

Term: Autumn 1 st 2018		Year One Medium Term Planning				Mrs Peters		
		Week 1: 03.09.18	Week 2: 10.09.18	Week 3: 17.09.18	Week 4: 24.09.18	Week 5: 01.10.18	Week 6: 08.10.18	Week 7 15.10.18
		New Class Activities	Recount- summer holiday	Story telling and retelling				
			Harry and the dinosaurs go on holiday by Ian Whybrow					
Writing	Composition	a) Write sentences by: 1. saying out loud what they are going to write about b) sequencing sentences to form short narratives d) discuss what they have written with the teacher or other pupil				2. composing a sentence orally before writing it c) re-reading what they have written to check that it makes sense e) read aloud writing clearly enough to be heard by peers & teacher		
	VG & P	a) leaving spaces between words c) punctuate sentences using a capital letter & full stop, question or exclamation mark e) learning the grammar for year 1 in English Appendix 2				b) joining words and joining clauses using and d) using a capital letter for proper nouns & the personal pronoun 'I' f) use grammatical terminology in Appendix 2 in discussing their writing		
Spoken Language		a) listen and respond appropriately to adults and their peers c) use relevant strategies to build their vocabulary e) give structured descriptions, explanations & narratives for dif. Purposes h) speak audibly and fluently				b) ask relevant questions to extend their understanding & knowledge d) articulate and justify answers, arguments and opinions g) use spoken language to develop understanding i) join in discussions, presentations, performances, role play, etc		
Hand Writing		a) sit correctly at a table, holding a pencil comfortably & correctly c) form capital letters e) understand which letters belong to which handwriting 'families' & practise these (cursive - joined)				b) form lower-case letters in correctly, starting & finishing in right place d) form digits 0-9		
Reading Comprehension	Pleasure	a) listening to and discussing a wide range of poems, stories and non-fiction c) familiarisation of key stories, traditional & fairy tales, retelling & exploring features f) discussing word meanings, linking new meanings to those already known				b) link what they read or hear to own experiences d) recognising & joining in with predictable phrases		
	Books	a) draw on what they know or on background information & vocab. from teacher c) discussing significance of title & events e) predicting what might happen on basis of what has been read				b) checking that text makes sense as they read, correcting mistakes d) making inferences on basis of what is being said & done		
	Discuss what's read to them, taking turns & listening to others							
Explain understanding of what is read to them								
Phonics	Twice daily phonics input according to Letters & Sounds , and a daily guided reading carousel							
	Reading	a) apply phonic knowledge and skills as the route to decode words c) read accurately by blending sounds in unfamiliar words h) read aloud books that are consistent with their developing phonic knowledge				b) respond speedily with the correct sound to graphemes d) read common exception words, noting unusual correspondences ' i) re-read these books to build up their fluency & confidence in word reading		

	Spelling	<p>a) words containing each of the 40+ phonemes already taught, c) the days of the week e) naming the letters of the alphabet in order g) using spelling rule for adding -s or -es for nouns & third person singular for verbs i) using -ing, -ed, -er & -est with no change needed to spelling of root word k) write from memory simple sentences dictated by the teacher</p>	<p>b) common exception words d) name the letters of the alphabet f) using letter names to distinguish between different spellings of same sound h) using the prefix un- j) apply simple spelling rules and guidance, as listed in English Appendix 1</p>
Maths	<p>(4 weeks) White Rose Maths Number and Place Value</p> <ul style="list-style-type: none"> • Sorting objects • Counting objects • Representing objects • Counting reading and writing forwards from any number 0 to 10 • Counting reading and writing backwards from any number 0 to 10 • Count one more • Count one less • One to one correspondence to start to compare groups • Compare groups using language such as equal, more/greater, less/fewer • Introducing = < > • Comparing numbers • Ordering groups of objects • Ordering numbers • Ordinal numbers 1st, 2nd • The number line <p>Assessment</p>	<p>(2 weeks) Number Addition and Subtraction</p> <ul style="list-style-type: none"> • Part whole model • Addition symbol • Fact families addition • Find number bonds for numbers within 10 • Systematic methods for number bonds • Number bonds to 10 • Compare number bonds <p>Assessment</p>	
Science	<p>Everyday Materials: Pupils should be taught to:</p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Seasonal Changes: Pupils should be taught to:</p> <ul style="list-style-type: none"> - Observe changes across the 4 seasons - Observe and describe weather associated with the seasons and how day length varies 		

Computing	<p>Rising Stars: We are Story Tellers - Pupils should be taught to:</p> <ul style="list-style-type: none"> - Listen to and discuss the difference between an audio story and a story in a book or on film - Use sound recording equipment to record sounds for a story - Develop skills in saving and storing sounds - share their recordings with an audience - Use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.
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Let's Go on Holiday - Travel Agents (Role Play)							
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IPC	<p>Entry Point - Set up travel Agents. Model its use. Groups to explore holiday brochures. Take photos for display.</p>	<p>Knowledge Harvest: Whole class mind map. Discuss the following: Places I have been to on holiday. Things I take on holiday with me. Things I have bought on holiday. Things I do on holiday. Why do we go on holiday?</p>	<p>Geography Task 1: Talk partners to discuss places where people go on holiday. Use the BBC website to research where Barnaby Bear has been on holiday in the UK.</p>	<p>Geography Task 2: Our Class Bear wants to go on a mini break so he wants to holiday in the UK. Which countries could he visit? (England, Ireland, Scotland, Wales) Discuss. Give the children a map of the UK and ask them to cut and stick the country names.</p>	<p>Geography Task 3: Which place should the bear visit in the UK? Children to draw an activity that the bear might do on holiday in their chosen place.</p>	<p>Science-materials: Class bear to feedback on their mini break with a problem about pollution! Bring in objects to show what he find. What is the problem? How can we as humans help this? (link to science materials)</p>	<p>History Task 3: Holidays past and present. Children to sort a range of photos and discuss.</p>

<p style="text-align: center;">History</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - Changes within living memory (where appropriate, these should be used to reveal aspects of change in national life) - Events beyond living memory that are significant nationally or globally - Significant historical events, people and places in their own locality - The lives of significant individuals in the past who have contributed to national and international achievements
<p style="text-align: center;">Design & Technology</p>	<p>Pupils should be taught about:</p> <p>Design: - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make: - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate: - Explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against design criteria <p>Technical Knowledge: - Build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
<p style="text-align: center;">Art & Design</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

<p style="text-align: center;">RE</p>	<p>Understanding Christianity: GOD – What do Christians believe God is like?</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Identify what a parable is - Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father - Give clear, simple accounts of what the story means to Christians - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving - Give an example of how Christians put their beliefs into practice in worship - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
<p style="text-align: center;">PSHE</p>	<p>Year A: We're All Stars!</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Write a class charter - To find out about each other - To understand how to solve a problem - To think about ways to look after each other - To understand what makes a happy playtime - To be able to make good choices
<p style="text-align: center;">PE</p>	<p>Indoor PE: Dance – Pupils should be taught to:</p> <ul style="list-style-type: none"> - Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, & begin to apply these in a range of activities - Perform dances using simple movement patterns. <p>Outdoor PE: Games – Pupils should be taught to:</p> <ul style="list-style-type: none"> - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending