

Year 1	Autumn Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 2a/2b Antarctica Adventure	Reading: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading • asking questions to extend understanding • be encouraged to link what they read or hear read to their own experiences Writing: Pupils should understand, through demonstration, the skills and processes essential to writing that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. • write: descriptions and descriptive captions of killer whales (including details of what the whales looked like, what they did and some of the noises they made), a flow chart for a journey using sequencing words in a meaningful order, fact pages and reports, instructions and recipes, observations linked to an experiment, messages for a postcard, simple factual reports • use a capital letter for proper nouns: places • add -s or -es to change a singular noun into a plural noun (including terminology: singular, plural) • use connectives (conjunctions) to join two simple sentences, thoughts or ideas: and, because, so, or • identify a question mark • use a question mark accurately in a sentence (2B) • name the letters of the alphabet: naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules: write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Handwriting: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • spell CVC words correctly (e.g. bat, dog, cow, hen, fox) (revisit) • make phonetically plausible attempts to spell unknown words						
Maths Number and Place Value Properties	Children will learn to: • identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less • recognise the place value of each digit in a two-digit number (tens, ones) (year 2) • compare and order numbers from 0 up to 100; use <, > and = signs (year 2)						

of Shape	- recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] - recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] - recognise and name common 2-D and 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] - recognise and create repeating patterns with objects and with shapes						
Science Identifying Animals	To identify and name a variety of common animals Children will learn to: - identify, name and describe various pets Children will learn to work scientifically by: - identifying and classifying - asking simple questions and recognising that they can be answered in different ways - using their observations and ideas to suggest answers to questions	To identify and name a variety of common mammals Children will learn to: - identify, name and compare various mammals Children will learn to work scientifically by: - identifying and classifying - asking simple questions and recognising that they can be answered in different ways - using their observations and ideas to suggest answers to questions	To identify and compare a variety of common UK birds and reptiles Children will learn to: - identify and name various birds - identify and name various reptiles - compare reptiles and birds Children will learn to work scientifically by: - identifying and classifying - asking simple questions and recognising that they can be answered in different ways - using their observations and ideas to suggest answers to questions	To identify and compare a variety of common UK fish and amphibians Children will learn to: - identify and name various fish - identify and name various amphibians - compare fish and amphibians Children will learn to work scientifically by: - identifying and classifying - asking simple questions and recognising that they can be answered in different ways - using their observations and ideas to suggest answers to questions	To identify and sort carnivores, herbivores and omnivores Children will learn to: - understand that different animals eat different things - classify animals by what they eat - explain and use the terms carnivore, herbivore and omnivore Children will learn to work scientifically by: - identifying and classifying - asking simple questions and recognising that they can be answered in different ways - using their observations and ideas to suggest answers to questions	To show an awareness of the need to care for animals Children will learn to: - identify what an animal needs - explain why it is important to take care of an animal - understand that different animals need different things Children will learn to work scientifically by: - identifying and classifying - asking simple questions and recognising that they can be answered in different ways - using their observations and ideas to suggest answers to questions	To collect data about animals and answer questions Children will learn to: - identify and name a variety of animals - record information in a table or a graph - answer questions about their data Children will learn to work scientifically by: - identifying and classifying - asking simple questions and recognising that they can be answered in different ways - gathering and recording data to help in answering questions - using their observations and ideas to suggest answers to questions
Computing Digital Painting	To describe what different freehand tools do Children will learn to: - draw lines on a screen and explain which tools are used - make marks on a screen and explain which tools are used	To use the shape tool and the line tools Children will learn to: - make marks with the square and line tools - use the shape and line tools effectively - use the shape and line tools to recreate the work of an artist	To make careful choices when painting a digital picture Children will learn to: - choose appropriate shapes - create a picture in the style of an artist	To explain why I chose the tools I used Children will learn to: - choose appropriate paint tools and colours to recreate the work of an artist - say which tools were helpful and why	To use a computer to paint a picture Children will learn to: - change the colour and brush sizes - make dots of colour on the page	To compare painting a picture on a computer and on paper Children will learn to: - explain that pictures can be made in lots of different ways - say whether they prefer painting using a computer or using paper	

