

Class 1 Medium Term Planning Autumn 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Subject	1	2	3	4	5	6
<p>Science <i>Pets</i></p> <p>National Curriculum Objectives Year 1: Working Scientifically <i>Can ask simple questions and recognise that they can be answered in different ways.</i> <i>Can observe closely, using simple equipment.</i> <i>Can identify and classify.</i> <i>Can use their observations to suggest answers to questions.</i> Animals, including Humans <i>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</i></p>	<p>Mrs Nerney Hook</p> <p>KWL (Class) → what do we know about pets? → what do we want to learn? What pets make good pets</p> <p>-introduce myself and inquiry -search book area for books about animals -draw pictures of 'good' and 'bad' pets and what else I would need.</p> <p>LO: I can draw a picture of a pet Mrs Nerney could buy.</p>	<p>Identify and Classify</p> <p>-list animals you could have as pets, can we sort them into groups?</p> <p>LO: I can sort animals into groups.</p> <p style="background-color: #FF00FF; color: black;">Maths</p> <p>→ class graph of class pets</p>	<p>Investigation</p> <p>-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</p> <p>LO: I can use my observations to suggest answers to questions.</p>	<p>Role Play</p> <p>-what would it be like to have ... as a pet? -record themselves making pet/animal sounds for others to guess what the pet/animal is. Discuss whether it would be a good pet or not. -oh no, I lost my pet! Can you describe the pet (tail, four legs, ginger, pointy ears, meows) and help find it?</p> <p>LO: I identify parts of animals.</p> <p style="background-color: #FFFF00; color: black;">Challenge</p> <p>→ what animals wouldn't make good pets and why i.e. tiger</p>	<p>Choosing a Pet</p> <p>-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</p> <p>LO: I can say which animals would be a good pet for Mrs Nerney and which ones wouldn't be.</p> <p style="background-color: #00FFFF; color: black;">Write</p> <p>→ letter/poster why Mrs Nerney should get i.e. a fish. Mention parts of fish and interesting fact (how they breathe)</p>	<p>Thank you from Mrs Nerney</p> <p>-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</p> <p>KWL → what have we learnt about pets?</p>
Geography	Where's My School?	Getting to School	Connected	United Kingdom	United Kingdom	We're going on a

<p>National Curriculum Objectives Year 1: Locational Knowledge <i>Can name the four countries of the United Kingdom and identify some characteristics.</i></p> <p>Human and Physical Geography <i>Can use basic geographical vocabulary city, town, village, house, road, woods, train, boat,</i></p>	<p>-what is the name of our school? -the school is in Hainford. Who lives in Hainford? Who lives somewhere else?</p> <p>LO: I can name my school and the area I live in.</p> <p>KWL → <i>What do I know about the United Kingdom?</i></p>	<p>(how?)</p> <p>-how do we get to school? Do you walk, drive, bus, train?</p> <p>Maths → graph to show types of transport to school</p> <p>-what other types of transport do we know? -when would you need to use a plane or boat?</p> <p>LO: I can talk about different types of transport and journeys</p>	<p>By Roads, trains, rivers etc Map of Hainford</p> <p>-show a map of Hainford and ask what it is -get 'in' the map, identify school and look at what's near it (identifying roads, trees, houses, fields etc).</p> <p>-look at how the roads are linked and explain that we can go anywhere using different transport</p> <p>LO: I can use basic geographical vocabulary</p>	<p>-show map of UK (what is it?) -show ppt breaking down the map into four countries -explain links Hainford is in Norfolk, in England, in the UK. -open questions about the UK</p> <p>LO: I can discuss the map of the UK and ask questions about its four countries</p> <p>Write → name four countries that make up the United Kingdom (correct spelling)</p>	<p>Characteristics</p> <p>-recap learning so far -today we are going to learn about the characteristic of each of the countries -show ppt</p> <p>LO: I can identify some characteristics</p>	<p>round trip holiday of the UK!</p> <p><i>What transport roads, trains, rivers, What would we see when we are in... Shall we send a postcard home? Where do I live again? What is special about...England, Scotland...</i></p> <p>KWL → what have we learnt about the United Kingdom?</p>
<p>Art <i>Self portraits</i></p> <p>National Curriculum Objectives for Yr1: Being Creative <i>Can use drawing to develop and share their ideas, experiences and imagination.</i></p> <p>Being Technical <i>Can develop a range of art and design techniques in using</i></p>	<p>Cold Task</p> <p>KWL (whole class) → <i>What do we know about 'self-portraits'?</i> → <i>What do we want to learn?</i> (how to draw a self portrait)</p> <p>LO: I can draw a picture of myself (self-portrait) using a pencil. Write → full name</p>	<p>Understanding</p> <p>-looking at self-portrait examples -describe similarities and differences and make links to my work (focus on sizing)</p> <p>LO: I can draw the outline of my head, including ears, neck and shoulders (portrait)</p>	<p>Features</p> <p>-observe facial features using mirrors -draw each feature separately paying attention to details</p> <p>LO: I can draw my eyes, nose, ears and lips (separately)</p>	<p>Warm Task</p> <p>-draw a second self-portrait thinking about everything we have learnt -think about how to draw hair, freckles, beauty marks</p> <p>LO: I can draw a self-portrait using the skills I have learnt</p>	<p>Self and Peer Assessment</p> <p>-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)</p> <p>LO: I can say how my</p>	<p>Final Portrait</p> <p>-draw final portraits using all skills, assessments and teach feedback.</p> <p>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</p>

