



Year 1 Autumn 2 Medium Term Plan



<u>Once upon a time</u>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Themed Weeks							
Events							
Maths	<p>Number and place value Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers from 1 to 100 in numerals</p>	<p>Number and place value Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least- 5 days Count in multiples of twos, fives and tens-</p>	<p>Addition and Subtraction Represent and use number bonds and related subtraction facts within 20-</p>	<p>Addition and Subtraction Add and subtract one-digit and two-digit numbers to 20, including zero- 10 days Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p>	<p>Measurement: Time Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years-</p>	<p>Geometry Recognise and name common 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p>	<p>Christmas activities involving number bonds</p>
Phonics	See Woodside Programme	See Woodside Programme	See Woodside Programme	See Woodside Programme	See Woodside Programme	See Woodside Programme	See Woodside Programme
Guided Reading	See Woodside Programme	See Woodside Programme	See Woodside Programme	See Woodside Programme	See Woodside Programme	See Woodside Programme	See Woodside Programme
Writing	Into the Forest Retell the story	Instruction Writing No book	Cinderella character description	Cinderella character Retell	<u>Potion Commotion making own potion description</u>	Potion Commotion	Poetry / Christmas Writing



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GPS	<p><u>Joining words and sentences using 'and'</u></p> <p>Chn need to know that we can include more than one idea in a sentence by using 'and' in a list. Extend to using and as a sentence connective to join two ideas/simple sentences together in a compound sentence. Enforce the need for <u>only 2 ideas</u> and 'and' being used once before a full stop to prevent run on sentences.</p> <p><u>Vocabulary:</u> Sentence, compound, and, sentence connective.</p> <p>Assertive spelling 1.6 final blend tch, ch</p>	<p><u>Verbs and adjectives</u></p> <p>Chn need to know the correct terms when discussing word groups/families. Ensure chn are familiar with the terms adjective and verb and can explain what they mean e.g. an adjective is a describing word, a verb is an action/doing word.</p> <p><u>Vocabulary:</u> word group/family, noun, adjective, verb</p> <p>Assertive spelling 1.7 final sound v</p>	<p><u>Plural Noun Suffixes – s or es</u></p> <p>Children need to know that we can add 's' or 'es' to a noun to create a plural – meaning more than one. Chn should be introduced to the rule of when we add 's' and 'es'.</p> <p><u>Vocabulary:</u> noun, plural, word ending.</p> <p>Assertive spelling 1.8 y sounding ee</p>	<p><u>Plural Noun Suffixes – s or es</u></p> <p>Children need to know that we can add 's' or 'es' to a noun to create a plural – meaning more than one. Chn should be introduced to the rule of when we add 's' and 'es'.</p> <p><u>Vocabulary:</u> noun, plural, word ending.</p> <p>Assertive spelling 1.9 syllables</p>	<p><u>Prefix – un</u></p> <p>Chn need to know how the prefix un- changes the meaning of verbs and adjectives (negation e.g. unkind, or undoing, e.g. untie the boat). Reinforce 'adjective' and 'verb' and ensure chn's understanding.</p> <p><u>Vocabulary:</u> adjective, verb,</p> <p>Assertive spelling 1.10 compound words</p>	<p><u>Joining words and sentences using 'and'- REVISE</u></p> <p>Chn need to know that we can include more than one idea in a sentence by using 'and' in a list. Extend to using and as a sentence connective to join two ideas/simple sentences together in a compound sentence. Enforce the need for <u>only 2 ideas</u> and 'and' being used once before a full stop to prevent run on sentences.</p> <p><u>Vocabulary:</u> Sentence, compound, and, sentence connective.</p> <p>Assertive spelling 1.11 ai, ay, a - e</p>	<p><u>Revision/Picking up Misconceptions</u></p>
