



Year 1
Autumn Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
• No Limits Festival • National Poetry Day • UK Parliament Week • Guy Fawkes Night • Macmillan Coffee Morning • Black History Month • Remembrance Day • Anti Bullying Week • World Children's Day • Fairtrade Fortnight • Road safety Week • Pupil Voice Week • International Day of Democracy • Harvest festival • Christmas	<u>Focus Autumn 1:</u> <u>Place Value</u> Week 1 (3days) Transition/ getting to know maths in the environment Week 2 To sort objects To count objects Week 3 To represent objects To count on from any number Week 4 To know 1 more To count backwards within 10 To know 1 less Week 5 To compare groups by matching To understand fewer, more, same Week 6 To understand less than, greater than, equal to To compare numbers Week 7 To order objects and numbers To understand how to use a number line	<u>Focus Autumn 2:</u> <u>Addition (within 10)</u> Week 1 To know parts and wholes To write number sentences using + Week 2 <u>To know addition facts (fact families)</u> To know number bonds within 10 Week 3 To add together To solve addition problems <u>Geometry (shape)</u> Week 4 To recognise and name 3D shapes To sort 3D shapes Week 5 To recognise and name 2D shapes To sort 2D shapes To create patterns with 2D and 3D shapes <u>Subtraction (within 10)</u> Week 6 <u>To find a part</u> To take away by crossing out To write number sentences using - Week 7 To subtract by counting back <u>To compare number sentences using <=></u> Week 8 To recognise fact families <i>Recap and consolidation</i>



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English (Spoken Language)	English (Reading)	English (Phonics and Spelling)
<u>Opportunities to develop spoken language across the curriculum:</u> • Specific subject vocabulary explicitly taught • Challenge, Build, Accept discussions and teacher questioning • Paired and group work	<u>Focus Autumn:</u> Objectives delivered through little wandle reading groups LO: To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. LO: To reread texts to build up fluency and confidence in word reading. LO: To apply phonic knowledge and skills as the route to decode words. LO: To blend sounds in unfamiliar words using the GPCs that they have been taught. LO: To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. LO: To read words containing taught GPCs.	<u>Phonics/ Spelling</u> -See Little Wandle Planning
English (Writing)		
<u>Handwriting Autumn 1</u> Dough disco Large letter formations	<u>Grammar and Composition Autumn 1</u> <u>Focus:</u> LO To write a dictated sentence	<u>Grammar and Composition Autumn 2</u> <u>Focus:</u> LO To write a dictated sentence



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Fine motor Unit 1: Introducing letter families: Set 1 c, o, a, d, g, f, s, q, e Unit 2: Practising letter families: Set 1 co, ad, gs, qe Unit 3: Introducing letter families: Set 2 i, l, t, j, u, y <u>Handwriting Autumn 2</u> Unit 4: Practising letter families: Set 2 it, tl, uy, jy Unit 5: Introducing letter families: Set 3 b, h, k, m, n, p, r Unit 6: Practising letter families: Set 3 nk, rp, nm, bh Unit 7: Introducing letter families: Set 4 v, w, x, z Unit 8: Practising letter families: Set 4 vw, xw, xz, zz Unit 9: Practising capital letters E, F, H, I, T, L	LO: To orally compose sentences <u>Grammar (classroom secrets)</u> LO: To leave a space between words LO: To use capital letters LO: To use full stops	LO To orally compose a sentence LO To verbally retell a story <u>Grammar (Classroom secrets)</u> LO: To write sentences LO: To use capital letters for proper nouns LO: To recognise and use language relating to dates
<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
<u>Focus Autumn 1</u> Craft and Design - Woven Wonders LO: To know that art can be made in different ways. LO: To choose, measure, arrange and fix materials. LO: To explore plaiting, threading and knotting techniques. LO: To learn how to weave. LO: To combine techniques in a woven artwork. <u>Focus Autumn 2</u> Drawing - Make your Mark LO: To explore control and pressure to create different types of lines LO: To practise drawing different lines using music as a stimulus. LO: To connect lines to create shapes.	<u>Autumn 1 - Online Safety</u> L.O. To recognise what the internet is and how to use it safely. L.O. To identify how people's feelings and emotions can be affected by online content. L.O. To recognise how to treat others, both online and in person. L.O. To recognise the importance of being careful when posting and sharing online. <u>Autumn 2 - Computer Systems and Networks</u> Improving mouse skills L.O. To log in to a computer and access a website L.O. To develop mouse skills. L.O. To use mouse skills to draw and edit shapes.	<u>Textiles: Puppets</u> To join fabrics together using different methods To use a template to create my design To join two fabrics together accurately To embellish my design using joining methods

