



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 ● This is me questionnaire ● 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) ● Curriculum parent overview ● 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"> ● Roald Dahl Day ● Macmillan Coffee Morning ● Black History Month ● National Poetry Day ● Harvest Festival 	<ul style="list-style-type: none"> ● Entry point - Loan Box of artefacts from the museum ● Exit point - Make a toy ● Class Story - Variety of picture books linked to toys ● Homework - Literacy planet/TTRockstars ● 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>Word reading</p> <p>TLC: Can I use my phonic knowledge and skills to read words?</p> <p>TLC: Can I speedily say the correct sound for all phonemes and graphemes?</p> <p>TLC: Can I blend the sounds I know to read new words?</p> <p>TLC: Can I re-read books to develop my fluency and confidence in reading words?</p> <p>Comprehension</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 ● Vocabulary greenhouse - sticky knowledge ● P4C - team building activities/challenges <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>Focus:</p> <p>Grammar</p> <p>TLC: Can I begin to punctuate sentences using a capital letter?</p> <p>TLC: Can I begin to punctuate sentences using full stops?</p> <p>TLC: Can I leave spaces between words?</p> <p>TLC: Can I begin to write question sentences? (JC Unit - SS2, SS4)</p> <p>TLC: Can I begin to write exclamation sentences? (JC Unit - SS5)</p> <p>TLC: Can I use conjunctions? (JC Unit - SS3)</p> <p>Phonics: Sounds Write units</p> <p>IC 8 and 9 recap, IC 10, IC 11</p> <p>EC - 6,7,8</p> <p>Spelling</p>



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TLC: Can I listen to and discuss a wide range of poems, stories and non-fiction books, which I cannot read on my own?
 TLC: Can I link what I read and hear to my personal experiences?
 TLC: Can I retell key stories, fairy stories and traditional tales and consider their characteristics?
 TLC: Can I recognise and join in with predictable phrases?
 TLC: Can I use information and vocabulary I already know or given by my teacher?
 TLC: Can I check that the text I am reading makes sense and correct myself?
 TLC: Can I discuss the title and events?
 TLC: Can I make inferences about what is said and done?
 TLC: Can I predict what might happen based on what has been said so far?
 TLC: Can I join in discussions about what is read to me and take turns to listen to what others say?
 TLC: Can I explain clearly what is read to me?

List coverage: linked to Sounds Write units above

English (Writing)

Focus: Toys from the Past Non-Fiction report writing
Handwriting

TLC: Can I sit correctly at a table, holding 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 form capital letters?
 TLC: Can I form digits 0-9?
 TLC: Can I understand which letters belong to which handwriting families and practise these?

Additional composition/grammar/spelling taught through JC Unit

- Adjectives (SS5)

Composition (Planning and Composition)

TLC: Can I say out loud what I am about to write? (All SS sessions)
 TLC: Can I compose a sentence orally before writing? (All SS sessions)
 TLC: Can I sequence sentences to form short narratives? (All SS sessions)
 TLC: Can I discuss what I have written with the teacher or other pupils? (All SS sessions)

TLC: Can I write effective sentences for a report? (All SS sessions)

Composition (Editing)

TLC: Can I re-read what I have written to check that it makes sense? (All SS sessions)

Performance (Reading as a Writer)

TLC: Can I read aloud my writing clearly enough to be heard by my peers and the teacher? (All SS sessions)



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- Alliteration (SS2, SS4)
- Conjunctions (SS1, SS3,
- Positive and negative language (SS5)
- Onomatopoeia (SS1)
- Questions (SS2, SS4)
- Rhyme (SS3)
- Simile (SS4)
- Synonyms (SS2
- Verbs (SS1)

Independent Writing
TLC: Can I discuss and record my ideas before writing? (Planning)
TLC: Can I create a report?

Maths - including STEM

Focus:
Cold Task - Place Value within 10
TLC: Can I sort objects to 10?
TLC: Can I count objects to 10?
TLC: Can I count objects from a larger group to 10?
TLC: Can I recognise numbers as words?
TLC: Can I count on from any number to 10?
TLC: Can I find 1 more than a number to 10?
TLC: Can I count backwards within 10?
TLC: Can I find 1 less than numbers to 10?
TLC: Can I compare groups by matching to 10 using fewer, more and same?
TLC: Can I compare numbers using less than, more than and equal to?
Hot Task - Place Value

Focus: Addition and Subtraction to 10
Cold Task - addition and subtraction within 10
TLC: Can I use and understand part whole?
TLC: Can I write number sentences to 10?

