



**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"> <li>• Trusted adult list</li> <li>• "This is me" wellbeing questionnaire</li> <li>• Sign home-school links books</li> <li>• Class charter (including 4 Rs and school rules)</li> <li>• School Council elections</li> <li>• House team Captain and Vice-Captain elections</li> <li>• Subject reps (inform children)</li> <li>• Autumn 1 Curriculum booklet for parents</li> <li>• Buddy mentoring</li> <li>• Performance management target setting</li> <li>• New action plans</li> <li>• Autumn term provision map</li> <li>• Standards scrutiny</li> <li>• Autumn 1 assessment week</li> </ul>	<ul style="list-style-type: none"> <li>• Macmillan Coffee Morning</li> <li>• Black History Month</li> <li>• World Mental Health Day</li> <li>• Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Entry point - Toy workshop</li> <li>• Exit point - Sharing work</li> <li>• Class Story - Paddington</li> <li>• Homework</li> <li>• PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>• Science - Explorify</li> </ul>
<u>English (Reading / Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b> 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><b>Focus:</b></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"> <li>• Cold Task – Create instructions</li> <li>• Imitate – How to wash your hands (text)</li> </ul>	<p><b>Focus:</b></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"> <li>• Unit 8 and 9 recap</li> <li>• Unit 10 recap</li> <li>• Unit 11 recap</li> <li>• EC Unit 1</li> <li>• EC Unit 2</li> <li>• EC Unit 3</li> </ul>



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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 heard 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 - Marmalade sandwiches (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 &lt;, &gt; and =)  TLC: Can I compare numbers within 10? (introduce &lt;, &gt; 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?  <b>Hot Task</b> - 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?   <b>Continues in Autumn 2</b></p>	<ul style="list-style-type: none"> <li>● Problem of the Day</li> <li>● Arithmetic practise</li> </ul> <p>Weekly:</p> <ul style="list-style-type: none"> <li>● Times tables carousel lesson</li> <li>● Arithmetic test</li> <li>● Times Tables grids/written questions test</li> <li>● Rapid recall boards/fact family</li> </ul>
<b><u>Art</u></b>	<b><u>Computing</u></b>	<b><u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u></b>
<p><b><u>Focus:</u></b></p> <p><b><u>Collage</u></b>  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><b><u>Focus:</u></b></p> <p><b><u>1.1 Online Safety</u></b>  TLC: Can I log onto a chromebook safely?  TLC: Do I know why it is important to keep my login information safe?  TLC: Can I save my work safely?</p> <p><b><u>1.3 Pictograms</u></b>  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?  TLC: Can I name, save and find my work?</p>	<p><b><u>Focus:</u></b></p> <p><b><u>STEM</u></b>  TLC: Can I evaluate different weather reports?  TLC: Can I talk about my ideas to design a weather report?</p>



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French (Languages)	Geography	History
	<p><b>Focus:</b></p> <p><u>Seasonal Changes</u></p> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Observe and record the daily weather (See Science)</li> </ul>	<p><b>Focus:</b></p> <p><u>Toys</u></p> <p><b>Key Question: How have toys changed over the last 50 years?</b></p> <p>Auxiliary Question 1: What were toys like 50 years ago? TLC: Can I discuss toys from 50 years ago?</p> <p>Auxiliary Question 2: What were toys like 30 years ago? TLC: Can I discuss toys from 30 years ago? (Y1 staff talk)</p> <p>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?</p> <p><u>Black History - Rosa Parks</u></p> <p>TLC: Can I understand the importance of Rosa Parks' actions in Black History? TLC: Can I discuss how Rosa Parks was treated?</p>
Music	Physical Education	Personal, Social and Health Education
<p><b>Focus:</b></p> <p><u>Hey You! (Charanga)</u></p> <p>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)</p> <p><u>Composer of the Half Term (Louis Armstrong)</u></p> <p>TLC: Can I listen to and describe Louis Armstrong's singing?</p>	<p><b>Focus: Gymnastics</b></p> <p>TLC: Can I find space when performing a range of movements? TLC: Can create a short sequence of shapes? (tuck, straddle and pike) TLC: Can I create shapes using different body parts to support a hoop? TLC: Can I perform a spin on different body parts? TLC: Can I show good balance when performing springs in different directions? TLC: Can I maintain a stretched body shape when performing a sideways roll? TLC: Can I find different ways to travel under, over and</p>	<p><b>Focus:</b></p> <p><u>Being Me in My World (1.1)</u></p> <p>a) PSHE b) Social and Emotional Development Learning</p> <p><b>Jigsaw Piece 1:</b></p> <p>a) TLC: Can I use a jigsaw journal? b) TLC: Can I feel special and safe in my class?</p> <p><b>Jigsaw Piece 2:</b></p> <p>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?</p> <p><b>Jigsaw Piece 3:</b></p>



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through apparatus?

- 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:**

God: What do people believe about God?  
(Christianity- Believing)

TLC: Can I show knowledge about the Christian belief in God as a creator?

TLC: Can I show knowledge of/about Christian beliefs about the relationship between God and human beings?

TLC: Can I show knowledge about why Christians think promises are important and I can name some special people who made promises to God?

TLC: Can I explain who Jesus is and why he is important to Christians?

**Focus:**

Seasonal Changes

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?



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TLC: Can I show knowledge of crucifixion and resurrection and why they are important to Christians?  
TLC: Can I connect the crucifixion and resurrection to the story of the fall?  
TLC: Can I show knowledge about why Christians think it is important to get rid of suffering and how they might try to do it?

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?

