



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"> ● Curriculum booklet for parents ● Parents' meetings ● English, Maths, Science and Inclusion Scrutinies ● Headteacher's nominations ● 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 ● Children in Need ● Anti-bullying week ● Road Safety Week ● Church Visit ● Christmas Jumper Day 	<ul style="list-style-type: none"> ● Entry point - GFOL workshop ● Exit point - Fire service visit ● Class Story - Toby and the Great Fire of London ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus:</p> <p>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><u>Comprehension</u></p>	<p>Spoken Language skills embedded across all subjects</p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● Carousel learning providing small focus groups ● Speaking and listening early birds <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</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 use capital letters for names of people? TLC: Can I use capital letters for places? TLC: Can I use capital letters for the personal pronoun 'I'? TLC: Can I use and to join words?</p> <p><u>Spelling</u> TLC: Can I spell the days of the week? 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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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 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?

English (Writing)

Focus: Narrative (Adventure) - Grandads Island

Handwriting

TLC: Can sit correctly at a table?
 TLC: Can hold my pencil comfortably and correctly?
 TLC: Can I begin to form lower-case letters in the correct direction?

Composition (Planning and Composition)
 (internalisation of the text - reading focus)

TLC: Can I say out loud what I am going to write about?
 TLC: Can I sequence my sentences to form short narratives?
 TLC: Can I re-read what I have written to check that it makes sense?

Composition (Editing)

TLC: Can I say a sentence out loud before writing it?

Performance (Reading as a Writer)

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



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TLC: Can I start and finish lower-case letters in the right place?

TLC: Can I form capital letters?

TLC: Can I form digits 0-9?

TLC: Can I understand which letters belong to which handwriting 'families' (curly caterpillar letters, ladder letters, one-armed robot letters and zig zag monster letters)?

TLC: Can I discuss what I have written with an adult or my peers?

TLC: Can I read my writing out loud clearly to be heard by my peers and my teacher.

Independent Writing

TLC: Can I create an adventure story?

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?

Hot Task - Addition and Subtraction (within 10)

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?

TLC: Can I count one more?

Focus:

Additional Maths Teaching

Daily:

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

Weekly:

- Times tables carousel lesson
- Arithmetic test



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<p><u>Geometry - Shape</u> Cold Task - Shape TLC: Can I recognise and name 2-D shapes? TLC: Can I sort 2-D shapes? TLC: Can I recognise and name 3-D shapes? TLC: Can I make patterns using 2-D and 3-D shapes? TLC: Can I finish patterns using 2-D and 3-D shapes? Hot Task - Shape</p>	<p>TLC: Can I count one less? TLC: Can I compare objects to 20? TLC: Can I compare numbers to 20? TLC: Can I order groups to 20? TLC: Can I order numbers to 20? Hot Task - Place Value (to 20)</p>	<ul style="list-style-type: none"> • 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>Focus: <u>Painting</u> TLC: Can I evaluate artwork by Vincent van Gogh? TLC: Can I hold a paintbrush correctly? TLC: Can I use thick and thin brushes? TLC: Can I create short, long, broad and thin paint lines with control? TLC: Can I experiment with the amount of paint on my brush? TLC: Can I identify and name the primary colours? TLC: Can I create a colour circle using the primary colours? TLC: Can I create a painting influenced by Vincent van Gogh?</p>	<p>Focus: <u>1.2 Grouping and Sorting</u> TLC: Can I sort items using a range of criteria? TLC: Can I sort items on the computer using the grouping activities?</p>	<p>Focus: <u>Mechanisms</u> TLC Can I evaluate a range of vehicles? TLC: Can I draw my design and talk about my ideas? TLC: Can I choose correct materials and tools to make my product? TLC: Can I evaluate my product?</p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p>Focus: NA</p>	<p>Focus: <u>Physical, Human and Map Work</u> TLC: Can I name and locate the countries of the UK? TLC: Can I name and locate the capital cities of the UK? TLC: Can I identify the characteristics of the countries of the UK?</p>	<p>Focus: <u>Great Fire of London</u> Key Question: How did the Great Fire of London change London? 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> TLC: Can I make observations of my local area? - TLC: Can I compare my local area to London?</p>	<p>TLC: Can I describe the sequence of the events of the GFOL? Auxiliary Question 2: Why did the Great Fire of London cause so much destruction? TLC: Can I explain how the great fire of London caused so much destruction? Auxiliary Question 3: How did London change as a result of the great fire of London? TLC: Can I identify how they rebuilt London after the great fire of London? TLC: Can I describe what London is like today?</p> <p><u>Guy Fawkes</u> TLC: Can I recreate the story of Guy Fawkes?</p> <p><u>Remembrance Day</u> TLC: Can I why we celebrate remembrance day?</p>
Music	Physical Education	Personal, Social and Health Education
<p>Focus <u>In The Groove</u> TLC: Can I appraise a Blues style of music? (How Blue Can You Get) TLC: Can I appraise a Baroque style of music? (Let The Bright Seraphim) TLC: Can I accurately and in time play C? TLC: Can I appraise a Latin style of music? (Livin' La Vida Loca) TLC: Can I sing back my own answer? (Improvise) TLC: Can I appraise a Bhangra style of music? (Jai Ho, Appraise) TLC: Can I appraise a Folk style of music? (Lord Of The Dance) TLC: Can I compose a short melody? (Compose) TLC: Can I talk about my favourite style of music?</p> <p><u>Composer of the Half Term (Andrew Lloyd Webber)</u> TLC: Can I identify ways a musical is different from a film?</p>	<p>Focus: <u>Dance - seasons</u> TLC: Can I perform basic dance actions? TLC: Can I link actions to make a dance phrase? TLC: Can I use a wider range of actions? TLC: Can begin to perform actions with control? TLC: Can I show fluency when combining dance movements together? TLC: Can I perform a complete dance routine with fluency and control? Revisit any of the above, where the children need more time to practise, refine or master the skills.</p>	<p>Focus: <u>Celebrating Differences</u> a) PSHE b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1: a) TLC: Can I identify similarities between people in my class? b) TLC: Can I tell you awesome ways in which I am the same as my friend?</p> <p>Jigsaw Piece 2: a) TLC: Can I identify differences between people in my class? b) TLC: Can I tell you some ways I am different from my friends?</p> <p>Jigsaw Piece 3:</p>



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- a) TLC: Can I tell you what bullying is?
- 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:

Christianity

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?

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?
 TLC: Can I observe closely?
 TLC: Can I use observations to suggest answers to questions?