

## WILDERNESS EXPLORERS

### First Hand Experiences

- Litter Picking walk with Pure Clean Earth
- Asking a scout/brownie leader to come and talk (Mrs Wright?)
  - Care home visit – singing and talking to the elderly
- Nature walk – plant hunt around school and surrounding area

<p style="text-align: center; margin: 0;"><b>Vocab</b></p> <ul style="list-style-type: none"> <li>• Norfolk</li> <li>• England</li> <li>• Wales</li> <li>• Scotland</li> <li>• Ireland</li> <li>• Species</li> <li>• Oxygen</li> <li>• Carbon dioxide</li> <li>• Meteorologist</li> <li>• Dissect</li> <li>• Man-made</li> <li>• Natural</li> <li>• Thermometer</li> <li>• Temperature</li> <li>• Rain gauge</li> </ul>	<p style="text-align: center; margin: 0;"><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know the name of the 4 countries in the UK.</li> <li>• To name different weather patterns and link them to seasons.</li> <li>• To learn about a different country and compare to the UK.</li> <li>• I can identify and name a bulb and seed.</li> <li>• I can verbally name the roots, stem and plants.</li> <li>• I know the difference between carnivore, omnivore and herbivore.</li> <li>• I know similarities and differences between animals.</li> </ul>	<p style="text-align: center; margin: 0;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can use ID charts to identify and name trees and flowers.</li> <li>• I can record a tree and plant through drawing or another method of recording.</li> <li>• I can dissect a plant.</li> <li>• To verbally compare physical and human features locally.</li> </ul>
<p style="text-align: center; margin: 0;"><b>Writing</b></p> <p>Composition:</p> <ul style="list-style-type: none"> <li>-Say out loud what they are going to write about</li> <li>-Compose a sentence orally before writing it</li> <li>-sequence sentences to form short narratives</li> <li>- discuss what they have written with the teacher</li> <li>-read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p>Vocabulary, Grammar and Punctuation:</p>	<p style="text-align: center; margin: 0;"><b>Maths</b></p> <p>Place value:</p> <ul style="list-style-type: none"> <li>•Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>•Count, read and write numbers to 10 in numerals and words.</li> <li>•Given a number, identify one more and one less.</li> <li>•Identify and represent numbers using objects</li> </ul>	

