants?</p>	
 Unicef RRS Article 12	<p>Changing independently</p>	Indoor: Yoga					

	Put on buttons, zips, putting on clothes the right way round. Put shoes on the right way round.	Balancing- exploring different ways of balancing e.g. one leg, on bottom, tree pose.	Stretching using arms, legs, hips. Basic yoga poses.	Breathing techniques. Teach a sequence of poses e.g. warrior, downward dog, triangle pose.	Practise a sequence of poses in groups.	Create your own sequence of poses, using what chn have learned.
	Outdoor: Hot Potato					
	Balancing Throwing and Catching		Passing		Hot Potato Team	Dribbling and Bouncing
	Throwing to each other, stepping back after successful throws, rolling to each other,	Rolling to each other along a line, opposite hand throws, high and low throws, throws to the side, underarm, overarm	Have children all in a circle passing a ball or anything around the circle in various ways such as rolling, through legs, behind back, above heads etc.	Kids stand in a circle with one small ball or beanbag being thrown around the circle. Introduce another ball or beanbag and encourage kids to pass the first one quickly before the next one catches up.	Children work in pairs and pass the ball from one end of the playing area to another by facing each other and side stepping and passing the ball as they go. They can also pass to each other whilst running forward.	