Class 1 Autumn 1st Medium Term Planning for Foundation Subjects

Miss S Cunningham

Class 1 Science Medium Term Planning Autumn 1

Key Vocabulary Curriculum Links Writing Further Challenge

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| Autumn 1 | Session | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Science**  *Pets*  National Curriculum Objectives Year 1:  ***Working Scientifically***  *Can ask simple questions and recognise that they can be answered in different ways.*  *Can observe closely, using simple equipment.*  *Can identify and classify.*  *Can use their observations to suggest answers to questions.*  ***Animals, including Humans***  *Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.*  *Can describe and compare the structure of a variety of common animals (fish,*  *amphibians, reptiles, birds and mammals, including pets).* | **Mrs Nerney Hook**  KWL (Class)  🡪 what do we know about pets?  🡪what do we want to learn? What pets make good pets  -introduce myself and inquiry  -search book area for books about animals  -draw pictures of ‘good’ and ‘bad’ pets and what else I would need.  LO: I can use my observations to suggest answers to questions.  *I can draw a picture of a pet Mrs Nerney could buy.* | **Identify and Classify**  -list animals you could have as pets, can we sort them into groups?  LO: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  *I can sort animals into groups*.  Maths  🡪class graph of class pets | **Identify and Classify**  -Revisit animal groups  -write some facts about each group  - play name that animal game  - say which animal you think Mrs Nerney should get  LO: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  *I can sort facts about each animal group.* | **Investigations/**  **Structure of animals**  -revisit list and draw attention to…tortoise, ducks, fish  -explain we are going to investigate these animals further: duck feathers, hibernating tortoise, how fish breathe  (evidence to go onto Tapestry)  LO: Can describe and compare the structure of a variety of common animals (fish,  amphibians, reptiles, birds and mammals, including pets).  *I can draw an animal in the box and label the correct parts of the body*  *I can use my observations to suggest answers to questions.*  Challenge  🡪what animals wouldn’t make good pets and why i.e. tiger | **Choosing a Pet**  -now we’ve researched about animals we need to decide which pet would be perfect for Mrs Nerney  -she likes e.g. quiet animals with no hair and likes looking at Aquarians  -be sure to say which pet definitely wouldn’t be good for her e.g. a dog because they are hairy and bark loud  LO: *I can say which animals would be a good pet for Mrs Nerney and which ones wouldn’t be.*  Write  🡪 a sentence saying why Mrs Nerney should get the pet you think should get | **Thank you from Mrs Nerney**  -explain why their choices were good (fish have no hair and are quiet)  -share posters with children  -revisit all the animals and groups they could’ve chose from  KWL  🡪what have we learnt about pets? |
| Potential EYFS enhanced provision Planning | Draw pictures of animals, information books about animals, animal sorting, science investigation table (investigation week) including magnifiers post it notes and pencils for chn to record | | | | | |
| EYFS Key Skills and Progression Questioning | * Discuss what they can see, touch, smell, hear or taste? * Use simple equipment to help them make observations? * Identify and classify things they observe? * Think of some questions to ask? * Answer some scientific questions? * Give a simple reason for their answer? * Explain what they have found out? | | | | | |

