



Year 1 – Autumn 2 Medium Term Plan
Topic: It's on Fire!



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Behaviour and attitude ● Curriculum booklet for parents ● Target sheets home ● Parents' meetings ● Flu vaccinations ● English, Maths, Science and Inclusion Scrutinies ● Headteacher's assembly ● Autumn 2 OTrack assessment ● Autumn 2 classtrack assessment ● EAL and PP Tracking to be completed 	<ul style="list-style-type: none"> ● Bonfire Night ● Parliament Week ● Remembrance Day/Chelsea Pensioner Visit ● Children in Need ● Anti-bullying week ● Road Safety Week ● Church Visit ● Christmas Jumper Day 	<ul style="list-style-type: none"> ● Entry point - GFOL workshop (including firefighter visit) ● Exit point - Present to school in assembly/video ● Class Story - You Wouldn't Want to be in the Great Fire of London ● 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) TLC: Can I respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes?</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 (Recount - diary entry)</p> <ul style="list-style-type: none"> ● Cold Task – Create a Recount - diary entry (What I did yesterday at school) ● Hook - GFOL workshop ● Imitate – Recount - diary entry (Samuel Pepys' diary) ● Innovate – Recount - diary entry (Samuel Pepys' diary) ● Independent - Recount - diary entry (Me in the GFOL - assessed piece in tracking) 	<p>Focus:</p> <p><u>Grammar</u> TLC: Can I leave spaces between words? TLC: Can I punctuate sentences using a capital letter? TLC: Can I punctuate sentences using a full stop? TLC: Can I name the letters of the alphabet in order? TLC: Can I spell the days of the week? TLC: Can I use capital letters for names of people? TLC: Can I use capital letters for places? TLC: Can I use capital letters for days of the week? TLC: Can I use capital letters for the personal pronoun 'I'?</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"> ● EC Unit 2 ● EC Unit 3 ● EC Unit 4 ● EC Unit 5 ● EC Unit 6 ● EC Unit 7



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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 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?

TLC: Can I create a diary entry?

TLC: Can I imitate a diary entry?

TLC: Can I text map a diary entry?

TLC: Can I recall a diary entry?

TLC: Can I plan, write and edit a diary entry? (Innovate)

TLC: Can I plan, write and edit a diary entry? (Independent)

- EC Unit 8

Maths

Focus:

Addition and Subtraction (within 10) - continued from Autumn 1

TLC: Can I find how many are left?

TLC: Can I find a part? (subtraction)

TLC: Can I find 8 facts to make a family?

TLC: Can I count back when subtracting?

TLC: Can I find the difference between two numbers?

TLC: Can I compare addition and subtraction statements?

Focus:

Place Value (to 20)

Cold Task - Place Value (to 20)

TLC: Can I count up to 20 objects?

TLC: Can I represent numbers to 20?

TLC: Can I count forwards to 20?

TLC: Can I count backwards from 20?

TLC: Can I write numbers to 20?

TLC: Can I partition numbers to 20?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Problem of the Day
- Arithmetic practise

Weekly:



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<p>Hot Task - Addition and Subtraction (within 10)</p> <p><u>Geometry - Shape</u></p> <p>Cold Task - Shape</p> <p>TLC: Can I recognise and name 2-D shapes?</p> <p>TLC: Can I sort 2-D shapes?</p> <p>TLC: Can I recognise and name 3-D shapes?</p> <p>TLC: Can I make patterns using 2-D and 3-D shapes?</p> <p>TLC: Can I finish patterns using 2-D and 3-D shapes?</p> <p>Hot Task - Shape</p>	<p>TLC: Can I count one more?</p> <p>TLC: Can I count one less?</p> <p>TLC: Can I compare objects to 20?</p> <p>TLC: Can I compare numbers to 20?</p> <p>TLC: Can I order groups to 20?</p> <p>TLC: Can I order numbers to 20?</p> <p>Hot Task - Place Value (to 20)</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>Painting</u></p> <p>TLC: Can I evaluate artwork by Vincent van Gogh?</p> <p>TLC: Can I hold a paintbrush correctly?</p> <p>TLC: Can I use thick and thin brushes?</p> <p>TLC: Can I create short, long, broad and thin paint lines with control?</p> <p>TLC: Can I experiment with the amount of paint on my brush?</p> <p>TLC: Can I identify and name the primary colours?</p> <p>TLC: Can I create a colour circle using the primary colours?</p> <p>TLC: Can I create a painting influenced by Vincent van Gogh?</p>	<p><u>Focus:</u></p> <p><u>1.2 Grouping and Sorting</u></p> <p>TLC: Can I sort items using a range of criteria?</p> <p>TLC: Can I sort items on the computer using the grouping activities?</p>	<p><u>Focus:</u></p> <p><u>Mechanisms</u></p> <p>TLC Can I evaluate a range of vehicles?</p> <p>TLC: Can I draw my design and talk about my ideas?</p> <p>TLC: Can I choose correct materials and tools to make my product?</p> <p>TLC: Can I evaluate my product?</p>
<u>French</u>	<u>Geography</u>	<u>History</u>
	<p><u>Focus:</u></p> <p><u>Physical, Human and Map Work</u></p> <p>TLC: Can I name and locate the countries of the UK?</p> <p>TLC: Can I name and locate the capital cities of the UK?</p> <p>TLC: Can I identify the characteristics of the countries of the UK?</p>	<p><u>Focus:</u></p> <p><u>Great Fire of London</u></p> <p>Key Question: How did the great fire of London change London?</p> <p>Auxiliary Question 1: What was London like before the Great Fire of London?</p>



