

## Year 1 / Autumn 2 Medium Term Plan

	Week 1 04/11/20	Week 2 09/11/20	Week 3 16/11/20	Week 4 23/11/20	Week 5 30/11/20	Week 6 07/12/20	Week 7 14/12/20
<b>Themed Week</b>					World Art Week		
<b>Events</b>		11th Nov: 1 minute Silence for Remembrance	Rec, Y1 and Y2 Assessment Week 1 16th Nov: Friendship Day	Rec, Y1 and Y2 Assessment Week 2	World Art - Themed Week 4th Dec: Neena's Office Display (From Art Week) 4th Dec: Entrance Hall Deadline (From Art Week)	9th Dec: EY Parents' Assembly 10th Dec: KS1 Parents' Assembly	16th Dec: Xmas Jumper Day + Xmas Dinner Fri 18th Dec: Report Cards
<b>Core Book</b>	<b>Traction Man</b>						
<b>Phonics</b>	<u>Phase 4</u> Adjacent Consonants CVCC Sets 1-4	<u>Phase 4</u> Adjacent Consonants CVCC Sets 5-7	<u>Phase 4</u> Adjacent Consonants CVCC (Phase 3)	Revision Phonics	<u>Phase 4</u> Adjacent Consonants CVCC Sets (Phase 3)	<u>Phase 4</u> Adjacent Consonants Polysyllabic words	<u>Phase 4</u> Adjacent Consonants Polysyllabic words
<b>Reading</b>	<b>Comprehension</b>						
	Become very familiar with key stories and re-telling them. <i>Traction Man</i>	Re-telling key stories/ a series of events in chronological order. <i>Traction Man</i>	Predict what might happen next. <i>Traction Man</i>	Listen to stories at a level beyond which they can read. <i>Complementary texts to Traction Man</i>	Discuss stories at a level beyond which they can read. <i>Complementary texts to Traction Man</i>	Make comments on obvious features of language, e.g. rhyme, <i>Cat in the hat</i>	Make comments on obvious features of language, e.g. rhyme, <i>Oi Frog</i>
<b>Spoken Language</b>	Pobble: explore images of superheroes. How are they similar/ different from Traction man? Vary talk and gestures to hold attention of listener		Pobble: make predictions about which image would come next. Tell an invented story with chronological coherence.	Pobble: speak in full sentences to describe the image. Tell an invented story with chronological coherence.	Pobble: answer how and why questions (inference skills). Think about the audience to whom you are speaking.	Pobble: compare images, stating which one they prefer and why. Use longer, well formed sentences.	Pobble: Identify setting and characters. Use longer, well formed sentences.
<b>Writing</b>	<u>Composition</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> To use adverbs, (e.g. first, then, next, finally). Writing in chronological order.  Capitals / Full Stops	<u>Composition</u> <u>Lists</u> Use commas to create a list Begin to use adjectives when describing in a list. Incorporate adjectives into written work - describe character profile and setting.	Revision of key skills learning in Autumn term	<u>Composition</u> Use commas to create a list. Begin to use adjectives when describing in a list. Incorporate adjectives into written work - describe character profile and setting.	<u>Composition</u> - Poetry & Rhyme Recognise rhyming words Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.	<u>Composition</u> - Poetry & Rhyme Recognise rhyming words Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.
<b>Grammar &amp; Punctuation</b>	<u>Punctuation</u> Full stops, finger spaces and capital letters (people/ places)	<u>Punctuation</u> Full stops, finger spaces and capital letters Editing text.	<u>Punctuation</u> Full stops, finger spaces and capital letters Editing text.		<u>Punctuation</u> Past and present tense Sit, sat, eat, ate, see, saw, go, went	<u>Grammar</u> Past and present tense Sit, sat, eat, ate, see, saw, go, went	<u>Grammar</u> Introduction to question marks/exclamation marks
<b>Spelling &amp; H-writing</b>	<u>Handwriting</u> Lower case (r, p) <u>Spelling</u> is, his, has, was, of, off, love, live, one, once	<u>Handwriting</u> Lower case (n, m) <u>Spelling</u> went, tent, bent felt, belt, melt, tilt, sink, link, pink	<u>Handwriting</u> Lower case (h, b) <u>Spelling</u> Said, says, two, to, too, today, put, push, pull, full		<u>Handwriting</u> Lower case (k) <u>Spelling</u> Days of the week <u>Dictation</u>	<u>Handwriting</u> Lower case (v,w) <u>Spelling</u> Months of the year 1-6 <u>Dictation</u>	<u>Handwriting</u> Lower case (x,z) <u>Spelling</u> Months of the year 7-12 <u>Dictation</u>
	<b>Addition and Subtraction</b>				<b>Geometry</b>	<b>Numbers to 20 and Number Line</b>	
	Rapid Recall	Rapid Recall	Rapid Recall		Rapid Recall		Rapid Recall

