

Autumn 1 Medium Term Plan - Ourselves and Our Community

	English For Autumn Term English Targets, please refer to Appendix.	Maths	Science Animals including humans	Phonics/ SPAG/ Guided Reading	Geography	RE/ RSHE/ Computing/ PE/ Music	Art
Week 1 04/09/23	<p>Silly Billy How Billy is feeling and how we know (Monday AM) Reason for Billy's worries: "Billy was worried about the rain because..." (Tuesday AM) Letter to Billy telling him why he doesn't need to worry: "Don't be worried..." (Wednesday AM) Writing instructions for how to make a worry doll (Thursday / Friday AM)</p>	<p>1.8 Composition of multiples of 10 up to 100. I know that one ten is equivalent to ten ones 1.1-1.5 I can represent multiples of 10 using numerals 2.1-2.4 I can represent multiples of 10 using numerals and names 2.5-2.6 I can represent multiples of 10 in an expression or an equation 2.7-2.8 I can estimate the position of a multiple of 10 on a number line. 3.1-3.7</p>	<p>Children to bring in a photograph from home for discussion.</p>	<p>Test of Year 1 common exception words Test of all sounds <u>Handwriting</u> a, c</p>	<p>Where is London? Locate on a map of the UK. What is a city? London as a capital city.</p>	<p>RSHE - Being Me in My World I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal PE Get Set 4PE Indoor - Fundamentals Outdoor - Ball skills Music Music Express Ourselves 1 Computing Computer Systems and Network</p>	<p>Making worry dolls</p>
Week 2 11/09/23	<p>The Lonely Beast Looking at the front cover and predicting what the beast will be like (Monday AM) Stop reading at 'eating cake' and draw/ paint their own beasts (Tuesday AM) Writing description of own beast's appearance (Wednesday AM)</p>	<p>I can explain what happens when you add and subtract 10 from a multiple of 10. 4.1-4.7 I can use my knowledge of facts and unitising to add and subtract multiples of 10. 5.1-5.5 I can add and subtract multiples of 10 using named numerals. 5.6-5.9 1.9 Composition of numbers from 20 – 100 I can explore the counting sequence for counting to 100 and beyond. 1.1 I can count a large group of objects by counting groups of 10 and the extra one. 2.1-2.5</p>	<p>To notice that humans have offspring which grow into adults. - Discuss the key stages of development and plot on a life cycle - Discuss how we can do things at different stages of our lives. Key knowledge - know the basic stages of a life cycle.</p>	<p>Little Wandle Phonics Year 1 Summer 1 Week 1 - we will follow weekly plans from this point on for the remainder of this half term (revision). Handwriting</p>	<p>The UK. What are the four countries of the UK? Locate on a map. What are the capital cities? Locate on a map.</p>	<p>RE God as a Creator. RSHE I understand the rights and responsibilities for being a member of my class and school Computing Computer Systems and Network PE Get Set 4PE</p>	<p>Andy Goldsworthy - Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p>