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	<p>TLC: Can I identify the characteristics of the capital cities of the UK?</p> <p><u>Fieldwork</u></p> <p>TLC: Can I make observations of my local area?</p> <p>TLC: Can I compare my local area to London?</p>	<p>TLC: Can I describe the sequence of the events of the GFOL?</p> <p>Auxiliary Question 2: Why did the Great Fire of London cause so much destruction?</p> <p>TLC: Can I explain how the Great Fire of London caused so much destruction?</p> <p>Auxiliary Question 3: How did London change as a result of the Great Fire of London?</p> <p>TLC: Can I identify how they rebuilt London after the great fire of London?</p> <p>TLC: Can I describe what London is like today?</p> <p><u>Guy Fawkes</u></p> <p>TLC: Can I recreate the story of Guy Fawkes?</p> <p><u>Remembrance Day</u></p> <p>TLC: Can I understand the importance of a poppy?</p>
Music	Physical Education	Personal, Social and Health Education
<p>Focus:</p> <p><u>In The Groove</u></p> <p>TLC: Can I appraise a Blues style of music? (How Blue Can You Get)</p> <p>TLC: Can I appraise a Baroque style of music? (Let The Bright Seraphim)</p> <p>TLC: Can I accurately and in time play C?</p> <p>TLC: Can I appraise a Latin style of music? (Livin' La Vida Loca)</p> <p>TLC: Can I sing back my own answer? (Improvise)</p> <p>TLC: Can I appraise a Bhangra style of music? (Jai Ho, Appraise)</p> <p>TLC: Can I appraise a Folk style of music? (Lord Of The Dance)</p> <p>TLC: Can I compose a short melody? (Compose)</p> <p>TLC: Can I talk about my favourite style of music?</p> <p><u>Composer of the Half Term (Andrew Lloyd Webber)</u></p> <p>TLC: Can I identify ways a musical is different from a film?</p>	<p>Focus:</p> <p><u>Gymnastics</u></p> <p>TLC: Can I find space when performing a range of movements?</p> <p>TLC: Can I create a short sequence of shapes? (tuck, straddle and pike)</p> <p>TLC: Can I create shapes using different body parts to support a hoop?</p> <p>TLC: Can I perform a spin on different body parts?</p> <p>TLC: Can I show good balance when performing springs in different directions?</p> <p>TLC: Can I maintain a stretched body shape when performing a sideways roll?</p> <p>TLC: Can I find different ways to travel under, over and through apparatus?</p>	<p>Focus:</p> <p><u>Celebrating Differences</u></p> <p>a) PSHE</p> <p>b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1:</p> <p>a) TLC: Can I identify similarities between people in my class?</p> <p>b) TLC: Can I tell you awesome ways in which I am the same as my friend?</p> <p>Jigsaw Piece 2:</p> <p>a) TLC: Can I identify differences between people in my class?</p> <p>b) TLC: Can I tell you some ways I am different from my friends?</p> <p>Jigsaw Piece 3:</p> <p>a) TLC: Can I tell you what bullying is?</p>



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b) TLC: Can I understand how being bullied might feel?

Jigsaw Piece 4:

a) TLC: Can I name someone I could talk to if I was feeling bullied or unhappy?

b) TLC: Can I be kind to children who are bullied?

Jigsaw Piece 5:

a) TLC: Can I explain how to make new friends?

b) TLC: Can I explain how it feels to make new friends?

Jigsaw Piece 6:

a) Can I explain how I am different to my friends?

b) Can I understand how differences make people special and unique?

Religious Education

Science including STEM

Focus:

Christmas

TLC: Can I explain the meaning of Christmas?

TLC: Can I retell the Christmas story?

TLC: Can I identify the meaning of gold, frankincense and myrrh?

TLC: Can I understand how Christians celebrate Advent?

Focus:

Seasonal Changes

TLC: Can I observe the weather associated with winter?

TLC: Can I gather and record data?

TLC: Can I describe the weather associated with winter?

TLC: Can I observe how long the days are in winter?

TLC: Can I describe the changes in the amount of sunlight in winter?