

Medium Term Plan – Year 1 - Autumn 2

Core Text: Celebrations around the world (Non- Fiction)

Topic: Celebrations

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Text Type	Explanation	Explanation	Explanation	Explanation	Invitation	Invitation	Invitation
T4W Stage	Imitation	Imitation	imitation	Imitation	Innovate	imitate	imitate
Grammar and Punctuation (Active English)	Capital letters Conjunction 'and'	Capital letters Nouns	Full stops verbs	Finger spaces Adjectives	Capital letters Conjunction 'because'	Capital letters Nouns	consolidation
Spelling	33 – 43 - HFW	33-43 -HFW	44-54 - HFW	44-54- HFW	55-65-HFW	55-65 - HFW	Consolidation
Terminology (technical vocabulary)	Explanation Facts Research Captions Labels Sub-headings Celebrations countries	Explanation Facts Research Captions Labels Sub-headings Celebrations countries	Explanation Facts Research Captions Labels Sub-headings Celebrations countries	Explanation Facts Research Captions Labels Sub-headings Celebrations countries	Invitation Greeting/Dear Event Body Date Time Place Sign off/From	Invitation Greeting/Dear Event Body Date Time Place Sign off/From	Invitation Greeting/Dear Event Body Date Time Place Sign off/From
Greater Depth SC	I can use capital letters, full stops,2A sentences, similes, prepositions and the conjunction 'and'	. I can use capital letters, full stops,2A sentences, similes, prepositions and the conjunction 'and'	I can use capital letters, full stops,2A sentences, similes, prepositions and the conjunction 'and'	I can use capital letters, full stops,2A sentences, similes, prepositions and the conjunction 'and'	I can use capital letters, full stops,2A sentences, similes, prepositions and the conjunction 'and' and 'because'	I can use capital letters, full stops,2A sentences, similes, prepositions and the conjunction 'and' and 'because'	I can use capital letters, full stops,2A sentences, 'because'
SEND SC	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition/formatio n	Letter/sound recognition/formatio n	Letter/sound recognition/formatio n	Letter/sound recognition/formatio n
Handwriting	I	N	P	G	O	C	K

Rainbow Grammar (where appropriate)	Predicate/Subject/sto p	Predicate/Subject/sto p	Predicate/Subject/sto p	Predicate/Subject/sto p	Predicate/Subject/sto p	Predicate/Subject/sto p	Predicate/Subject/sto p
Maths teaching and learning	Add and subtract one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+), subtractions (-) and equals (=) signs.	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	Recognise and name common 2D and 3D shapes. Describe position, direction and movement, including quarter, half, three quarters and whole turns	To know how to identify and show a number using objects and pictures and a number line To know how to compare numbers using the correct language	Show number bonds to 20 To know number bonds to 20 and related subtraction fact.	Add and subtract one and two digit numbers to 20 Read write and interpret mathematical statements.	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, missing number problems such as $7 = ? - 9$.
Reading Learning Objectives	To understand some familiar and less familiar words and phrases in a shared story (1a) To know the events of a shared story (1b) To know how to make a plausible prediction about what might happen on the basis of what has been read so far (1e)	To know how to discuss word meanings and link meanings to those already known. (1a) To know how to identify and link two significant events in a shared story (1b) To know how to recall some interesting words/phrases from the book/story, stating their reason/s why. (1g)	To understand the events of a shared story (1b) To know how to recall familiar stories from a shared story in the correct order (1c) To know how to discuss the significance of the title and events (1d)	To understand how to identify and link two significant events in a shared story (1b) To know how to make inferences on the basis of what is being said and done by a character (1d) To understand how to make a plausible prediction about what might happen on the basis of what has been read so far (1e)	To develop the skill of understanding the events of a shared story (1b) To know how to draw on previous knowledge or on background information and vocabulary provided by the teacher (1d)	To know the events of a shared story (1b) To know how to make inferences on the basis of what is being said and done by a character (1d)	To develop the skill of identifying and linking two significant events in a shared story (1b) To know how to retell the key points of a shared story (1c) To understand how to draw on previous knowledge or on background information and vocabulary provided by the teacher (1d)