Medium Term Plan – Year 1 Autumn 1

<p>-Leave spaces between words -Begin to punctuate sentences with a capital letter and full stop -Use a capital letter for the personal pronoun 'I' - use the suffix –s</p> <p>Spellings: -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> <p>Handwriting: -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> <p>-form digits 0-9 correctly</p>	<p>and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <ul style="list-style-type: none"><li>•Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number.</li><li>•Count, read and write numbers to 20 in numerals and words.</li><li>•Count in multiples of twos.</li></ul> <p>Addition and subtraction:</p> <ul style="list-style-type: none"><li>•Represent and use number bonds and related subtraction facts within 10.</li><li>•Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li><li>•Add and subtract one digit numbers to 10, including zero.</li><li>•Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></li></ul> <p>Geometry properties of shape:</p> <ul style="list-style-type: none"><li>•Recognise and name common 2D shapes, including: rectangles, squares, circles and triangles</li><li>•Recognise and name common 3D shapes, including cuboids, cubes, pyramids and spheres.</li></ul> <p>Maths meeting coverage:</p> <ul style="list-style-type: none"><li>-Days of the week- what happens on particular days, e.g. PE days, after school club, regular volunteers in etc.</li><li>-Telling the time to the hour (only)</li><li>-Count forwards confidently from 0 up to 10 (and starting from any number)</li><li>-Count backwards confidently from 10 to 0 (and starting from any number)</li><li>-Compare groups using equal, more/greater, less/fewer</li><li>-Read &amp; write numerals 0-10</li><li>-Order numbers</li><li>-Say 1 more and 1 less than a given number to 10.</li><li>-Use and understand part whole to 10</li><li>-Begin to count in multiples of 2</li><li>-Use and recognise = &gt; &lt;</li><li>-Know number bonds/pairs to 10</li><li>-Identify and recognise odd and even numbers</li><li>-Use ordinal numbers- 1st, 2nd, 3rd, 4th and</li></ul>
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	<p>5th.          -Understand that money is used to pay for items.          -Begin to recognise a range of coins.          -Recognise and name 2D and 3D shapes (no need for properties etc.)</p>
<p style="text-align: center;"><b>Reading</b></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 been read, 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;"><b>RE</b></p> <p style="text-align: center;">Big Question: <i>What do my senses tell me about the world of religion and belief?</i></p> <p style="text-align: center;">Please see separate MTP for RE.</p>
<p style="text-align: center;"><b>Science</b></p> <p>Working Scientifically for all KS1:          *Observing closely, using simple equipment          *Using their observations and ideas to suggest answers to questions          *Asking simple questions and recognising that they can be answered in different ways          *Identifying and classifying          *Performing simple tests          *Gathering and recording data to help in answering questions</p> <p>Year 1          Seasonal changes (All objectives taught separate from year 2 children):          *Observe changes across the four seasons          *Observe and describe weather associated with</p>	<p style="text-align: center;"><b>Geography</b></p> <p>*Identify seasonal and daily weather patterns in the United Kingdom <i>(To identify the four seasons. To explore the weather in each of the four seasons. To record daily weather patterns over the course of a week to observe the different types of weather the UK experiences.)</i></p> <p>*Use locational and directional language to describe the location of features and routes on a map <i>(To use the vocabulary: near, far, left, right, up/forwards and down/backwards to describe a journey on a map with some support.)</i></p> <p>*Understand basic geographical vocabulary when referring to: key physical features and key</p>

the seasons

\*Observe and describe how day length varies.

Animals, including humans:

\*Describe and compare the structure of a variety of common animals (Joined lesson, differentiated by year 1 focusing on an animals body parts and year 2 understanding how those body parts help the animal to survive)

\*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Differentiated lesson between year 1 & 2)

\*Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Differentiated lesson between year 1 & 2)

\*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Differentiated between year 1 & 2)

Plants

\*observe and describe how seeds and bulbs grow into mature plants

\*find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

\*Identify and describe the basic structure of a variety of common flowering plants, including trees

\*Identify and name a variety of deciduous and evergreen trees whilst recognising the difference between

\*Identify and name a variety of common wild and garden plants

*Possible overview of teaching Science in AUT 1:  
All start with animal objectives, mostly joined lessons with some separate.*

*Begin completely separate teaching of Science.  
Year 2 cover living things and habitats whilst year 1 cover seasonal changes and begin plants for the objectives that are year one only. Seasonal changes to be taught a similar time to geography seasons.*

*Class comes back together. Year 1 and two join for plants objectives that are the same and can be differentiated within the lesson.*

human features (*To use the vocabulary: Human: city, town, farm, house shop. Physical: sea, river, forest and beach, with some support.*)

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<p>History ---</p>	<p>Music Not covered this half term.</p>
<p>Art</p> <ul style="list-style-type: none"> <li>*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')</li> <li>* To use a range of materials creatively to design and make products.</li> <li>* To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p>Computing</p> <ul style="list-style-type: none"> <li>*Use technology safely and respectfully</li> <li>*Keep personal information private</li> <li>*Identify where to go for help and ask for support if concerned about content on the internet or other technology</li> <li>*Use technology purposefully to create.</li> <li>*Recognise information technology beyond school.</li> </ul>
<p>Design Technology</p> <ul style="list-style-type: none"> <li>*to use a range of materials creatively to design and make products</li> <li>* Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>*Explore and evaluate a range of existing products.</li> <li>*Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p>FOOD AND NUTRITION</p> <ul style="list-style-type: none"> <li>*Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>*Chop fruit.</li> </ul>	<p>PE</p> <ul style="list-style-type: none"> <li>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, co-ordination, and begin to apply these in a range of activities</li> </ul>