Class 1 Art Medium Term Planning Autumn 1

Key Vocabulary Curriculum Links Writing Further Challenge

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| Autumn 1 | Session | | | | |
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| **Art**  *Self portraits*  National Curriculum Objectives for Yr1:  ***Being Creative***  Can use drawing to develop and share their ideas, experiences and imagination.  ***Being Technical***  Can develop a range of art and design techniques in using line and shape. | **Cold Task**  KWL (whole class)  *🡪What do we know about ‘self-portraits’?*  *🡪What do we want to learn?* (how to draw a self portrait)  LO: I can draw a picture of myself (self-portrait) using a pencil.  Write 🡪 full name and identify it is a self-portrait | **Understanding**  -looking at self-portrait examples  -describe similarities and differences and make links to my work (focus on sizing)  LO: I can draw the outline of my head, including ears, neck and shoulders (portrait) | **Features**  -observe facial features using mirrors  -draw each feature separately paying attention to details  LO: I can draw my eyes, nose, ears and lips (separately) | **Final Portrait**  -draw final portraits using all skills, assessments and teach feedback.  LO: I can draw my final self-portrait and display my work in the classroom.  Have I checklist  🡪Made sure my head, neck shoulders are in proportion?  🡪Drawn my facial features in the correct place?  🡪Added details such as freckles, beauty marks, hair | **Self and Peer Assessment**  -compare first and second self-portrait and say how you have improved.  -share work with a friend and say what they like about their work (e.g. their nose is in the correct place)  LO: I can say how my work has improved.  Challenge 🡪 How could you improve your work further?  KWL (individual)  *🡪What have I learnt about self-portraits?*  *🡪How have I gotten better at drawing a self-portrait* |
| Potential EYFS enhanced provision Planning | Mirrors, range of drawing utensils, photographs of themselves, paper | | | | |
| EYFS Key Skills and Progression | * Create simple representations of events, people and objects. * Explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers. * Draw from observation, imagination & experience. * Begin to show some control and refinement in drawing and painting. | | | | |

Class 1 RE Medium Term Planning Autumn 1

Key Vocabulary Curriculum Links Writing Further Challenge

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| Autumn 1 | Session | | | | | |
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| **RE**  *Celebrations*  ***Big Question***  How do celebrations bring communities together? | **Prior Knowledge**  KWL  *🡪What is a celebration?*  *🡪What do we want to learn about celebrations*  -list celebrations they know | **Memorable Celebration (birthday etc)**  -revisit ‘list’ of celebrations  -draw or paint a picture of a memorable celebration  LO: I can draw a memorable celebration  -plenary: share pictures and think about how people celebrate differently. | **Other Celebrations**  -explore pictures of different celebrations  -which do you have on your list and ones you don’t  -what is being celebrated in the unfamiliar ones  LO: I can talk about other types of celebrations | **Belonging and Celebrating**  -how do ‘we all belong to Hainford Primary School’…how do we know, uniforms, friends, school books. Is it special to belong to our school? Why? What signs are there to show our school is special and belongs to Christ? (cross, etc)  -what else do we belong to? Family, group of friends, clubs, rainbows, beavers etc.  LO: I can talk about how it feels to belong to a group.  Write 🡪 ‘I belong to’ card, how does it make me feel to belong to this group? How do we celebrate as a group? | **Harvest Festival**  -recap belonging feeling  -look at Harvest Festival, it’s a celebration. Why did we celebrate it  LO: I can answer questions about the Harvest Festival, including why we celebrated it and how I felt being part of the school/group | **All Celebrations**  -Revisit KWL and think about what we have learnt about celebrations?  LO: I can say what I have learnt about celebrations.  Challenge 🡪How do you feel about celebrations now?  is it all about presents, cake etc or more about how you feel belonging to that group and enjoying being with your family and friends? |
| Potential EYFS enhanced provision Planning | Celebration pictures, candles, information books about celebrations, information posters about celebrations, pictures from the Harvest Festival | | | | | |
| EYFS Key Skills and Progression | * Talk about religious events that they see or hear about e.g. festivals, ceremonies * Say what matters to them or is of value | | | | | |

