

2023-2024 Autumn 1

	<u>English</u> <u>(History cross</u> <u>curricular)</u>	<u>Maths</u> Plus PM mastering number (15 mins x4 a week) https://axis.ncetm.org.uk/mastering-number/weeks-1-to-5-year-1/	<u>Science: see</u> <u>Autumn 2.</u>	<u>Phonics/</u> <u>SPAG/</u> <u>Guided</u> <u>Reading</u>	<u>Handwriting</u>	<u>R.E/Music/ RSHE/ICT</u>	<u>DT</u>	<u>P.E</u>
Week 1 4th September	Autumn Term writing targets <ul style="list-style-type: none"> • Leave finger spaces between words • Use a simple sentence structure • Use a full stop at the end of a sentence • Use capital letters for the beginning of a sentence, 'I', names and places • Begin to use 'and' to connect clauses <p>All about me (mini topic for first week)</p>	<u>Early Years - Year 1 Transition</u> Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10. Play games that involve moving along a numbered track, and understand that larger numbers are further along the track. Subitising all week. Day 1- Ten green bottles Day 2- Ten fat sausages Day 3- Counting objects to 10 Day 4- Counting on a track Day 5-Counting		Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Review Spellings: the, a do, so Weekly review Reading – Miscue Analysis to assess. <u>Apples Phase 2- Jig and Jog</u> <u>Cherries Phase 3-Jack and Zane</u> <u>Pears/Grapes/Bananas - Have Lunch Thumper</u> <u>Phase 4</u>	I write lower case letters in the correct direction, starting and finishing in the right place. I can distinguish between upper- and lower-case letter. I can sit letters on the line.	Music-Music Express Ourselves: Creating and responding to vocal sounds. R.E- Why do Christians call God 'creator'? - I wonder what makes a book special? Talk about their own emotions (regarding their special book), connecting them to those of Christians RSHE - BM (Being Me in My World) 'Who am I and how do I fit?' <u>I know how to use my Jigsaw Journal</u> Computing- Technology around us	What can our toys eat their dinner on? The Tiger who came to tea. By Judith Kerr Discuss what was used to eat and drink with. Experiment with playdoh with what shapes can/can't be made.	Get Set 4 PE Scheme Outdoor – Fundamentals – Lesson 1 Indoor – Dance – The Lost Toy 1

	-self portrait -description of me and my appearance. -who I live with/my family -likes/dislikes -my friends					Plus – Project Evolve. Self-Image and Identity Lesson 1		
Week 2 11 th September	Where are you Blue Kangaroo by Emma Chichester Clark Day 1 Talk about the front cover and make predictions. What can you tell me about the girl? What else would you like to know? Write a question.	Begin to experience partitioning and combining numbers within 10. Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.		air er /z/ s –es words with two or more digraphs e.g. queen thicker Spellings: today, of, said, says Weekly review	Letter-c	Music- Music Express: Ourselves Creating and responding to vocal sounds • Exploring how to change sounds RSHE- I understand the rights and responsibilities as a member of my class	How many different crockery designs can we find and can we copy some of the designs? Looking at real crockery/pictu res. What do	Get Set 4 PE Scheme Outdoor – Fundament als – Lesson 2 Indoor – Dance – The Lost Toy 2

	<p>Day 2 Draw and describe Blue Kangaroo. As a class make a list of words to add to word wall. Children write words to describe Blue Kangaroo in an outline of the character.</p> <p>Day 3 What's happened to Blue Kangaroo? Make a lost poster.</p> <p>Day 4 How does the girl feel in the middle of the story? She feels __because__</p> <p>Day 5 To express an opinion about the story. I liked it because... I didn't like it because...</p>	<p>Day 1- 5 currant buns Day 2- ten in different ways Day 3- Which pairs make 5 Day 4 – Representing pairs to 5 Day 5- sharing fairly</p> <p>Plus PM- Mastering Number Week 0/1?</p>		<p>Apples-Buzz, Hop, Zip</p> <p>Cherries-Get set for fun</p> <p>Pears/Grapes/Bananas - How the Ear Can Hear</p>		<p>R.E- - I wonder why God gave in creation?</p> <p>Christians believe that God loves to give.</p> <p>Computing- Using technology</p> <p>Plus Project evolve Self-Image and Identity</p> <p>Lesson 2</p>	<p>we like? What would be useable? Why?</p>	
<p>Week 3 18th September</p>	<p>Day 1 Children bring in their favourite toy. This is my..... Take a photo of the toy to use for the rest of the week.</p> <p>Day 2</p>	<p>Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5</p>		<p>Phase 4: CVCC CCVC CCVCC CCVCV Phase 4 with long vowels</p>	<p>Letters o and a</p>	<p>Music- Music Express: Ourselves</p> <p>Creating and placing vocal and body percussion sounds</p> <ul style="list-style-type: none"> Exploring descriptive sounds 	<p>Can we design our own crockery sets that are the correct size for our toys?</p>	<p>Get Set 4 PE Scheme</p> <p>Outdoor – Fundamentals – Lesson 3</p>