line and shape.	and identify it is a self-portrait				work has improved. Challenge → How could you improve your work further?	features in the correct place? → Added details such as freckles, beauty marks, hair KWL (individual) → <i>What have I learnt about self-portraits?</i> → <i>How have I gotten better at drawing a self-portrait</i>
<p>RE <i>Celebrations</i></p> <p>Big Question How do celebrations bring communities together?</p>	<p>Prior Knowledge KWL → <i>What is a celebration?</i> → <i>What do we want to learn about celebrations</i></p> <p>-list celebrations they know</p>	<p>Memorable Celebration (birthday etc)</p> <p>-revisit 'list' of celebrations -draw or paint a picture of a memorable celebration</p> <p>LO: I can draw a memorable celebration</p> <p>-plenary: share pictures and think about how people celebrate differently.</p>	<p>Other Celebrations</p> <p>-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</p> <p>LO: I can talk about other types of celebrations</p>	<p>Belonging and Celebrating</p> <p>-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.</p> <p>LO: I can talk about how it feels to belong to a group.</p> <p>Write → 'I belong to' card, how does it make me feel to</p>	<p>Christian Celebration (Baptism)</p> <p>-recap belonging feeling -ask who belongs to a church? Does anyone in their family belong to a church? -introduce the term 'Christian' meaning belonging to Christ and when someone is baptised they become part of the family of Christ. -look at Baptism celebration ppt Go over to the church and so chn the font etc.</p> <p>LO: I can describe a Christian celebration and say how and why they celebrate it.</p>	<p>All Celebrations</p> <p>-Revisit KWL and think about what we have learnt about celebrations?</p> <p>LO: I can say what I have learnt about celebrations.</p> <p>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?</p>

				belong to this group? How do we celebrate as a group?		
<p>DT <i>Cutting</i></p> <p>National Curriculum Objectives Year 1: Make <i>Can select and use a wide range of tools to perform practical tasks (for example, cutting).</i></p>	<p>Cutting Things</p> <p>-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?</p> <p>LO: I can compare different ways of cutting.</p>	<p>Scissors (Left or Right?)</p> <p>-have all different types of scissors around -talk about scissor safety -try out different scissors</p> <p>LO: I can use scissors safely</p>	<p>Cutting Lines</p> <p>-have range of paper with lines to cut -model activity and chn to have ago</p> <p>LO: I can use scissors to cut a line</p> <p>Challenge → could you improve your cutting? (move your other hand along the paper)</p>	<p>Cutting Shapes</p> <p>Maths → 2D shape lesson, naming shapes</p> <p>-recap shapes and say we are going to cut shapes -recap challenge from last time, move your hand around the shape as you cut</p> <p>LO: I can cut out different shapes using scissors</p>	<p>Cutting Zig Zags</p> <p>-look at zig zag lines and model how best to cut these out -chn to have ago</p> <p>LO: I can cut zig-zag lines using scissors</p>	<p>Collage</p> <p>-today's lesson is about putting all our skills together. -show your cutting collage, you used different cuts, fancy scissors etc.</p> <p>LO: I can create a cutting collage that shows of my skills using scissors</p> <p>Write → what cuts are you best at? Which ones have you used on your collage? What do you still need to improve on?</p>
<p>Computing <i>Understanding Technology</i></p> <p>EYFS Profile: Technology 30-50: <i>Shows interest in technological toys or real objects such as cameras or mobile phones.</i> 40-60: <i>Completes a simple programme on a computer.</i> ELG: <i>Can recognise a</i></p>	<p>What is technology?</p> <p>-have technology on the board, what comes to mind when you hear this word?</p> <p>LO: I can say what I think technology is.</p>	<p>Technology in School</p> <p>-explain we are going to go on a technology hunt around school</p> <p>Challenge → Yr1s to lead group of Reception and list technology found</p> <p>LO: I can list technology that is in school</p>	<p>Technology at Home?</p> <p>-homework to be handed in before this lesson -discuss what technology they found at home, is there anything new compared to school?</p> <p>Write → What technology do you use</p>	<p>Using Technology</p> <p>-explain that today we are going to be using technology in school.</p> <p>1.ipad beebot game 2.draw a picture on the whiteboard and print it 3.take a picture using a camera</p> <p>LO: I can complete a</p>	<p>Next Sequence of Lessons to start in Autumn 1 and continue in Autumn 2</p> <ol style="list-style-type: none"> 1. Information Literacy 2. Multimedia 3. Computing Programming/Digital Devices 4. Sound and Music 5. Visual Media 	