Class 1 DT Medium Term Planning Autumn 1

Key Vocabulary Curriculum Links Writing Further Challenge

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| Autumn 1 | Session | | | | | |
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| **DT**  *Cutting*  National Curriculum Objectives Year 1:  ***Make***  *Can select and use a wide range of tools to perform practical tasks (for example, cutting).* | **Cutting Things**  -show a picture and say you want to cut it out but I don’t have scissors, what could I use instead?  -try tearing, ripping, folding then tearing  -now Emma has found the scissors! Cut the picture out. Which gave the most accurate cut?  LO: I can compare different was of cutting. | **Scissors (Left of Right?)**  -have all different types of scissors around  -talk about scissor safety  -try out different scissors  LO: I can use scissors safely | **Cutting Lines**  -have range of paper with lines to cut  -model activity and chn to have ago  LO: I can use scissors to cut a line  Challenge 🡪 could you improve your cutting? (move your other hand along the paper) | **Cutting Shapes**  Maths 🡪 2D shape lesson, naming shapes  -recap shapes and say we are going to cut shapes  -recap challenge from last time, move your hand around the shape as you cut  LO: I can cut out different shapes using scissors | **Cutting Zig Zags**  -look at zig zag lines and model how best to cut these out  -chn to have ago  LO: I can cut zig-zag lines using scissors | **Collage**  -today’s lesson is about putting all our skills together.  -show your cutting collage, you used different cuts, fancy scissors etc.  LO: I can create a cutting collage that shows of my skills using scissors  Write 🡪 what cuts are you best at? Which ones have you used on your collage? What do you still need to improve on? |
| Potential EYFS enhanced provision Planning | Scissors, pre-prepared paper with lines/shapes/zigzags for chn to cut out, paper, autumn collage activity | | | | | |
| EYFS Key Skills and Progression | * Can they select appropriate resources and tools? * Can they explain which tools are they using and why? * Can they use tools safely? * Can they use tools to manipulate materials? * Can they change their strategy as needed? | | | | | |

Class 1 History Medium Term Planning Autumn 1

Key Vocabulary Curriculum Links Writing Further Challenge

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| Autumn 1 | Session | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **History**  *Chronological Understanding*  EYFS Profile:  ***People and Communities***  30-50: *Can remember and talk about significant events in their own experience.*  40-60: *Can join in with family customs and routines.*  ELG: *Can talk about past and present events in their own lives and in the lives of family members.*  National Curriculum for Year 1:  ***Changes***  *Can understand changes within living memory.*  ***Events***  *Can understand events beyond living memory.* | **A Moment in Time**  -have ‘time’ written on the board and get chn to say words they think of in response to time: clock, days, weeks, years etc.  -look at class calendar and use this to explain yesterday is the past, today is the present and tomorrow is the future.  -talk about something you did yesterday, what you will do tomorrow and what you are doing right now in the present.  LO:I can start thinking about time | **Past, Present and Future Family Members**  -recap learning about past, present, future  -draw a family picture ‘present’ family  -draw picture of past family members or pets who may have died ‘past’ family  -is anyone having a baby in your family, what do you think your family will look like when you grow up? ‘future’ family  LO: I can draw pictures of my past, present and future family | **Sequencing**  -thinking about the school day  -what do you do before school? For example getting dressed.  Maths 🡪 I can order the before school sequencing cards  LO: I can order a simple sequence  Challenge 🡪 how can you define/explain what the past, present and future is? Written Task  Past, present, future, tomorrow, today, yesterday | **Life Events**  -recap sequencing lesson  -explain life sequence showing your example: I was born (1991), I turned 10, I became a teacher (22), and I had Ivy (26).  -stress importance of timeline and look at how you have placed them.  -explain chn are much younger so their current time line is shorter but still have significant things such as being born, sibling being born, started preschool, started primary school  LO: I can sequence 3-4 events in my life (with the support of the teacher) | **Future Goals**  -revisit past, present and what we have learnt about them  -today thinking about future goals e.g. When I am 30 I want to have a new car  -add to timeline in new colour  LO: I can add a future goal to my timeline.  KWL – what have we learnt about time? *Measured in periods such as past present and future.*  *Things have happened before I am born. (past living memory events).*  *Things will continue to happen in the future.* |
| EYFS enhanced provision Planning | Clocks, timers, stop watches, key vocab cards, family pictures, future goal cards | | | | |
| EYFS Key Skills and Progression | Chronology   1. sequence a few familiar events 2. use words to describe time passing *– younger, older, then, now, birthdays* 3. identify changes that have happened in their life   Historical   1. know past and present events in their own lives and in the lives of their family (e.g. births, homes, pets, marriages, deaths…) 2. understand what their life was like in the past *– e.g. when I was a baby… when I went to nursery* | | | | |