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Handwriting	See Year 1 Handwriting Program - Teach handwriting scheme	See Year 1 Handwriting Program -Teach handwriting scheme	See Year 1 Handwriting Program - Teach handwriting scheme	See Year 1 Handwriting Program - Teach handwriting scheme	See Year 1 Handwriting Program - Teach handwriting scheme	See Year 1 Handwriting Program - Teach handwriting scheme	See Year 1 Handwriting Program - Teach handwriting scheme
PSHE	<p><u>Celebrating difference</u> <u>Woodside Core Value</u> <u>Link:</u> Self- Awareness, Self, Respect, Self – Belief, Sense of belonging, Confidence, Effective thinker and Challenger</p> <p style="text-align: center;">Accept that everyone is different</p> <p>I can identify similarities between people in my class I can tell you some ways in which I am the same as my friends</p>	<p><u>Celebrating difference</u> <u>Woodside Core Value</u> <u>Link:</u> Self- Awareness, Self, Respect, Self – Belief, Sense of belonging, Confidence, Effective thinker and Challenger</p> <p style="text-align: center;">Include others when working and playing</p> <p>I can identify differences between people in my class I can tell you some ways I am different from my friends</p>	<p><u>Celebrating difference</u> <u>Woodside Core Value</u> <u>Link:</u> Self- Awareness, Self, Respect, Self – Belief, Sense of belonging, Confidence, Effective thinker and Challenger</p> <p style="text-align: center;">Know how to help if someone is being bullied</p> <p>I can tell you what bullying is I understand how being bullied might feel</p>	<p><u>Celebrating difference</u> <u>Woodside Core Value</u> <u>Link:</u> Self- Awareness, Self, Respect, Self – Belief, Sense of belonging, Confidence, Effective thinker and Challenger</p> <p style="text-align: center;">Try to solve problems</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied</p>	<p><u>Celebrating difference</u> <u>Woodside Core Value</u> <u>Link:</u> Self- Awareness, Self, Respect, Self – Belief, Sense of belonging, Confidence, Effective thinker and Challenger</p> <p style="text-align: center;">Use kind words</p> <p>I know how to make new friends I know how it feels to make a new friend</p>	<p><u>Celebrating difference</u> <u>Woodside Core Value</u> <u>Link:</u> Self- Awareness, Self, Respect, Self – Belief, Sense of belonging, Confidence, Effective thinker and Challenge</p> <p style="text-align: center;">Know how to give and receive compliments</p> <p>I can tell you some ways I am different from my friends I understand these differences make us all special and unique</p>	<p><u>Celebrating difference</u> <u>Woodside Core Value</u> <u>Link:</u> Self- Awareness, Self, Respect, Self – Belief, Sense of belonging, Confidence, Effective thinker and Challenger</p> <p style="text-align: center;">Christmas</p>
Science	<p style="text-align: center;"><u>Forces</u> <u>LO: To identify what a push and pull is.</u> Lesson 1: What happens to objects when they are pushed?</p>	<p style="text-align: center;"><u>Forces</u> <u>LO: To observe the change in movement</u> Lesson 2: Observe and describe the movement of a range</p>	<p style="text-align: center;"><u>Forces</u> <u>LO: To observe the change in movement</u> Lesson 3: Observe and describe the movement of a range</p>	<p style="text-align: center;"><u>Earth and Space</u> Lesson 3: Name times of the day. Show how you might know (apply) roughly what time of day it is by looking at the position of the Sun.</p>	<p style="text-align: center;"><u>Earth and Space</u> Lesson 4: Observe and describe the Sun’s position in the sky at different times of the school day</p>	<p style="text-align: center;"><u>Earth and Space</u> Lesson 5: Name the four seasons. Notice and name the key features of each season.</p>	<p style="text-align: center;"><u>Earth and Space</u> <u>Lesson 6:</u> Observe and record the weather over four seasons.</p>



