

Medium Term Plan - Autumn 1 2017

Year Group 1

Food Glorious Food

Core texts	4.9.17 Non-fiction fact book - Hook	11.9.17 The World Came to My Place Today	18.9.17 The World Came to My Place Today	25.9.17 I Will Not Ever Never Eat a Tomato.	2.10.17 I Will Not Ever Never Eat a Tomato. <i>Tracking Writing</i>	9.10.17 Eat Your Peas	16.10.17 <i>Oliver's Vegetables</i>
Writing	<p>What do you know about healthy eating? <i>Whole class mind map to hang up on washing line.</i></p> <p>To be able to write about my holiday <i>(initial assessment of writing).</i></p>	<p>To begin to know the story of <i>The World Came to My Place.</i></p> <p>To write sentences about food from different countries.</p>	<p>I can tell you what I want and will need to create my own pizza.</p> <p>I can write the steps of how to make a pizza.</p>	<p>I can talk about the food that I like and dislike.</p> <p>To write a speech bubble describing the food.</p>	<p>To know that words go together to build sentences.</p> <p>To write my own story using food as my main character.</p> <p>To write sentences using capital letters, finger spaces and full stops.</p>	<p>To use persuasive language to persuade someone to try a food that they don't like.</p>	<p>To focus on SPAG linked to the text.</p>
GPS Transcription	<p>Proper nouns/common nouns.</p>	<p>Capital Letters and Full Stops.</p>	<p>Suffixes-ing</p>	<p>Plurals Adding <i>s</i> and <i>es</i>.</p>	<p>Naming the letters of the alphabet-index/contents.</p>	<p>Sequencing sentences to form short narratives.</p>	<p>Joining short sentences using AND.</p>

Guided Reading	Recognising and joining in with predictable phrases.	Learning to appreciate rhymes and poems.	Drawing on what the children already know or the background information and vocab provided by the teacher.	Discussing the significance of the title and events.	Make inferences on the basis of what is being said and done.	Listening to and discussing a wide range of literature beyond a level they can read themselves.	Being encouraged to link what that read or hear to their own experiences.
Role Play	Role play - Supermarket	Role play- Supermarket	Role play - Supermarket	Role play- Supermarket	Role play- Supermarket	Role play - Supermarket	Role play- Supermarket
Maths	<p><u>Number: Place Value</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers from 1-100 in numerals and words.</p> <p>Count in multiples of twos, fives and tens.</p>	<p><u>Number: Place Value</u></p> <p>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.</p>	<p><u>Number: Place Value</u></p> <p>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.</p>	<p><u>Number: Place Value</u></p> <p>Given a number, identify one more and one less</p>	<p><u>Number: Place Value</u></p> <p>Addition and subtraction</p> <p>Add and subtract one digit and two digit numbers to 40, including zero.</p>	<p><u>Number: Place Value</u></p> <p>Addition and subtraction</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations.</p>	<p><u>Assessment Week</u></p>

<p>Science</p> <p>Cooking/Tescos</p>	<p>To say which part of the body is associated with each sense.</p> <p>Children to complete a food quiz.</p> <p>How many types of food can they recognise and name?</p>	<p>To say which part of the body is associated with each sense.</p> <p>Weather chart for the week.</p> <p>Autumn</p>	<p>To know that our bodies have similar parts and that we have 5 senses to find out about the world.</p>	<p>To explore and investigate the different parts of the body and their uses.</p> <p>- To use <i>Funnybones</i> to teach the children the bones and body parts.</p>	<p>To learn that Food processing can affect appearance, texture, odour and taste - record experiment</p> <p>Using a table in books.</p>	<p>To learn that Food processing can affect appearance, texture, odour and taste - record experiment</p> <p>Using a table in books</p> <p>To begin to understand the importance of Healthy Eating</p>	<p>To locate class tree and observe changes over the season</p> <p>To observe and record changes in the weather and season using simple weather equipment</p>
<p>ICT</p>	<p>To type capitals using shift function and print document.</p> <p>To use the tool bar to change colour, font and size.</p>	<p>To navigate clicker 6 to type and illustrate a food word-</p>	<p>To navigate word to type alliterative poem about food- Gp 1,2</p>	<p>Circle time- discussion about whether statements or images on the intranet are true.</p>	<p>To use 2simple to draw fruit and veg grown around the world</p>	<p>E safey</p> <p>Smart rules quiz</p> <p>Safer internet day - Tuesday 7th Feb</p>	<p>To create a list of foods using bullet points of numbers.</p> <p>To use the tool bar to change colour, font and size</p>