Focus: Number bonds and counting
Additional Maths Teaching
Daily:

- Counting

Weekly:

- Number bonds to 10
- Problem of the Week

Art

Computing

Design and Technology, Cooking and Nutrition, Enterprise including STEM

Focus: Collage
(Faith Ringgold, Robin Brooks - landscape collage artist linked to Science Seasons)

Focus:
1.1 Online Safety
TLC: Can I use technology safely?
TLC: Do I know how to keep personal information private?

STEM- TLC: Can I design a weather report?



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<p>TLC: Can I experiment with varied applications of ‘sticking’ tools (glue stick, PVA glue, sellotape etc.) to understand the amount needed to make an effect?</p> <p>TLC: Can I use a combination of materials that are cut, torn and glued?</p> <p>TLC: Can I sort and arrange materials?</p> <p>TLC: Can I say what I like about someone else's work?</p>	<p>TLC: Can I describe how to behave online in ways that do not upset others and can give examples?</p> <p>1.7 Coding</p> <p>TLC: Can I understand what algorithms are?</p> <p>TLC: Can I create simple programs?</p>	
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Focus: N/A</u></p>	<p><u>Focus: HUMAN AND PHYSICAL GEOGRAPHY</u></p> <p>Seasons</p> <p>TLC: Can I identify seasonal weather patterns in the United Kingdom?</p> <p>TLC: Can I identify daily weather patterns in the United Kingdom?</p>	<p><u>Focus:</u> Toys - Changes within living memory</p> <p>How have toys changed over the last 50 years?</p> <p>TLC: Can I say what were toys like in the past?</p> <p>TLC: Can I say what toys are like today?</p> <p>TLC: Can I say how toys have changed overtime for the better?</p> <p>Black History Month</p> <p><i>Global Significance</i></p> <p>Rosa Parks</p> <p>TLC: Can I describe how Rosa Parks broke the segregation rules in America?</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Focus</u> Social theme: How can we make friends when we sing together?</p> <p>Musical spotlight: Introducing beat</p> <p>TLC: Can I find and keep a steady beat?</p>	<p><u>Focus:</u> Gymnastics</p> <p>Lesson 1- Spatial Awareness</p> <p>TLC: Can I find space when performing a range of movements?</p>	<p><u>Focus: Jigsaw Being Me in My World</u></p> <p>Special and Safe -</p> <p>TLC: Can I say how I feel special and safe in my class?</p> <p>My Class -</p>



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<p>TLC: Can I improvise using glockenspiels? TLC: Can I learn to perform a song Head, Shoulders, Knees and Toes? TLC: Can I talk about the song Shapes? TLC: Can I compose with the song Shapes? TLC: Can I listen and describe Louis Armstrong’s singing?</p>	<p>Lesson 2- Shapes TLC: Can create a short sequence of shapes? (tuck, straddle and pike) Lesson 3- Shapes TLC: Can I create shapes using different body parts to support a hoop? Lesson 4- Spins TLC: Can I perform a spin on different body parts? Lesson 5- Jumps TLC: Can I show good balance when performing springs in different directions? Lesson 6- Rolling TLC: Can I maintain a stretched body shape when performing a sideways roll? Lesson 7- Travelling TLC: Can I find different ways to travel under, over and through apparatus?</p>	<p>TLC: Can I understand the rights and responsibilities as a member of my class? TLC: Can I understand that I belong to my class? Rights and responsibilities - TLC: Can I understand the rights and responsibilities as a member of my class? TLC: Can I understand how to make my class a safe place to learn? Rewards and Feeling Proud - TLC: Can I understand that my views are valued? TLC: Can I recognise how it feels to be proud of an achievement? Consequences - TLC: Can I recognise the choices I make and understand the consequences? TLC: Can I recognise the range of feelings when I face certain consequences? Owning our Class Charter - TLC: Can I understand my rights and responsibilities within our Learning Charter? TLC: Do I understand my choices in following the Class charter?</p>
<u>Religious Education</u>	<u>Science including STEM</u>	
<p><u>Focus:</u> Believing (Christianity) TLC: Can I retell the Christian creation story? TLC: Can I show knowledge of/about Christian beliefs about the relationship between God and human beings? TLC: Can I show knowledge about why Christian think promises are important and I can name some special people</p>	<p><u>Focus:</u> Seasonal Changes TLC: Can I observe changes across 4 seasons? K TLC: Can I observe how the weather associated with the seasons changes and how the day length varies?? K TLC: Can I describe how the weather associated with the seasons changes and how the day length varies? K</p>	



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who made promises to God?

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

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 use ideas to suggest answers to questions? (WS)

TLC: Can I gather data to help in answering questions? (WS)

TLC: Can I record data to help in answering questions? (WS)

TLC: Can I observe closely? (WS)

TLC: Can I use simple equipment? (WS)

Everyday Materials

STEM - Presenting a Weather Report