

Medium Term Planning

Autumn Term

Year 1	Autumn 1	Autumn 2
Theme / Topic	Materials	
Visit / Visitors <i>When / where possible</i>	Tbc	National Glass Centre, Sunderland
RE	<p>Families</p> <p>About the love and care shown in families</p> <p>God's love and care for every family</p> <p>Baptism</p> <p>About belonging to different groups</p> <p>That Baptism is an invitation to belong to God's family</p> <p>Advent / Christmas – Loving: Waiting</p> <p>About the times it is necessary to wait and use of that time</p> <p>That Advent is a time of waiting to celebrate Jesus' coming at Christmas</p>	
English Literature	<p>Stories with a familiar setting:</p> <p>Aaaargh Spider, Class two at the Zoo, Bubbles (Literacy Shed)</p> <p>RWI texts</p>	<p>Non-fiction: Nature Walk, Materials</p> <p>RWI texts</p>
Reading	Blend sounds aloud when attempting new words	

	<p>Read simple sentences</p> <p>Retell stories through role play</p> <p>Answer questions about stories read</p> <p>Identify features of a book</p>	
Writing	<p>Say out loud what is going to be written</p> <p>Read back their own writing</p> <p>Begin to write short narratives</p>	
Spelling	<p>Vc and cvc words</p> <p>Words with adjacent consonants</p> <p>Words ending with ff, ll,ss,zz,ck</p> <p>Words ending with /ng/sound (n before k)</p> <p>Begins to select correct gpcs in spelling</p>	
Grammar, Punctuation and Vocabulary	<p>Begins to use capital letters to start sentences</p> <p>Attempts to use full stops</p> <p>Begin to recognise ! And ?</p>	
Speaking and Listening	<p>Talk about themselves clearly and confidently</p> <p>Begin to show understanding of other speakers by asking relevant questions</p> <p>Speak clearly so that the listener can hear what is said</p> <p>Begin to offer ideas and suggestions based on what is heard</p>	
Mathematics	Place Value	Geometry-properties of shape

	<ul style="list-style-type: none"> Identify and represent numbers using concrete objects and pictorial representations Count forwards and backwards within 10, find 1 more and 1 less and compare groups and numbers of objects Order objects and numbers Count forwards and backwards within 20, find 1 more and 1 less and compare groups and numbers of objects <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Use the part whole model to represent and find number bonds within 10 Solve puzzles and problems, including word problems, using concrete objects and pictorial representations Look at subtraction as breaking apart, counting back and finding the difference Compare addition and subtraction and use related facts Add and subtract numbers using concrete objects, pictorial representations, Show that addition of two numbers can be done in any order(commutative) and subtraction of one number from another cannot 	<ul style="list-style-type: none"> Recognise and name 3D and 2D shapes Recognise and create repeating patterns with shape 	
	Science	Computing	Design Technology
<p>Content:</p> <p>Physics/chemistry: Materials</p> <p>Continuous: seasonal change</p>	<p>Content:</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Content:</p> <p>To create fabric bunting</p>	<p>Content:</p> <p>To master basic movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>

<p>Working Scientifically Observing closely, using simple equipment. Performing simple tests. Gather and record data to help in answering questions.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Investigative questions Are all objects made from the same materials? How are two materials different?</p> <p>Why does the weather change?</p> <p>Skills/Success Criteria: Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, metal, glass, water and rock.</p> <p>Compare and group together a variety of everyday materials based on their simple, physical properties.</p> <p>Seasonal Change</p> <p>Observe changes across the four seasons</p>	<p>Skills/Success Criteria:</p> <p>Digital Publishing: Pupils learn to use basic word processing package</p> <p>Pupils learn to use iPads / Easispeaks to record and play back, including photos, talking, telling stories.</p> <p>Pupils learn how to store and retrieve information</p> <p>Computer Science: children learn to program an online app, eg Beebot to move backwards and forwards</p> <p>Digital Literacy: pupils learn to recognise a suitable website and know to ask a trusted adult to check.</p>	<p>Design purposeful and appealing products</p> <p>Generate and communicate ideas</p> <p>Select from and use a range of materials and components</p> <p>Skills/Success Criteria:</p> <p>Say what they like and dislike about existing products</p> <p>Make and use templates</p> <p>Measure, mark out and cut materials</p> <p>Make a mock up and use a graphics program to repeat and fill images</p> <p>Learn how to use a simple running stitch to create a seam</p>	<p>and begin to apply these in a range of activities</p> <p>Skills/Success Criteria:</p> <p>Show differences in speed between running and jogging</p> <p>Practise different skills associated with simple games</p> <p>Learn how to involve others and begin to play co-operatively as part of a small team</p> <p>Explain what is successful or how to improve</p> <p>Throwing: Throw into targets</p> <p>Perform a range of throwing actions e.g. Underarm, overarm</p> <p>Improve accuracy when aiming at a target</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p>
<p>Geography</p>	<p>History</p>	<p>Music</p>	<p>Art & Design</p>

<p>Content:</p> <p>To use simple fieldwork and observational skills to study the geography of the school and grounds and the key human and physical characteristics of the local area</p> <p>Use aerial photos to recognise landmarks and basic human and physical features, devise a simple map and construct a basic key.</p> <p>Skills/Success Criteria:</p> <p>Gather information</p> <p>Use basic observational skills</p> <p>Use a simple picture map to move around the school</p> <p>Ask and respond to basic geographical questions</p> <p>Ask a familiar person prepared questions</p> <p>Sketching</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p>	<p>Content:</p> <p>Changes within living memory.</p> <p>Events beyond living memory that are significant historical events,</p> <p>Skills/Success Criteria:</p> <p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my ___ were younger, years, decades,</p> <p>Discuss change and continuity in an aspect of life eg toys</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. Using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of</p>	<p>Content:</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play un-tuned instruments musically</p> <p>Skills/Success Criteria:</p> <p>Chant and clap in time with a steady pulse</p> <p>Play singing games in which children sing phrases alone</p> <p>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice</p> <p>Describe, name and group a variety of instruments</p> <p>Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together</p> <p>Discuss what was good</p>	<p>Content:</p> <p>To use a range of materials creatively to design and make products</p> <p>· develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Skills/Success Criteria:</p> <p>Work with different materials</p> <p>Begin to think what materials best suit the task</p> <p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Develop tearing, cutting and layering paper to create different effects</p> <p>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</p> <p>Begin to collect ideas in sketchbooks</p> <p>Create and experiment with shades of colour and name some of these</p> <p>Recognise warm and cold colours</p> <p>Explore the relationship between mood and colour</p>
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	events Communicate understanding of the past in a variety of ways	Suggest how it might be improved	
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