

KINGS AND QUEENS

First Hand Experiences
 Visit Norwich castle.
 Have a banquet in school.
 Have a royal ball where the children dress up.
 Visit Sandringham.
 Blickling hall.

<p style="text-align: center;">Vocab</p> <ul style="list-style-type: none"> • heir • moat • battlements • turret • drawbridge • port cullis • arrow slits • waterproof • absorbent • transparent • opaque • translucent 	<p style="text-align: center;">Knowledge</p> <p>To name current members of the Royal family and their influence to our local area.</p> <p>To be able to label parts of a castle and their purpose.</p> <p>To understand the difference between the past/present.</p> <p>To identify different materials and compare them.</p> <p>To name properties of different materials.</p> <p>To understand the importance of Jesus to Christians.</p> <p>To recognise the best materials for a set purpose.</p> <p>To listen carefully and respond to music.</p>	<p style="text-align: center;">Skills</p> <p>To build structures using mechanisms.</p> <p>To investigate the effectiveness of a structure.</p> <p>To identify materials using senses.</p> <p>To describe different properties.</p> <p>To sequence events chronologically.</p> <p>To participate in a performance.</p>
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<p style="text-align: center;">Writing</p> <p>Composition</p> <ul style="list-style-type: none"> *say out loud what they are going to write about *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher *read aloud their writing clearly enough to be heard by their teacher <p>Vocab, Grammar and Punctuation</p> <ul style="list-style-type: none"> *leave spaces between words *begin to punctuate sentences using a capital letter and a full stop *use a capital letter for the personal pronoun 'I' *use the suffix –s <p>Spelling</p> <ul style="list-style-type: none"> *spell at least 20 common exception words and the tricky words from phases 2 and 3 *spell words with the phonemes that have been taught this term – see phonics planning. *name the letters of the alphabet in order *write simple sentences dictated by the teacher using words taught so far <p>Handwriting</p> <ul style="list-style-type: none"> *sit correctly at a table, holding a pencil comfortably and correctly *begin to form lower-case letters in the correct direction, starting and finishing in the right place using pre-cursive *begin to form most capital letters correctly 	<p style="text-align: center;">Maths</p> <p>Maths Meetings Coverage (term):</p> <ul style="list-style-type: none"> *Days of the week- what happens on particular days, e.g. PE days, after school club, regular volunteers in etc *Telling the time to the hour *Count confidently up to 20 *Read & write numerals 0-20 *Know pairs to 5 and 10 *Say 1 more and 1 less than a given number to 10. *Count in 2s up to 30 *Recognise and name 2D and 3D shapes. *Recognise the value of some coins.
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Medium Term Plan – Year 1 Autumn 2

<p>*form digits 0-9 correctly</p>	
<p style="text-align: center;">Reading</p> <p>By the end of the term: Word Reading *read Blue level books with some decoding and blending. Therefore confidently read with some fluency Yellow level books *read and blend words containing the sounds taught this term *read the common exception words that have been taught *read words with the suffixes –s and –ing Comprehension *link what they have <i>been read</i>, to their own experiences *become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognise and joining in with predictable phrases *discuss the significance of the title and events *predict what might happen on the basis of what has been read to them so far *participate in discussion about what is read to them, taking turns</p>	<p style="text-align: center;">RE</p> <p>*To understand why Hindu's celebrate Diwali *To look into the origins of Diwali traditions *To discuss people's beliefs and use the term religion in conversations Focus on the story Rama & Sita</p>
<p style="text-align: center;">History</p>	<p style="text-align: center;">Science</p> <p>Everyday Materials *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 *Describe the simple properties of a variety of everyday materials *compare and group together a variety of everyday materials on the basis of their simple physical properties</p>
<p style="text-align: center;">Art</p> <p>*Use a range of materials creatively to design and make products *Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (through 'Artist of the Month')</p>	<p style="text-align: center;">Geography</p>
<p style="text-align: center;">Music</p> <p>*Listen with concentration and understanding to a range of high-quality live and recorded music *Use their voices creatively by singing songs and speaking chants and rhymes.</p>	<p style="text-align: center;">Design Technology</p> <p>CONSTRUCTION Technical Knowledge *Build structures, exploring how they can be made stronger, stiffer and more stable *explore and use mechanisms e.g. levers, sliders, wheels and axles, in their products</p>
<p style="text-align: center;">PE</p> <p>*Perform dances using simple movement patterns</p>	<p style="text-align: center;">Computing</p> <p>*Use technology purposefully to create *Recognise information technology beyond schools</p>