Class 1 Computing Medium Term Planning Autumn 1

Key Vocabulary Curriculum Links Writing Further Challenge

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| Autumn 1 | Session | | | |
| 1 | 2 | 3 | 4 |
| **Computing**  *Understanding Technology*    EYFS Profile:  ***Technology***  30-50: *Shows interest in technological toys or real objects such as cameras or mobile phones.*  40-60: *Completes a simple programme on a computer.*  ELG: *Can recognise a range of technology at home and school.* | **What is technology?**  -have technology on the board, what comes to mind when you hear this word?  LO: I can say what I think technology is. | **Technology in School**  -explain we are going to go on a technology hunt around school  Challenge 🡪 Yr1s to lead group of Reception and list technology found  LO: I can list technology that is in school | **Technology at Home?**  -homework to be handed in before this lesson  -discuss what technology they found at home, is there anything new compared to school?  Write 🡪 What technology do you use at home? What for? How do you know how to use it?  LO: I can think about how and why I use technology at home. | **Using Technology**  -explain that today we are going to be using technology in school.  1.ipad beebot game  2.draw a picture on the whiteboard and print it  3.take a picture using a camera  LO: I can complete a simple programme and/or task using technology.  KWL 🡪 What have we learn about technology? *It’s everywhere!* |
| Potential EYFS enhanced provision Planning | Beebots, iPads, tablets, clevertouch screen, technology at home sheet | | | |
| EYFS Key Skills and Progression | * Can they make marks using technology? * Can they use available applications and software to create original content? * Can they explore the functions of a simple programming tool? (e.g. beebot) * Can they explore and interact with their environment using a range of equipment? (e.g. using a camera to take photos, using an iPad to record videos) * Can they recognize simple icons, buttons or shortcuts? * Can they turn equipment on/off? | | | |

Class 1 PSHE Medium Term Planning Autumn 1

Key Vocabulary Curriculum Links Writing Further Challenge

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| Autumn 1 | Session | | | |
| 1 | 2 | 3 | 4 |
| **PSHE**  *Health and Wellbeing* | **KWL**  How do we keep our bodies healthy?  H1 Lesson  LO: identify some ways of taking care of themselves daily basis | **Exercise and Sleep**  LO: describe physical activity and how sleep helps our bodies grow and make us feel well. | **Favourite Foods**  LO: List favourite foods and say which ones are important to keep us healthy. Which ones need to be eaten in moderation  **Dental Health**  LO: describe how they can take care of their dental health | **Similarities and Differences**  LO: looks at similarities and differences between themselves and a friend |
| EYFS enhanced provision Planning | Healthy food pictures, real fruits and vegetables, range of resources to practise physical activity (hoops, balls, bats, obstacle course with bikes and blocks), clean the teeth activity using whiteboard markers and tooth-brushes, similarities and differences eBook | | | |
| EYFS Key Skills and Progression | * Identifies the impact of physical activity on their bodies * Describe the differences in the way their body works and feels when playing different games * Differentiate between healthy and unhealthy foods * Know that physical exercise is good for them and describe what it feels like | | | |

Class 1 PE Medium Term Planning Autumn 1

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| Autumn 1 | Session | | | |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **PE**  *Val Sabin: Games*  *Reception unit 1* | **Listen to instructions and engage themselves**  How do we move safely? (use space safely)  Warm-up  Staying in our grid  Team games | **Getting changed**  -------------------  LO: move safely in different ways  *Teach: Chilli beans, runner beans etc* | *Val Sabin: Games*  *Reception unit 1 (L2)*  LO: use equipment safely  *Warm-up: Chilli beans & moving differently in a grid* | *Val Sabin: Games*  *Reception unit 1 (L3)*  *Warm-up: Chilli beans & moving differently in a grid*  LO: throw and catch with increased accuracy | *Val Sabin: Games*  *Reception unit 1*  *(L4)*  *Warm-up: Chilli beans & moving differently in a grid* | *Reception unit 2: using a ball*  *Dribbling and control*  *Warm-up: Chilli beans & moving differently in a grid* |
| EYFS enhanced provision Planning | 10 minutes free flow during each session with suitable PE equipment available  (LO: use equipment safely) | | | |  |  |
| EYFS Key Skills and Progression | * Identifies the impact of physical activity on their bodies * Describe the differences in the way their body works and feels when playing different games * Differentiate between healthy and unhealthy foods   Know that physical exercise is good for them and describe what it feels like | | | |  |  |