

**Medium Term Plans**  
**Year 1**  
**Autumn term 2015**

| What are you going to teach? | Week 1-2 days<br><b>3<sup>rd</sup> &amp; 4<sup>th</sup> Sept</b>                              | Week 2<br>Stunning start-postcard delivery<br><b>WB 7<sup>th</sup> Sept</b>                | Week 3<br><b>WB 14<sup>th</sup> Sept</b>                       | Week 4<br><b>WB 21<sup>st</sup> Sept</b>                                     | Week 5<br><b>WB 28<sup>th</sup> Sept</b><br><b>Harvest</b> | Week 6<br><b>WB 5<sup>th</sup> Oct</b>  | Week 7<br><b>WB 12<sup>th</sup> Oct</b><br>Story writing Assessment       | Week 8<br><b>WB 19<sup>th</sup> Oct</b><br>(3 days)<br>Story writing Assessment                 |
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| English                      | To name, spell and locate the four countries of the United Kingdom<br><br><i>CC geography</i> | To research and write facts about England, Ireland, Scotland and Wales                     | To make comparisons about England, Ireland, Scotland and Wales | To write a TV report about where Barnaby Bear has been in the United Kingdom | To write a prayer about Harvest<br><br><i>CC RE</i>        | To research and write facts about England, Ireland, Scotland and Wales                      | To plan a story adventure with Barnaby Bear around the United Kingdom     | To write story adventure with Barnaby Bear around the United Kingdom                            |
| Letters and sounds           | To know /s/ /z/ are usually spelt as /ss/ /zz/ if they come straight after a single vowel.    | To know /f/ /l/ are usually spelt as /ff/ /ll/ if they come straight after a single vowel. | To recognise ch and sh digraphs that make one sound            | To recognise th and ng digraphs that make one sound                          | To recognise ck and nk digraphs                            | To know that the phoneme /v/ at the end of words usually needs an e to be added after the v | To know a syllable is a unit of speech                                    | Introduce simple nonsense words.<br>Create own Aliens and name them for friends to read. CC Art |
| Maths                        | To order numbers to 20 and beyond.<br>To form numbers correctly to 20.                        | To know Number bonds to 10   | To Add using a variety of apparatus                            | To subtract using a variety of apparatus                                     | To subtract using a variety of apparatus                   | To add and subtract with word problems.   | To identify and name 2D shapes<br><br>Maths assessments and consolidation | To identify and name 3D shapes  |

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| Science  | To identify Autumn as a season and ask simple questions<br><i>CC Literacy</i>                       | To identify and name class tree and observe changes over the Autumn season<br><i>CC Literacy/Art</i>      | To use and name simple scientific equipment to observe the colours of Autumn   | To observe and record changes in the weather and season using simple weather equipment  | To identify class tree and understand the Life Cycle of a Tree   | To design and create a windsock to determine wind direction using simple compass directions (North, East, South and West) | To evaluate windsock designs.   |   |
| Computing<br>(plus the use of netbooks across the curriculum)                                  | To navigate 'back' by clicking on the 'back' button   | To navigate the programme Barnaby Bear to research information about England, Ireland, Scotland and Wales | To navigate the programme Barnaby Bear to research information about England, Ireland, Scotland and Wales                        | Making things move- unit 1a<br>To write an instruction to make the purple fish swim when the program starts.  | Harvest-children to create own Arcimboldo inspired pictures using 2 simple- To paint a picture- acrylic style. | Making things move- unit 1a<br>To write an instruction to move a jellyfish when the program starts.                       | Making things move- unit 1a<br>To write an instruction to make the jellyfish go in a different direction. | Making things move- unit 1a<br>To write an instruction to make the jellyfish go in a different direction. |
| RE<br>AT1 / AT2<br><br>Spirituality<br>Reflect on colours of harvest and the beauty of autumn. | To explore uniqueness and how God loves each one of us as an individual<br><br>Elmer – I am special | To discuss Christian value of forgiveness and read the Parable of the Prodigal Son.                       | To introduce Christian Values of love and forgiveness. Read story of Mother Teresa. How does your (mummy) show her love for you? | To celebrate harvest and the importance of giving<br>Thanks<br>Who are we thanking?<br>Why is it important to give to those who have less than us?<br>Writing prayers | To introduce the Parable of the sower as a Godly play  | To explore uniqueness – how are you different from your friend?   | To revisit Christian value of love.   | To revisit Christian value of forgiveness.  |