<b>Maths</b>	More than and less than	Add and subtract one digit number to 10	Numbers bonds and related facts		Count in 2's		Count in 5s
	Represent and use number bonds and related subtraction facts ( within 10)	Add and subtract one digit numbers to 10 Read, and write numbers sentences using + = - signs	Solve one step + - problems using objects, pictorial representations and missing number problems		Recognise and name common 2-D shapes, including: rectangles, circles and triangles.  Recognise and name common 3-D shapes, including: cuboids, pyramids and spheres.	<u>Number Line</u> Using the number line including for identifying more than, less than and equal to.  <u>Number: Place Value to 20</u> numbers to 20 (recap basic skills and number fluency) Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.	Count, read and write numbers to 20 in numerals and words. Add and subtract 1 digit and 2 digit numbers to 20 including 0.  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.
<b>History</b>	The lives of significant individuals- The Wright Brothers Create a fact file about the Wright brothers.						
<b>Geography</b>  Unicef RRS Article 7	<b>Physical Features</b>						
		What do we know about our local area? Who knows where we live? What is the difference between East Ham and London? Locate a local town on a map showing the Thames.	Name and locate the four countries of the United Kingdom. Colour in a blank map of the UK and produce a key.		Name and locate capital cities of the 4 countries in the UK and its surrounding seas and river. (Atlas)	Revise capital cities and the 4 countries in the UK. Focus on identifying the 4 flags and British flag.	Using blank maps - label the countries and the river Thames within the UK.
<b>Art &amp; Design</b>							
<b>STEM</b>	<b>Mechanisms: Making Moving Pictures</b>				<b>Cooking: Smoothies</b>		
	<b>Exploring Sliders and Levers</b>	<b>Design</b>	<b>Construction</b>		<b>Testing and Evaluation</b>	<b>Where Fruit and Vegetables grow</b>	<b>Smoothie making, tasting and evaluating</b>
	Exploring mechanisms, learning that levers and sliders can make things move, creating moving models that use levers and sliders and using the vocabulary to describe movement (up, down, left, right, vertical and horizontal)	Designing a moving story book, drawing background pictures and the moving parts, deciding whether to use a lever or a slider on each page and labelling the movement of each	Constructing a moving picture by: drawing a background, drawing and cutting the moving parts, making levers and sliders and then putting all the parts together		Evaluating a finished product by reviewing it against the design criteria and testing it with its intended audience	Learning how to determine if a food is a fruit or a vegetable and naming some of each. Learning that fruits and vegetables grow in one of three places: on trees or vines, above the ground, below the ground.	Making a fruit and vegetable smoothie, preparing the ingredients, using a knife to cut safely and learning to use a blender. Tasting then evaluating.
<b>Music</b> 	<b>Unit: Animals</b>			<b>Unit: Weather</b>			
	<b>Musical focus: Pitch</b>			<b>Musical focus: Exploring sounds</b>			
	Understanding pitch, and making high and low vocal sounds	Understanding pitch by singing a song with	Exploring and developing an understanding of	Exploring and controlling dynamics (volume), duration and timbre with	Improvising descriptive music	Identifying a sequence of sounds (structure) in a piece of music	

<b>Unicef RRS Article 29</b>	Relating pitch to high and low body posture	contrasting high and low melodies Identifying and playing high and low pitches in music	pitch using the voice and body movements Recognising and performing pitch changes and contrasts	voices, body percussion and instruments	Controlling duration and dynamics using voices, body percussion and instruments	Responding to music through movement	
<b>PSHE</b>  <b>Unicef RRS Article 13</b>	<b>Celebrating Differences</b>						
<b>RE</b>  <b>Unicef RRS Article 14</b>	I understand the similarities and differences between different people. I can accept that everyone is different.	Giving and receiving compliments. I understand why it is important to build positive relationships with others.	Learning how to solve problems? What can I do? How can I solve interpersonal problems independently (without adult intervention)		What is bullying? What do I do about bullying? How can I support my friends on the playground?	Making new friends Why is this important? How to maintain positive relationships.	Celebrating differences Celebrating me! Building confidence, perseverance and resilience. Is it okay that my friends are different to me?
<b>Computing</b>	<b>Programming: Bee Bots</b>						
	<b>Getting to know Beebot</b>	<b>Making a bee bot video</b>	<b>Precise Instructions</b>	<b>Bee Bot World</b>	<b>The Three Little Pigs</b>	<b>Assessment/ Project Completion</b>	
	Children explore the bee bot device, predicting what it might do, trying out the buttons and explaining the outcome.	Working in groups, children make an explanatory video describing how to use a bee bot, considering which functions they should include.	'Unplugged' lesson. Instead of using technology, the children physically assume the roles of the programmer and the bee bot.	Using a map template to create a bee bot world, children work in pairs, programming their bee bots with specific instructions to navigate the map and reach an intended destination.	Following the story of the Three Little Pigs, and working in pairs, children take it in turns to direct the bee bot from its previous destination to alternate images on a themed bee bot map.	Children to complete assessments and any project work.	
<b>Science</b>	<b>Animals Including Humans</b>						
	I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	I understand that my senses work best when working together.  Investigation: smell testing	I understand how my taste buds work. Investigation: taste testing Fair testing/ comparing results		I understand how sight works and the things that affect them.  Children to ask questions and suggest ways to test this.	I understand how hearing works.  Children to ask questions and suggest ways to test this.	I understand that there are tiny creatures that are invisible to the naked eye and some of these can cause illness and learn how to wash hands..
<b>PE</b>	<b>Indoor: Coordination</b>						
	<i>Rotation of skills</i>	Bean bags in hoops- throwing with precision.	Throw and catch with partners	Bouncing a ball on a bat	Kicking towards a goal	Balancing on a beam	Climbing equipment in the hall
	<b>Outdoor: Rugby</b>						
	Dodging Skills	Dodging skills	Ball skills- passing around a circle.	Ball skills- bounce passes.	Passing skills- overhead passes.	Passing skills- marking another player.	Play a simple game- piggy in the middle.