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	What happens to objects when they are pulled?	of things including things that move with magnets.	of things including things that move with magnets.				Describe the weather in a named season.
RE	<p><u>The Christmas Story</u> Concept: Incarnation</p> <p>Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianity</p>	<p><u>The Christmas Story</u> Concept: Incarnation</p> <p>Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianit</p>	<p><u>The Christmas Story</u> Concept: Incarnation</p> <p>Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianit</p>	<p><u>The Christmas Story</u> Concept: Incarnation</p> <p>Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianit</p>	<p><u>The Christmas Story</u> Concept: Incarnation</p> <p>Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianit</p>	<p><u>The Christmas Story</u> Concept: Incarnation</p> <p>Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianit</p>	<u>Winter week</u>
Geog	<p><u>Countries In The United Kingdom</u></p> <p>List (and show on a map) the countries that make up the United Kingdom</p> <ul style="list-style-type: none"> Which ocean is surrounding the United Kingdom? <p>What is the flag for the UK?</p> <p>What is a monarchy? What is a democratic government?</p>	<p><u>Countries In The United Kingdom England</u></p> <p>What is the flag of England called? What is the national emblem of England?</p> <p>What is the name of the range of hills that runs from north to south through England?</p> <p>Name some of the mountains and lakes of the Lake District. What is England's highest peak?</p> <p>Name England's capital city.</p>	<p><u>Countries In The United Kingdom England</u></p> <p>Where would people visit in England?</p> <p>What food are they famous for?</p> <p>What are the people like in England?</p> <p>Festivals and celebrations on In England</p>	<p><u>Countries In The United Kingdom Scotland</u></p> <p>Where is Scotland? What is Scotland's emblem? What is Scotland's highest peak? What is the Scottish word for lake? Locate and mark on a map Loch Ness. What does the word 'remote' mean? Locate and mark on a map the Shetland archipelago. What is the capital city of Scotland?</p> <p>What famous places are there?</p>	<p><u>Countries In The United Kingdom Wales</u></p> <p>Where is Wales? What is the flag of Wales called? What is the national emblem of Wales?</p> <p>What is the highest peak in Wales? Name the national parks of Wales. What is special about the national park called the Pembrokeshire Coast? What are the cities of Wales called? Locate and mark on a map the cities of Wales. What is the largest city in Wales? Where is it?</p>	<p><u>Countries In The United Kingdom Northern Ireland</u></p> <p>Describe the location of Northern Ireland. What is the capital city of Northern Ireland? Is Northern Ireland part of Great Britain? Name, locate and mark on a map the walkway of volcanic stones created from ancient volcanic activity. What are the largest rivers in Northern Ireland? What is special about Lough (lake) Neagh?</p>	<u>Winter Week</u>



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	To understand that algorithms are implemented as programs on a range of digital devices.	To give instructions to a programmable toy.	To plan a simple algorithm to that controls a toy.	To program a virtual object to move to on-screen objects.	To record a sequence of instructions in a common format.		
PE	<p style="text-align: center;"><u>Personal Skills</u></p> <p>Warm-up: I'm riding on my bike</p> <p>Skill: Coord: Footwork – Birthday Bike surprise</p> <p>Skill Application: Off for a ride game</p> <p>Review: Time share</p>	<p style="text-align: center;"><u>Personal Skills</u></p> <p>Warm-up: I'm riding on my bike</p> <p>Skill: Coord: Footwork – Birthday Bike surprise</p> <p>Skill Application: Off for a ride game</p> <p>Review: Time share</p>	<p style="text-align: center;"><u>Personal Skills</u></p> <p>Warm-up: I'm riding on my bike</p> <p>Skill: Coord: Footwork – Birthday Bike surprise – Birthday Bike surprise</p> <p>Skill Application: Follow the Leader game</p> <p>Review: Time share</p>	<p style="text-align: center;"><u>Personal Skills</u></p> <p>Warm-up: Pirate Adventure</p> <p>Skill: Static balance: 1 leg balance – Pirate pranks</p> <p>Skill Application: Oh! You'll never get to see</p> <p>Review: Time share</p>	<p style="text-align: center;"><u>Personal Skills</u></p> <p>Warm-up: Pirate Adventure</p> <p>Skill: Static balance: 1 leg balance – Pirate pranks</p> <p>Skill Application: Popping pirates game</p> <p>Review: Time share</p>	<p style="text-align: center;"><u>Personal Skills</u></p> <p>Warm-up: Pirate Adventure</p> <p>Skill: Static balance: 1 leg balance – Pirate pranks</p> <p>Skill Application: Popping pirates game</p> <p>Review: Time share</p>	
Spanish	<p style="text-align: center;"><u>Colours</u></p> <p>To learn 6 adjectives of colours.</p>	<p style="text-align: center;"><u>Colours</u></p> <p>To identify the vocabulary learnt in a song.</p>	<p style="text-align: center;"><u>Colours</u></p> <p>To write the adjectives of colour using visual support.</p>	<p style="text-align: center;"><u>Colours</u></p> <p>To listen and understand a story in Spanish (The colour Elmer).</p>	<p style="text-align: center;"><u>Colours</u></p> <p>To recall the story of the colour Elmer and name the colours shown in the story.</p>	<p style="text-align: center;"><u>Colours</u></p> <p>To apply knowledge of colours when doing activities related to the story.</p>	<p style="text-align: center;"><u>Intercultural understanding</u></p> <p>To understand how Christmas is celebrated in Spanish speaking countries.</p>