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		<u>Remembrance Day</u> To begin to understand why Remembrance Day is important. <u>Key Question: How am I making History?</u> To develop an understanding of personal chronology. To learn more about my history. To explore how we remember events. To find out what childhood was like for our parents and grandparents. To compare childhood now with childhood in the past. To identify that some things change and some things stay the same.
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<u>Focus Autumn 1</u> To demonstrate an understanding of pulse using parts of the body. To keep a pulse and show a sound pattern using bodies and voices. To explore using a thinking voice to show the pulse. To play short rhythms in time with the pulse. To demonstrate an understanding of pulse through performance. <u>Focus Autumn 2</u>	<u>Focus Autumn 1</u> <u>Dance</u> To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme.	<u>Focus Autumn 1 - Being Me in My World</u> Knowledge: To understand the rights and responsibilities of a member of a class To understand that their views are important To understand that their choices have consequences To understand their own rights and responsibilities with their classroom Social and Emotional Skills: To understand that they are special To understand that they are safe in their class



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To explore and change dynamics using the voice.
To experiment with creating different sounds using a single instrument.
To read simple rhythmic patterns comprising of one beat sounds and one beat rests.
To play sound patterns in time with the pulse using a visual stimulus.
To show awareness of different roles when performing in a group performance.

To copy, repeat, create and perform actions that represent the theme.

Fundamentals

To explore balance, stability and landing safely.
To explore how the body moves differently when running at different speeds.
To explore changing direction and dodging.
To explore jumping, hopping and skipping actions.
To explore co-ordination and combination jumps.
To explore combination jumping and skipping in an individual rope.

Focus Autumn 2

Gymnastics

To explore travelling movements.
To develop and combine travelling movements.
To develop quality when performing and linking shapes.
To develop quality when linking shapes.
To develop stability and control when performing balances.
To develop stability and control when performing balances.

Yoga

To explore yoga and mindfulness.
To be able to copy and remember poses.
To develop flexibility when holding poses.
To develop balance whilst holding poses.
To create yoga poses using a hoop.
To create a yoga flow with a partner.

To identify helpful behaviours to make the class a safe place
To identify what it's like to feel proud of an achievement
To recognise feelings associated with positive and negative consequences
To understand that they have choices

Focus Autumn 2 - Celebrating Difference

Knowledge:

To know that people have differences and similarities
To know what bullying means
To know who to tell if they or someone else is being bullied or is feeling unhappy
To know skills to make friendships
To know that people are unique and that it is OK to be different

Social and Emotional Skills:

To recognise ways in which they are the same as their friends and ways they are different
To identify what is bullying and what isn't
To understand how being bullied might feel
To know ways to help a person who is being bullied
To identify emotions associated with making a new friend
To verbalise some of the attributes that make them unique and special



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<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<u>Focus Autumn 1</u> Christianity (Believing) What do people believe about God? To retell the Christian creation story To explain why the story of the fall is important To identify who is important to God and myself To explain who Jesus is and why he is important to Christians To identify ways to reduce suffering in the community <u>Focus Autumn 2</u> Christianity (Living) How do people express their religion and beliefs? To identify what the bible is and why it is important to Christians To explain why and how Christians pray To identify the key features of a church To identify how Christians celebrate different festivals and why (Eg. Christmas, Easter, Pentecost)	<u>Focus Autumn 1</u> <u>Seasonal Change: Autumn</u> To identify the signs of Autumn To record data about the signs of autumn on the playground To describe the weather in Autumn <u>Focus Autumn 2</u> <u>Seasonal Change: Winter</u> To identify the signs of winter To observe and describe weather associated with winter and how the day length varies. <i>Seasonal Change: Winter to continue into Spring 1</i> <u>Everyday Materials</u> To identify and name different materials. To tell the difference between an object and what is made of. To describe everyday materials To sort objects based on properties. To perform simple tests	• Weekly PSHE assemblies: friendships, celebrating diversity • Weekly British Value assemblies - Picture News • 11 before 11 • Project evolve - online safety