[illegible]

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Marsh Green Primary School



Why did Christians Celebrate Christmas?	- different communities reflect on and share their own experiences of celebrations - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - retell the story of the birth of Jesus - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	- different communities reflect on and share their own experiences of celebrations - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - retell the story of the birth of Jesus - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	- different communities reflect on and share their own experiences of celebrations - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - retell the story of the birth of Jesus - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	- different communities reflect on and share their own experiences of celebrations - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - retell the story of the birth of Jesus - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	- different communities reflect on and share their own experiences of celebrations - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - retell the story of the birth of Jesus - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	- different communities reflect on and share their own experiences of celebrations - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - retell the story of the birth of Jesus - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	- different communities reflect on and share their own experiences of celebrations - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - retell the story of the birth of Jesus - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come
PSHE Feelings and Special People	Children will learn to: understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Children will learn to: - appreciate that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations - identify how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		Children will learn to: understand the importance of self-respect and how this links to their own happiness		Children will learn to: - appreciate how important friendships are in making us feel happy and secure - identify that families are important for children growing up because they can give love, security and stability - have an awareness about the different groups they belong to	
Music	Children will learn to: find the pulse in the	Children will learn to: identify some	Children will learn to: copy and clap back	Children will learn to: start to understand	Children will learn to: take part in a class	Children will learn to: take part in a class performance with rapping, singing,	

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Rhythm In he Way We Walk and Banana Rap	- unit songs and respond through movement / role play understand that pulse is the heartbeat of music - remember a reggae and hip-hop song off by heart	- instruments and voices in songs – high and low voices, keyboard, bass guitar, percussion, trumpet, saxophone - remember a reggae and hip-hop song off by heart	- rhythms - clap name and colour rhythms - remember a reggae and hip-hop song off by heart	- that pitch refers to high and low sounds - rap and sing, keeping to the pulse - remember a reggae and hip-hop song off by heart	- performance with rapping, singing, playing and movement - remember a reggae and hip-hop song off by heart	- playing and movement - look back on a recorded performance and say what they liked / how it made them feel - remember a reggae and hip-hop song off by heart
Sports Games	Lesson 4 & 5 – Beanbag skills Children will learn to: - Explore and use skills to suit the game they are playing - Show control and accuracy with the basic actions for underarm throwing and kicking				Lesson 6 – Quoits Children will learn to: - Explore and use skills, actions and ideas individually and in combination to suit the game they are playing - How to choose and use skills effectively for particular games - Show control and accuracy with the basic actions for rolling and throwing	
Dance Streamers, conkers and playing with a ball	Streamers Children will learn to: - Make rounded, wide and thin shapes with their bodies - Draw rounded and spiky shapes in the air - Move in different directions and high & low - Travel rhythmically on feet, hopping and skipping		Conkers Children will learn to: - Develop specific spiky shapes with their bodies and take the time to practise them - Move and freeze with control and co-ordination - Link movements suitable to the idea - Observe and talk about each other’s dances		Playing with a ball Children will learn to: - Recognise and use a range of travelling, turning and jumping movements in relation to the dance idea - Work in pairs in a simple “follow-my-leader” relationship - Choose and link appropriate actions - Recognise and respond to the changes in music	
Child initiated play Continuous Provision for the half term	Inside Role play pet/toy shop – including mark making opportunities – linked to Science and English Maths games – tens and ones equipment, partitioning loop card game, tens and ones bingo, shop money – 10p and 1p coins Phonic games – phase 4 & 5 Old and new toys – linked to History Fine motor equipment – peg boards, playdough, tweezers, small beads, Hama beads & cutting activities Diwali/Christmas card writing and a post-box 6 laptops & 6 ipads Book corner Outside Target addition & whiteboards for recording addition sentences Playground games from the past e.g. hopscotch. French-elastics & circle games and songs					

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	Paper, pens, clipboards, whiteboards, notepads etc... Balls & cones for dribbling and throwing & catching games Skipping ropes
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