<p style="text-align: center;">RE What is the big story?</p> <p>Spirituality Reflect on colours of Harvest and the beauty of Autumn.</p>	<p>Creation. Using the first picture of the big frieze, focus paint pots.</p> <p>Before creation is mentioned ask... What can you see?</p>	<p>Recall picture from big frieze, and previous week's lesson.</p> <p>Create own paint pot (paper plate) of something that is special to them.</p>	<p>Harvest To celebrate harvest and the importance of giving thanks. Who are thanking? Why is it important to give to those who have less than us?</p> <p>Writing prayers. <i>Thankfulness.</i></p>	<p>Introduce next picture on the big frieze (fall). Tell the story of Adam and Eve.</p> <p>Why did they fall?</p> <p>What is good? Link to values and school rules.</p>	<p>Salvation.</p> <p>Introduce picture of Paint pots above symbolising hope.</p> <p>Introduce picture of cross.</p> <p>Jesus died therefore all grey in colour.</p> <p>What does Christian love and forgiveness look like?</p> <p><i>Forgiveness.</i></p>	<p>Show knowledge of people who have based their life on Christian values.</p> <p style="text-align: center;"><i>Love.</i></p>	<p>ASSESSMENT (use format)</p> <p>What is the big story?</p> <p>1. God, 2. Creation, 3. Saved from sin. Jesus saved us.</p> <p>Sequence pictures and discuss. Draw own interpretation of the story.</p>
<p style="text-align: center;">Art (M)</p>	<p>To create a self portrait-assessment.</p>	<p>CC RE To develop key vocabulary for art- Give children selection of picture parts-what is it? why?</p>	<p>To use a view finder to explore line, tone, colour, shape.</p>	<p>Extend picture using paint-tones, mixing etc Discuss why image might be cropped etc.</p>	<p>To use a view finder to explore line, tone, colour, shape.</p>	<p>To create images of fruit on a large scale</p>	<p>To create images of fruit on a large scale</p>
<p style="text-align: center;">Music</p>	<p>To begin to understand pulse. <i>What is the rhythm?</i></p>	<p>To recognise different pulses slow /fast</p>	<p>To create different pulses "Copy cats" clap/copy rhythm</p>	<p>To Introduce simple notations eg I</p>	<p>To Introduce simple notations eg I</p>	<p>To create individual notations</p>	
<p style="text-align: center;">(Gym) P.E.</p>	<p>To learn to stop using a balance.</p>	<p>To learn to use big and small shapes</p>	<p>To learn to combine travelling with big and small shapes on the apparatus.</p>	<p>To select and link movements in a short pattern.</p>	<p>To create a pattern of balance and travelling.</p>	<p>To learn to slide using push and pull actions.</p>	

D.T.	CC science- healthy eating To discuss basic Food hygiene	To design a reusable shopping bag/basket	To make a reusable shopping bag/basket	To evaluate our shopping bag/basket	To understand how processing food can change its appearance, texture, odour and taste.	To design and make a healthy sandwich	
Geography	Which countries has Barnaby bear visited? To use locational and directional language to discuss where food comes from.	Look at Food labels etc – what country did Barnaby visit to collect these items? Locate in Atlas / Maps etc	Look at Food labels etc – what country did Barnaby visit to collect these items? Locate in Atlas / Maps etc	To look at foods from different countries and use adjectives to describe them. CC literacy	CC Literacy- adventure story involving foods around the world	To find out about and write facts about different countries. To write facts about where foods come from.	
History	Discuss changes in food transport over the last 100 years						
PSHCE	'Good to be me' To recognise, name and deal with their feelings in a positive way. P5- proud	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- proud	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	'Good to be me' To recognise, name and deal with their feelings in a positive way. P6- worried	
Outside Learning Opportunities	Kitchen garden – planting vegetables Plant potatoes in tubs by classroom Large scale art – create fruit and vegetables using natural materials						