

LIGHT UP THE WORLD

First Hand Experiences

Windmill Art Exhibition – whole school Art day.

Nativity performance at St Nicholas Church – whole school.

| Vocab | Knowledge | Skills |
|--|--|--|
| <ul style="list-style-type: none"> Waterproof Absorbent Transparent Opaque Translucent Plot Recently Gunpowder Houses of Parliament United Kingdom Landmarks Capital city Past Present | <ul style="list-style-type: none"> To understand the difference between the past/present. To name different materials. To understand that materials have different properties. To recognise the best materials for a set purpose. To identify changes within living memory. To understand that there is a royal family. To name and locate the four countries of the UK and its seas. | <ul style="list-style-type: none"> To investigate the effectiveness of a structure. To describe different properties of materials. To sequence events chronologically. To use a map to locate the four countries of the UK and its seas. To select and justify appropriate materials and equipment for a purpose. To retell a historical story through drama techniques. |

| Writing | Reading |
|---|--|
| <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 peers and the teacher. <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • 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>Spellings:</p> <ul style="list-style-type: none"> • spell at least 20 common exception words and the tricky words from phases 2 and 3 | <p>Word Reading</p> <ul style="list-style-type: none"> *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 <p>Comprehension</p> <ul style="list-style-type: none"> *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 |

Medium Term Plan – Year 1 Autumn 2

| | |
|--|---|
| <ul style="list-style-type: none"> •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 •<i>begin</i> to form lower-case letters in the correct direction, starting and finishing in the right place using pre-cursive •<i>begin</i> to form most capital letters correctly •form digits 0-9 correctly | |
| <p style="text-align: center;">Maths</p> <p>Place value:</p> <ul style="list-style-type: none"> •Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number. •Count, read and write numbers to 10 in numerals and words. •Given a number, identify one more and one less. •Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. •Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number. •Count, read and write numbers to 20 in numerals and words. •Count in multiples of twos. <p>Addition and subtraction:</p> <ul style="list-style-type: none"> •Represent and use number bonds and related subtraction facts within 10. •Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. •Add and subtract one digit numbers to 10, including zero. •Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = ? - 9$ | <p style="text-align: center;">RE</p> <p style="text-align: center;">Big Question: <i>How do celebrations bring people together?</i></p> <p style="text-align: center;">Please see separate MTP for RE.</p> |

Medium Term Plan – Year 1 Autumn 2

| | |
|---|--|
| <p>Geometry properties of shape: •Recognise and name common 2D shapes, including: rectangles, squares, circles and triangles •Recognise and name common 3D shapes, including cuboids, cubes, pyramids and spheres.</p> <p>Maths meeting coverage: To be added</p> | |
| <p style="text-align: center;">Geography</p> <p>Use world maps, atlases and globes to name and locate the four countries of the UK and its seas.</p> <p>Understand basic geographical vocabulary when referring to: key physical features and key human features (in relation to UK landmarks).</p> | <p style="text-align: center;">History</p> <p>*Describe events beyond living memory that are significant nationally *Recall the lives of significant individuals in the past who have contributed to national achievements *Know changes within living memory</p> |
| <p style="text-align: center;">Art</p> <p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</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>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Food and Nutrition I can use the basic principles of a healthy and varied diet to prepare dishes</p> <p>I can name the 5 food groups</p> <p>can understand where food comes from</p> <p>I can use equipment safely.</p> <p>can explain the steps that need to be taken when preparing food.</p> <p>I can try new foods.</p> <p>I can identify ways I can keep my body healthy.</p> | <p style="text-align: center;">Computing</p> <p>*Understand what algorithms are.</p> |

Medium Term Plan – Year 1 Autumn 2

| | |
|---|---|
| <p>I can identify ways I can keep my mind healthy.</p> <p>Science Working Scientifically: *observing closely, using simple equipment *performing simple tests *identifying and classifying *gathering and recording data to help in answering questions.</p> <p style="text-align: center;"><u>Year 1</u> Uses of 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;">PE</p> <p style="text-align: center;">Please see separate plan for PE.</p> <p style="text-align: center;">Real PE: Jasmine Personal Cog</p> |
| <p style="text-align: center;">PSHE – Jigsaw</p> <p style="text-align: center;">Please see separate MTP for PSHE following Jigsaw.</p> <p style="text-align: center;">Theme: Celebrating Difference</p> | |