	<p>Use adjectives to describe your toy My___ is ___and ___</p> <p>Day 3 Orally explain in full sentences why their toy is their favourite. I like ___ because ___</p> <p>Day 4 (use writing as a toys display) Toy fact file My toy is a toy___ It is made from___ It can_____</p> <p>Day 5- RE</p>	<p>items. Automatically show a given number using fingers. Devise and record number stories, using pictures, numbers and symbols (such as arrows).</p> <p>Plus PM- Mastering Number Week 2?</p>		<p>Spellings: are, were, was, is</p> <p>Weekly review</p> <p>Apples-Will it sink?</p> <p>Cherries- It is a fox</p> <p>Bananas: Phase 3 Pink boat, pink car</p> <p>Pears/Grapes/ - Stunt Jets</p>		<p>RSHE- I understand the rights and responsibilities for being a member of my class</p> <p>R.E- I wonder how God continues to give?</p> <p>The Creation account</p> <p>Computing- Developing mouse skills</p>		<p>Indoor – Dance – The Lost Toy 3</p>
<p>Week 4 26th September</p>	<p>To focus on changes in living memory (toys).</p> <p>To compare the childhood of our parents and our grandparents to our own childhoods (toys).</p> <p>Day 1 To ask and answer questions about old and new toys. What's the same/What's different?</p>	<p>Select, rotate and manipulate shapes for a particular purpose, for example: -rotating a cylinder so it can be used to build a tower -rotating a puzzle piece to fit in its place. See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for</p>		<p>Phase 5 (From January in last years planning) or continue phase 4 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <p>Spellings: his, has, I, you</p> <p>Weekly review</p>	<p>Letters g and d</p>	<p>Computing:</p> <p>Music- Music Express</p> <p>Beat: Recognising and developing a sense of steady beat through using voices and body percussion.</p> <p>RSHE- I recognise how it feels to be proud of an achievement</p> <p>R.E-I wonder how Christians can share God's creation?</p>	<p>Can we make each plate, each bowl and each cup the same size and shape?</p>	<p>Get Set 4 PE Scheme</p> <p>Outdoor – Fundamentals – Lesson 4</p> <p>Indoor – Dance – Weather 1</p>

	<p>Day 2 Compare old and new toys from pictures. It is old because____ It is new because____</p> <p>Day 3 Ask parents and grandparents about the toys they played with. Generate questions to create a class questionnaire to go home</p> <p>Day 4 What was on television like for children when my Parents/grandparents were young?</p> <p>Day 5-RE</p>	<p>example, triangles not always presented on their base).</p> <p>Plus PM- Mastering Number Week 3?</p>		<p>Apples-Big Mud Run</p> <p>Cherries-Rock pool</p> <p>Pears/Grapes/Bananas - Good Things from Farms</p>		<p>The beliefs of Christians link to the event of creation and the events of Jesus' life</p> <p>Computing- Using a computer keyboard</p>		
Week 5 3 rd October	<p>What were school's like without computers and electronic screens?</p> <p>The focus is on when grandparents were at primary school.</p> <p>Day 1- What is the same? /What is different? Use photographs of schools now and then</p>	<p>NC Priority Segment 1.1: <u>Comparison of quantities and measures</u></p> <p>I can explain that items can be compared using length and height</p> <p>I can explain that items can be compared using</p>		<p>Review longer words.</p> <p>Spellings: your, they, be, he</p> <p>Weekly review</p> <p>Apples-Pink Boat/Pink car (Phase 3)</p>	Letters q	<p>Music- Music Express</p> <p>Beat: Identifying and performing changes in tempo • Learning to play percussion with control • Keeping a steady beat and using dynamics to vary the musical effect.</p>	How will we paint our crockery so that it looks good?	<p>Get Set 4 PE Scheme</p> <p>Outdoor – Fundamentals – Lesson 5</p> <p>Indoor – Dance – Weather 2</p>

