



Year 1 – Autumn 1 Medium Term Plan
Topic: Toys



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> • Trusted adult list • Behaviour and Attitude • Sign home-school links books • Class charter (including 4 Rs and school rules) • School Council • House team Captain and Vice-Captain elections • Subject reps (inform children) • Topic booklet for parents • Buddy mentoring (CH and AM to organise) • Performance management target setting • Pupil progress meeting • English, Maths and Standards Scrutiny • Autumn 1 OTrack assessment • Autumn 1 classtrack assessment 	<ul style="list-style-type: none"> • National Coding Week • Macmillan Coffee Morning • Black History Month • Red, White and Blue Day • World Mental Health Day • Harvest Festival 	<ul style="list-style-type: none"> • Entry point - Toy workshop • Exit point - Sharing work • Class Story - Dogger • Homework • PE - Golden Mile, Go Noodle/Yoga, BBC Supermovers • Science - Explorify
<u>English (Reading / Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus: The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Stage 0</u> TLC: Can I hear and say the initial sound in words? TLC: Can I segment the sounds in simple words and blend them together and know which letters represent some of them? TLC: Can I link sounds to letters, naming and sounding the letters of the alphabet? TLC: Can I begin to read words and simple sentences?</p> <p><u>Stage 1</u> TLC: Can I apply phonic knowledge and skills as the route to decode words? (See Grammar and Phonics)</p>	<p>Focus:</p> <p><u>Handwriting</u> TLC: Can I sit correctly at a table, hold a pencil comfortably and correctly? TLC: Can I begin to form lower-case letters in the correct direction, starting and finishing in the right place? TLC: Can I begin to form capital letters? TLC: Can I form digits 0 – 9? TLC: Can I understand which letters belong to which handwriting ‘families’?</p> <p><u>Writing</u> Talk4Writing (Instructions)</p> <ul style="list-style-type: none"> • Cold Task – Create instructions • Imitate – How to wash your hands (text) • Innovate – Weather report 	<p>Focus:</p> <p><u>Grammar</u> TLC: Can I leave spaces between words? TLC: Can I begin to punctuate sentences using a capital letter? TLC: Can I begin to punctuate sentences using a full stop? TLC: Can I name the letters of the alphabet in order?</p> <p><u>Spelling</u> TLC: Can I spell words containing each of the 40+ phonemes already taught? - See phonics short term planning</p> <ul style="list-style-type: none"> • Unit 8 and 9 recap • Unit 10 recap • Unit 11 recap • EC Unit 1 • EC Unit 2 • EC Unit 3



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TLC: Can I respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes?

Comprehension

TLC: Can I listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently?

TLC: Can I be encouraged to link what I have read or hear read to my own personal experiences?

TLC: Can I become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics?

TLC: Can I discuss word meanings, linking new meanings to those already known?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:

TLC: Can I speak clearly and loudly enough to communicate meaningfully?

TLC: Can I start to understand how to take turns when speaking?

TLC: Can I start to listen to others and respond appropriately?

TLC: Can I speak in complete sentences after modeling and as appropriate?

- Independent - Build a jigsaw puzzle (Assessed piece in tracking)

TLC: Can I create a set of instructions? (Cold Task - dressing alien)

TLC: Can I imitate a set of instructions?

TLC: Can I text map a set of instructions?

TLC: Can I recall a set of instructions?

TLC: Can I plan, write and edit a set of instructions? (Innovate - DT STEM weather report)

TLC: Can I plan, write and edit a set of instructions? (Independent - History jigsaw puzzle)

- EC Unit 4

Please note this is subject to change in response to diagnostics upon entry.

Maths

Focus:

Place Value

Cold Task - Place Value

TLC: Can I sort up to 10 objects?

TLC: Can I count up to 10 objects?

Focus:

Addition and Subtraction (within 10)

Cold Task - Addition and Subtraction (within 10)

TLC: Can I partition numbers up to 10?

TLC: Can I use the part-whole model?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its



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<p>TLC: Can I count objects from a group of 10? TLC: Can I represent up to 10 objects? TLC: Can I represent numbers to 10? TLC: Can I count forwards to 10? TLC: Can I count backwards from 10? TLC: Can I count one more within 10? TLC: Can I count one less within 10? TLC: Can I match one object with another? TLC: Can I compare up to 10 objects? (introduce <, > and =) TLC: Can I compare numbers within 10? (introduce <, > and =) TLC: Can I order up to 10 objects? TLC: Can I order numbers up to 10? TLC: Can I discuss positions of numbers up to 10? (ordinal) TLC: Can I use a number line from 0-10? Hot Task - Place Value</p>	<p>TLC: Can I understand and use the addition symbol? TLC: Can I create fact families? TLC: Can I find number bonds within 10? TLC: Can I find number bonds to 10? TLC: Can I compare number bonds? TLC: Can I add two numbers together? TLC: Can I count on from a given number? TLC: Can I find a missing part of an addition problem? Continues in Autumn 2</p>	<ul style="list-style-type: none"> ● Problem of the Day ● Arithmetic practise <p>Weekly:</p> <ul style="list-style-type: none"> ● Times tables carousel lesson ● Arithmetic test ● Times Tables grids/written questions test ● Rapid recall boards/fact family
<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p><u>Focus:</u></p> <p><u>Collage</u> TLC: Can I evaluate artwork by Kehinde Wiley? TLC: Can I tear materials carefully? TLC: Can I cut materials carefully? TLC: Can I glue materials carefully? TLC: Can I understand how much glue I need to make an effect? TLC: Can I sort and arrange materials? TLC: Can I create a collage influenced by Kehinde Wiley?</p>	<p><u>Focus:</u></p> <p><u>1.1 Online Safety</u> TLC: Can I log onto a chromebook safely? TLC: Can I log into Purple Mash safely? TLC: Can I use Purple Mash safely?</p> <p><u>1.3 Pictograms</u> TLC: Can I understand that data can be represented as pictures? TLC: Can I contribute to a class pictogram? TLC: Can I use a pictogram to record results?</p> <p><u>1.4 Lego Builders</u> TLC: Can I follow instructions? TLC: Can I follow instructions on a computer on a chromebook?</p>	<p><u>Focus:</u></p> <p><u>STEM</u> TLC: Can I evaluate different weather reports? TLC: Can I talk about my ideas to design a weather report?</p>