	<p>Writing description of what own beast likes to do: "My beast likes to..." (Thursday AM)</p> <p>Read to the end of the beast's journey to the last 'and walked...'; acting out the beast's journey in pairs (Friday AM)</p>			d, g, o, q		<p>Indoor - Fundamentals Outdoor - Ball skills</p> <p>Music Music Express Ourselves 2</p>	
<p>Week 3 18/09/23</p>	<p>The Lonely Beast</p> <p>Revisit the beast's journey in the book; focus on the noun phrases from the book, talking about the structure of 'adjective-noun'; children to label a map of the beast's journey (Monday AM)</p> <p>Practically moving 'mini' beast through the map, describing his journey with a focus on verbs (Tuesday AM)</p> <p>Writing sentences describing the beast's journey, focusing on verbs and noun phrases (Wednesday AM)</p> <p>In pairs, creating a list of questions to ask the beast in a news report (Thursday AM)</p>	<p>I can count a large group of objects by using my knowledge of unitising by counting tens and ones. 2.6-2.9</p> <p>I can represent a number from 20 to 99 in different ways. 2.10-2.13 I can explain and mark the position of numbers 20 to 99 on a number line. 3.1-3.5 I can explain that numbers 20 to 99 can be represented as a length. 3.6-3.7 I can compare two, two digit numbers. 4.1-4.5</p>	<p>To notice that humans have offspring which grow into adults.</p> <p>- Focus on their current stage</p> <p>- What things can you do at this stage that you couldn't do previously?</p> <p>- What things will you be able to do when you are a little bit older?</p> <p>Key knowledge</p> <p>- our body is constantly changing and our attributes change as we do.</p>	<p>Little Wandle Phonics</p> <p>Handwriting</p> <p>i, m, n, r</p>	<p>Landmarks of London - physical and human.</p>	<p>RE</p> <p>God as a Creator.</p> <p>RSHE</p> <p>I listen to other people and contribute my own ideas about rewards and consequences.</p> <p>Computing</p> <p>Computer Systems and Network</p> <p>PE</p> <p>Get Set 4PE Indoor - Fundamentals Outdoor - Ball skills</p> <p>Music</p> <p>Music Express Ourselves 3</p>	<p>Andy Goldsworthy - Know about the materials, techniques and processes an artist has used.</p>

	Performing our news reports to the class (Friday AM)						
Week 4 25/09/23	<p>The Storm Whale.</p> <p>1. Blow up a picture of Noi; What can you tell me about him? Annotate a picture of Noi with adjectives describing him.</p> <p>2. Write descriptive sentences about Noi.</p> <p>3. Look at the picture of Noi watching his father leave to go fishing. What would you like to know? Write questions to ask, punctuated appropriately.</p> <p>4. Read the whole story. Discuss how Noi feels. How do we know? Children to write their own ideas in this lesson.</p> <p>"I feel lonely when..." giving reasons using because.</p> <p>5. Write a letter to dad explaining how you (Noi) feel.</p>	<p>1.9 Composition of numbers from 20 – 100 I can partition numbers in tens and ones. 5.1-5.4 I can add two 2 digit numbers by partitioning into tens and ones. 6.1-6.6 1.10 Composition of numbers 11 to 19 I can explain why a number is odd or even from 11 to 19. 3.1-3.3 I can explain why a number is odd or even from 20 to 99. 3.4-3.5 1.11 Addition and subtraction: Bridging Ten I can add three addends. 1.1-1.3</p>	<p>Health and hygiene</p> <p>What are the basic needs of all living things?</p> <p>- what we do we need to keep healthy?</p> <p>Children should be able to identify the difference between <i>need</i> and <i>want</i> in this lesson.</p> <p>Key knowledge - all living things need certain things to stay alive and stay healthy.</p>	<p>Little Wandle Phonics</p> <p>Handwriting</p> <p>j, p, y</p>	<p>"A Walk in London". Spot the landmarks. Choose one to write about.</p>	<p>RE</p> <p>Images of God from the Bible (shepherd, parent, king).</p> <p>RSHE</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>Computing Computer Systems and Network</p> <p>PE Get Set 4PE Indoor - Fundamentals Outdoor - Ball skills</p> <p>Music Music Express Toys 1</p>	<p>Andy Goldsworthy - Produce a recognisable 3D representation.</p>