<p>Cross-curricular Writing Opportunities</p>	<p>Science: Describing The structure of plants using simple sentences. History: learn about Guy Fawkes, write a fact sheet /Write simple sentences about similarities and differences Geography: Write simple sentences to describe the location of shops in the local area. R.E: Write about Jesus and Christianity. Design and Technology: Evaluation of their product giving an opinion about likes/dislikes Computing: label the parts of a computer – GD to write about the function of each part PSHE/SMSC: N/A</p>						
	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>	<p>Week 7</p>
<p><u>Science objectives</u> A1, A2, A3, A4, A5 Plants B1, B2</p>	<p>Working scientifically A.2 To know how to observe closely using simple equipment A.3 To know how to perform simple tests A.5 To know how to use my observations and ideas to suggest answers to questions</p>		<p>B: Plants I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (B1).</p>	<p>Working scientifically A.1 To know how to ask simple questions about the world around me. A.2 To know how to observe closely using simple equipment A.3 To know how to perform simple tests A.4 To know how to identify and classify A.5 To know how to use my observations and ideas to suggest answers to questions B: Plants I can identify and describe the basic structure of a variety</p>			

				of common flowering plants, including trees. (B2)			
History objectives B1, B2	A-Knowledge and understanding I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods. (B1)				A-Knowledge and understanding I can recall some facts about why the people may have acted the way they did. (B2)		
Geography objectives Geographical skills and field work A1, A2, A4	A-Geographical skills and field work I can use simple fieldwork and observational skills to study the geography of my school (A1)		A-Geographical skills and field work I can use simple locational and directional language (near and far; left and right). (A2)			A-Geographical skills and field work I can draw a simple map of a real or imaginary place, adding simple labels and markers. (A4)	
Religious Education objectives A1, B1, C1	Celebrations - look at bonfire night, who celebrates it and why					Christianity A1, B1, C1	Christianity A1, B1, C1
Art objectives C1 F1,	F: Exploring and developing ideas I can record and explore ideas from first hand observation, experience and imagination (F1) C-3D Art – I can use drawing to express my ideas (C1)	C-3D Art – I can use painting and collage to express my ideas (C1)	C-3D Art – I can use collage to express my ideas (C1)				



Design and Technology objectives B1, B2, B3 C1, C2, C3 D1, D2 E1, E2							<p>D-Evaluate I can look at current products and recognise what they are for, how they work and why (D1)</p> <p>B – Design I can describe how something works (B1) I can make simple plans before making objects (B2) I can generate and develop my ideas by drawing and talking (B3)</p> <p>C – Make I can make a product that moves (pop-up invitation card for nativity) I select from and use a range of materials and components e.g construction material , textiles (C2) I can use my tools safely including cutting tools (C3)</p> <p>D – Evaluate I can explain what went well with my work and suggest how I would improve it (D2)</p>
PSHE objectives	Firework safety	Emergencies	Personal safety	Personal safety	Personal safety	Road safety quiz	
Computing objectives	B- Programming	B-Programming	B- Programming	B- Programming	B- Programming	B- Programming	B- Programming



B1, B2, B3, B4, B5	To understand what algorithms are (B3)	To understand how algorithms are implemented as programs on digital devices (B4)	To use logical reasoning to predict the behaviour of simple programs (B2)	To create and debug simple programs (B1)	To understand that programs execute by following precise and unambiguous instructions (B5)	To understand that programs execute by following precise and unambiguous instructions (B5)	To understand that programs execute by following precise and unambiguous instructions (B5)
Music objectives A1,A2, C2,D2. Ourselves Musical focus: Exploring sounds Cross-curricular link: English	To understand how to create and respond to vocal sounds. (D2)	To understand how to create and respond to vocal sounds. (D2)	To know how to explore and change sounds. (A1)	To know how to create and place vocal and body percussion sounds. (C2)	To know how to create and place vocal and body percussion sounds. (C2)	To know how to explore descriptive sounds. (A2)	To understand how to explore descriptive sounds. (A2)