Year 1 – Autumn 1 Medium Term Plan
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TLC: Can I create simple instructions on a chromebook?
 TLC: Can I organise instructions?
1.7 Coding
 TLC: Can I understand what coding means?
 TLC: Can I create one and two step instructions?
 TLC: Can I use a two code programme?
 TLC: Can I make, add and change backgrounds and characters?
 TLC: Can I design a scene?
 TLC: Can I move a character?
 TLC: Can I use collision detection and sound?

French (Languages)

Geography

History

Focus:

Seasonal Changes

Fieldwork:
 ● *Observe and record the daily weather*
 (See Science)

Focus:

Toys
Key Question: How have toys changed over the last 50 years?
 Auxiliary Question 1: What were toys like 50 years ago?
 TLC: Can I discuss toys from 50 years ago? (Mrs Austin talk)
 Auxiliary Question 2: What were toys like 30 years ago?
 TLC: Can I discuss toys from 30 years ago? (Y1 staff talk)
 Auxiliary Question 3: What are toys like today?
 TLC: Can I discuss what toys are like today?
 TLC: Can I compare old and new toys?
 TLC: Can I sequence old and new toys?

Black History - Rosa Parks
 TLC: Can I understand the importance of Rosa Parks' actions in Black History?
 TLC: Can I discuss how Rosa Parks was treated?

Music

Physical Education

Personal, Social and Health Education

Focus:

Focus:

Focus:



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Hey You! (Charanqa)

- TLC: Can I listen to a song and find its pulse? (Hey You, Listen)
- TLC: Can I appraise a Hip Hop song? (Hey You, Appraise)
- TLC: Can I accurately play an instrument?
- TLC: Can I improvise while clapping back a rhythm? (Improvise)
- TLC: Can I create a composition by dragging the notes to their places? (Compose)
- TLC: Can I take part in a whole class performance? (Perform)

Composer of the Month (Louis Armstrong)

- TLC: Can I listen to and describe Louis Armstrong's singing?

Athletics

- Hook - Usain Bolt
- TLC: Can I run at different speeds?
- TLC: Can I begin to run with coordination and control?
- TLC: Can I select an appropriate force when throwing at a target from different distances?
- TLC: Can I begin to throw with coordination?
- TLC: Can I learn to take off and land with developing control and coordination?
- TLC: Can I use different skills and speeds to compete against each other, as a team and individually?

Being Me in My World (1.1)

- a) PSHE
- b) Social and Emotional Development Learning

Jigsaw Piece 1:

- a) TLC: Can I use a jigsaw journal?
- b) TLC: Can I feel special and safe in my class?

Jigsaw Piece 2:

- a) TLC: Can I understand my rights and responsibilities as a member of my class?
- b) TLC: Can I understand that I belong to my class?

Jigsaw Piece 3:

- a) TLC: Can I understand my rights and responsibilities for being a member of my class?
- b) TLC: Can I understand how to make my classroom a safe place for everyone to learn?

Jigsaw Piece 4:

- a) TLC: Can I contribute to the learning charter?
- b) TLC: Can I recognise how it feels to be proud of an achievement?

Jigsaw Piece 5:

- a) TLC: Can I recognise choices and understand their consequences?
- b) TLC: Can I recognise my feelings when I face consequences?

Jigsaw Piece 6:

- a) TLC: Can I understand my rights and responsibilities within the learning charter?
- b) TLC: Can I understand my choices when following the learning charter?

Religious Education

Science including STEM

Focus:

1.1 looking at you, looking at me

Focus:

Seasonal Changes



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TLC: Can I say what is special about me and other people?
TLC: Can I retell a faith story about caring for others? (T4W)
TLC: Can I identify what is special about a faith member?
(Christianity)
TLC: Can I identify what is special about a faith member?
(Islam)
TLC: Can I say how faith members are the same and how
they are different?
TLC: Can I name and compare different religious
ceremonies?
TLC: Can I talk about an important life event for Christians?
(Baptism)
TLC: Can I talk about religious symbols and artefacts for a
religious ceremony? (Baptism)

TLC: Can I observe the weather associated with autumn?
TLC: Can I gather and record data?
TLC: Can I describe the weather associated with autumn?
TLC: Can I observe how long the days are in autumn?
TLC: Can I describe the changes in the amount of sunlight in
autumn?

Everyday Materials

TLC: Can I name different materials?
TLC: Can I sort a variety of everyday materials?
TLC: Can I classify a variety of everyday materials?
TLC: Can I identify what material an object is made from?
TLC: Can I identify the properties of everyday materials?
TLC: Can I describe the physical properties of everyday
materials?
TLC: Can I group and compare everyday materials by their
physical properties?

STEM

TLC: Can I use data to answer questions?
TLC: Can I present a weather report?