<p>Week 5 02/10/23</p>	<p>The Storm Whale</p> <p>1. Read the next two pages up until 'Noi wondered what to do', write a postcard to Noi with a suggestion of what to do.</p> <p>2. Write a description of the setting.</p> <p>3. Sequence the story and orally re-tell.</p> <p>Lessons 4 and 5. Using time sequencing words, write a sentence under each picture.</p>	<p>1.11 Addition and subtraction: Bridging Ten I can use first, then, now stories to add three addends. 2.1-2.5 I can explain that addends can be added in any order. 3.1-3.4 I can add three addends efficiently. 4.1-4.4 I can add three addends efficiently by adding two addends that total ten. 4.5-4.10 I can add two numbers which bridge through 10. 5.1-5.7</p>	<p>Read Burger Boy</p> <p>Look at the food groups and discuss a balanced diet. Why is it important to eat a balanced diet? What do we need to eat more of?</p> <p>Everyone should have their '5 a day' - this means five portions of fruit and vegetables, to get the right amount of nutrients.</p> <p>It's important not to eat too much sugar and salt: sugary foods are bad for your teeth and can be fattening, and salty foods can lead to heart disease. All foods contain nutrients which your body needs to stay active throughout the day. Some foods have more nutrients than others.</p>	<p>Little Wandle Phonics</p> <p>Handwriting</p> <p>v, w, u, z, x</p>	<p>"Katie in London". Spot the landmarks. Choose one to write about.</p>	<p>RE</p> <p>Images of God from the Bible (shepherd, parent, king).</p> <p>RSHE</p> <p>I understand how following the Learning Charter will help me and others learn.</p> <p>Computing</p> <p>Computer Systems and Network</p> <p>PE</p> <p>Get Set 4PE Indoor - Fundamentals Outdoor - Ball skills</p> <p>Music</p> <p>Music Express Toys 2</p>	<p>Andy Goldsworthy - When looking at creative work, express clear preferences and give reasons.</p>
<p>Week 6 09/10/23</p>	<p>The Storm Whale</p> <p>1. A list of qualities for a good friend.</p> <p>2. Features of a recipe including ingredients.</p> <p>3. Write a recipe for friendship.</p> <p>4. Design of a new front cover.</p> <p>5. What might happen next? Write the next</p>	<p>1.11 Addition and subtraction: Bridging Ten I can subtract two numbers that bridge through 10. 6.1-6.8 1.12 Addition and subtraction (subtraction as difference) I can compare numbers and explain how many more or less there is in each set. 1.1-1.4 I can calculate the difference. 2.1-2.4 I can use knowledge of subtraction to solve problems in a range of contexts. 2.5 I can explain what the difference is between consecutive numbers. 3.1-3.5</p>	<p>Set up the teeth investigation</p> <p>Make a healthy plate using the food group information from last week. How can we ensure we have the right amount of everything?</p> <p>Plenary</p>	<p>Little Wandle Phonics</p> <p>Handwriting</p> <p>Initial letter joining</p>	<p>Physical features of London - River Thames.</p>	<p>RE</p> <p>Ideas in art/ story/ song.</p> <p>RSHE</p> <p>I recognise the choices I make and understand the consequences.</p> <p>Computing</p> <p>Computer Systems and Network</p> <p>PE</p> <p>Get Set 4PE</p>	<p>Andy Goldsworthy - Making individual and group sculptures.</p>

	stage of the storm whale's adventure.		10 reasons why we should eat more fruit. Key knowledge By balanced, we mean the right amount. It does not mean the same as it does in maths. We must eat the right amount of different food groups to grow.			Indoor - Fundamentals Outdoor - Ball skills Music Music Express Toys 3	
Week 7 16/09/23	The Storm Whale 1. Book Review Discuss likes and dislikes, who the book is perfect for, any other books it is like etc. Children to write a book review covering these aspects. 2. Independent writing (3 days) Re-write the story of the storm whale in three parts (beginning, middle, end).	I can calculate difference when information is presented in a pictogram. 4.1-4.2 and 4.4 I can calculate difference when information is presented in a bar chart. 4.3 Two days of reviewing and assessing progress.	Working scientifically. Children to set up an experiment outside to record how fit they are. Mention how we should keep things fair (the same) by recording for the same time, same activities etc. Teeth Investigation Look at the eggs and record what happened. Discuss the impact on our teeth (enamel) and how this might change what we eat and how often.	Phonics Review and assess for the next half term. Handwriting Initial letter joining	Similarities and differences between London and Molesey.	RE Ideas in art/ story/ song. Computing Project Evolve - Recognising that content may belong to other people. PE Get Set 4PE Indoor - Fundamentals Outdoor - Ball skills Music Music Express Our Land 1	Andy Goldsworthy - Evaluation of work.