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| Art   | To draw Self-Portrait (A)   | To create tartan patterns using a range of materials<br><i>CC geography</i>                                     | To create a colour wash background for Harvest prayers<br><i>CC literacy</i>                                    | To create a collage of Autumn using natural materials<br><br><i>CC science</i>  | To explore pastel colours of harvest to create foods.           | To explore pastel colours of harvest to create foods.              | Paint own Alien to name.<br>CC Letters and sounds                   |   |
| DT    | To become familiar with the outline of United Kingdom through a variety of activities | To use WWO skills to create a model of the United Kingdom using mod roc   | To use WWO skills to create a model of the United Kingdom using mod roc   | To use WWO skills to paint the mod roc model of United Kingdom  | Harvest – To select and use cooking tools to make a baked apple | To make a fabric piece of fruit (sewing)                           | To make a fabric piece of fruit (sewing)                            | To make a fabric piece of fruit (sewing)                            |
| P/E   | To learn to move a ball<br>Learning to collect a rolling ball                         | To learn to throw the ball/bean bag at different heights<br>Learning to throw a bean bag or ball into a target. | To learn to choose an appropriate distance for throwing and catching and increase the distance as they improve. | To learn to kick the ball for accuracy over short distances using the side of the foot<br>Learning to kick a moving ball. | To learn to apply their kicking skills in a small game.         | To learn to play games co-operatively                              | To learn to change the rules of the games to make it harder/easier. | To learn to change the rules of the games to make it harder/easier. |
| Music | To identify high and low sounds<br>Using voices and instruments make high/low sounds. | To identify how sounds can be changed.<br>Talk about higher/lower quieter/ louder sounds longer/shorter etc.    | To explore long and short sounds – use chime bars to identify when the sound stops.                             | To understand how pictorial symbols can be used to represent sounds.  | To identify how sounds can be changed.                          | To create a soundscape of one of the places<br>Barnaby bear visits | To create a soundscape of one of the places<br>Barnaby bear visits  | To perform soundscapes of one of the places<br>Barnaby bear visits  |

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| <p>Geography</p> <p>CC literacy/ICT pupils to make a visitors guide/scrapbook to the United Kingdom</p> | <p>To identify and locate the four countries of the United Kingdom</p>  | <p>To identify the features, characteristics and surrounding seas of England, Ireland, Scotland and Wales</p>        | <p>To identify and describe some geographical differences between England, Wales, Scotland and Ireland</p> | <p>To use simple compass directions (N, S, E, W) and locational language to describe the location of Features on a map.</p> | <p>Explore a range of maps of the United Kingdom.</p>  | <p>Children to complete their guide/ scrapbook of the United Kingdom</p>                              |   |  |
| <p>History</p>  | <p>Introduce the Royal Family</p>   | <p>To know the queen and begin to understand her influence on the nation</p>   | <p>To know Prince Charles and begin to understand his influence on the nation</p>                          | <p><i>CC literacy</i></p>   | <p>To know Prince William and begin to understand his influence on the nation</p>            | <p>To know Prince George and begin to understand his influence on the nation</p>                      |   |  |
| <p>PSHCE</p>  | <p>‘New beginnings’ (p7-9)<br/>Recap school rules.<br/>To know that I belong to a community.<br/>To understand how to make the class a good place to learn.</p> | <p>‘New beginnings’ Feelings display- use WWO picture cards.<br/><br/>To know and understand different emotions.</p> | <p>‘New beginnings’ Problem solving (p9-10)<br/>To understand ways to solve a problem.</p>                 | <p>‘New beginnings’ Calming down (p11)<br/>To know how to deal with own emotions.</p>                                       | <p>‘New beginnings’ Self awareness (p11-12)<br/>To understand that everyone is different</p> | <p>‘New beginnings’ (p12)<br/><br/>To understand they can make the class and safe and fair place.</p> | <p>‘New beginnings’ (p12)<br/><br/>To understand they can make the class and safe and fair place.</p> |  |
| <p>WWO</p>  | <p>To revisit the skill Using names</p>   | <p>To revisit the skill eye contact</p>  | <p>To revisit the skill eye contact</p>  | <p>To revisit the skill turn taking</p>   | <p>To revisit the skill turn taking</p>  | <p>To revisit the skill listening</p>   | <p>To revisit the skill listening</p>   |  |

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|   | To choose star of the week  |   |   |  |  |  |  |  |
| Global Learning<br>GL focus after half term | To identify the four countries of the United Kingdom on the world map | To identify the four countries of the United Kingdom on the world map | To understand about Global Citizenship<br>What does it mean we are all children of God? |  |  |  |  |  |