	<p>to show how schools were different compared with today.</p> <p>Day 2- Write a sentence for each picture. Focus on the chalkboard in particular and talk about the screens or interactive whiteboards being used today. It is a....</p> <p>Day 3- What is happening in these pictures? Talk also about free milk, nit nurses and visits from the dentist. I think</p> <p>Day 4-Board games and playground games - how they have changed. Today we play... In the past.....</p> <p>Day 5-RE</p>	<p>weight/mass and volume/capacity</p> <p>I can count a set of objects.</p> <p>I can compare a set of objects.</p> <p>I can use equality and inequality symbols to compare sets of objects</p> <p>Plus PM- Mastering Number Week 4?</p>		<p>Cherries-Down to up</p> <p>Pears/Grapes/Bananas - Track a T-Rex</p>		<p>RSHE- I recognise how it feels to be proud of an achievement</p> <p>R.E- How does Harvest time help people to be thankful?</p> <p>Harvest is a time to be thankful for food</p> <p>Computing- Developing keyboard skills</p>		
Week 6 10th October	<p>Significant people in history within living memory: What are they famous for?</p> <p>Day 1 and 2</p>	<p>I can use equality and inequality symbols to compare expressions</p>		<p>Cherries/Grapes/Bananas - Strong Trucks</p>	Letters l and i	<p>Music- Music Express</p> <p>Beat: Identifying and keeping a steady beat using movement, body percussion and instruments • Recognising and responding</p>	<p>Can we design an advert for our crockery set?</p>	<p>Get Set 4 PE Scheme</p> <p>Outdoor – Fundamentals – Lesson 6</p>

	<p>Greta Thunberg: Day 3 and 4 Nelson Mandela:</p> <p>Do they appreciate that some famous people have helped our lives be better?</p> <p>Can they find out more about a famous person from the past and carry out some research on him or her?</p> <p>Asking and answering questions/making comparisons</p> <p>Day 5-RE</p>	<p><u>Segment 1.2:</u> <u>Introduction to 'whole' and 'parts':</u> <u>part-part-whole</u></p> <p>I can explain what a whole is</p> <p>I can explain that a whole can be split into parts</p> <p>I can explain that a whole can represent a group of objects</p> <p>I can identify a part of a whole group</p> <p>Plus PM-Mastering Number Week 5?</p>		<p>Spellings: me, she, we, no</p>		<p>to changes in tempo in music.</p> <p>RSHE- I recognise the range of feelings when I face certain consequences</p> <p>R.E -I wonder how you think the Creation account makes Christians feel about the world?</p> <p>Talk about their own emotions in response to 'creation'</p> <p>Computing- Developing keyboard skills/ Using technology responsibly</p>		<p>Indoor – Dance – Weather 3</p>
<p>Week 7 17th October</p>		<p>I can explain what a part-whole model is</p> <p>I can use a part-whole model to represent a whole partitioned into two parts</p> <p>I can use a part-whole model to represent a whole</p>		<p>Assessment</p> <p>Cherries/Grapes /Bananas - From the Top</p> <p>Spelling test.</p>	Letters t and j	<p>Music- Music Express</p> <p>Pitch: Understanding pitch, and making high and low vocal sounds • Relating pitch to high and low body posture</p> <p>RSHE- I understand my choices in following the Learning Charter</p>	<p>Review and evaluate our crockery</p>	<p>Get Set 4 PE Scheme</p> <p>Outdoor – Revisit and recap skills taught this half term</p> <p>Indoor – Recap and revisit skills</p>

		<p>partitioned into more than two parts</p> <p>Some LI may need to be over 2 days. Review and assess.</p>				<p>R.E- Christians, worship / giving is a response to who God is and what he has given.</p> <p>Computing-Using technology responsibly</p> <p>Plus- Project evolve Health, Wellbeing and Life Style</p> <p>Lesson 1</p>		<p>taught this half term</p>
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