<p>range of technology at home and school.</p>			<p>at home? What for? How do you know how to use it?</p> <p>LO: I can think about how and why I use technology at home.</p>	<p>simple programme and/or task using technology.</p> <p>KWL → What have we learn about technology? <i>It's everywhere!</i></p>		
<p>History <i>Chronological Understanding</i></p> <p>EYFS Profile: People and Communities 30-50: <i>Can remember and talk about significant events in their own experience.</i> 40-60: <i>Can join in with family customs and routines.</i> ELG: <i>Can talk about past and present events in their own lives and in the lives of family members.</i></p> <p>National Curriculum for Year 1: Changes <i>Can understand changes within living memory.</i> Events <i>Can understand events beyond living memory.</i></p>	<p>A Moment in Time</p> <p>-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.</p> <p>LO:I can start thinking about time</p>	<p>Past, Present and Future Family Members</p> <p>-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</p> <p>LO: I can draw pictures of my past, present and future family</p>	<p>Sequencing</p> <p>-thinking about the school day -what do you do before school? For example getting dressed.</p> <p>Maths → I can order the before school sequencing cards</p> <p>LO: I can order a simple sequence</p> <p>Challenge → how can you define/explain what the past, present and future is? Written Task Past, present, future, tomorrow, today, yesterday</p>	<p>Life Events</p> <p>-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</p> <p>LO: I can sequence 3-4 events in my life (with the support of the teacher)</p>	<p>Past Living Memory</p> <p>-revisit your time lines and recap past meaning already has happened. -explain that thinks happened before they were born and these are 'past living memory events' -give your example of brother being born 6 years before me - add to timeline in a different colour.</p> <p>LO: I can add at least one past living memory event to my timeline</p> <p>Computing → when was Norwich Football Stadium (Carrow Road) built 1935. →1:1 research to add to time line.</p>	<p>Future Goals</p> <p>-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</p> <p>LO: I can add a future goal to my timeline.</p> <p>KWL - what have we learnt about time? <i>Measured in periods such as past present and future.</i> <i>Things have happened before I am born. (past living memory events).</i> <i>Things will continue to happen in the future.</i></p>
<p>Music</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>

<p>PE <i>Multi-skills</i> <i>EYFS: Moving and handling / Self care</i> <i>(Weather dependent) as outside only)</i></p>	<p>Multi-skills Introduction to P.E Safe moving / responding to the whistle etc.</p>	<p>Multi-Skills Getting Changed reception (based around Val Sabin) Reception: Focus on using a bean bag Throwing and catching aiming games Skills progression: Throwing / catching Rec: L1 Yr1: ext. games Yr1 Unit 2</p>	<p>Multi-Skills Getting Changed reception (based around Val Sabin) Reception: Focus on using a bean bag Throwing and catching aiming games Skills progression: Throwing / catching Rec: L2 Yr1: ext. games Yr1 Unit 2</p>	<p>Multi-Skills Getting Changed reception (based around Val Sabin) Reception: Focus on using a bean bag Throwing and catching aiming games Skills progression: Throwing / catching Rec: L3 Yr1: ext. games Yr1 Unit 2</p>	<p>Multi-Skills Getting Changed reception (based around Val Sabin) Reception: Focus on using a bean bag Throwing and catching aiming games Skills progression: Throwing / catching Rec: L4 Yr1: ext. games Yr1 Unit 2</p>	<p>Multi-Skills Getting Changed reception (based around Val Sabin) Reception: Focus on using a bean bag Throwing and catching aiming games Skills progression: Throwing / catching Rec: L5 Yr1: ext. games Yr1 Unit 2</p>
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