

MEDIUM TERM PLANNING Autumn 1 (7 weeks)
Marsh Green Primary School



Year 1	Autumn Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 1a/1b The Wonderful Night-Time	Make a Difference Week	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 • 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: a list, labels, questions, descriptive sentences for an Antarctic scene, fact pages / non-chronological reports about a nocturnal animal, instructions, rhyming words, a verse for a poem about fireworks, speech bubbles for the characters in a story, a simple story featuring the characters from a dream • 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 Revisit: • leaving finger spaces between words • composing a sentence orally before writing it • identifying a full stop • writing own name: first and surname					

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Maths Number and Place Value Addition and Subtraction		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 - count, read and write numbers to 100 in numerals: count in multiples of twos, fives and tens - read and write numbers from 1 to 20 in numerals and words - given a number, identify one more and one less - represent and use number bonds and related subtraction facts within 20 - 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 $7 = _ - 9$ - add and subtract one-digit and two-digit numbers to 20, including zero					
Science Identifying Plants		To find out what a plant is Children will learn to: - identify what a plant is, describe the features of different plants and explain similarities and differences between plants. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - using their observations and ideas to suggest answers to questions	To identify and describe garden plants Children will learn to: - identify and name some garden plants, describe the features of different garden plants and identify similarities and differences between garden plants. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions	To identify and describe garden plants Children will learn to: - identify and name some wild plants, describe the features of different wild plants and identify similarities and differences between wild plants. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions	To identify and describe a range of trees Children will learn to: - identify and name some trees, describe the features of different trees and explain differences between trees which are 'evergreen' and 'deciduous'. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions	To identify the different parts of a plant Children will learn to: - identify, name, draw and label the main parts of a plant, describe their functions and explain similarities and differences between the parts of different plants. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions	To make observations of growing plants Children will learn to: - identify ways in which plants change over time, describing and making observations about how plants change. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions

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Computing Technology Around Us		To identify technology Children will learn to: - explain how technology helps us - locate examples of technology in the classroom	To identify a computer and its main parts Children will learn to: - name the main parts of a computer - switch on and log into a computer - use a mouse to click and drag	To use a mouse in different ways Children will learn to: - click and drag to make objects on a screen - use a mouse to create a picture - use a mouse to open a program	To use a keyboard to type Children will learn to: - save their work to a file - explain that writing on a computer is called typing - type their name on a computer	To use a keyboard to edit text Children will learn to: - delete letters - open work from a file - use the arrow keys to move the cursor	To create rules for using technology responsibly Children will learn to: - discuss how we benefit from using technology rules - give examples of some of these rules - identify rules to keep us safe and healthy, when we are using technology in and beyond the home
Geography All About Me		To identify where the United Kingdom is Children will learn to: - identify the United Kingdom on a world map - identify the four countries that make up the United Kingdom, and their capital cities - investigate the Union Flag and what it represents	To identify where we live Children will learn to: use maps to locate their local area, town, street and landmarks	To understand more about our local area Children will learn to: - identify in more detail what their local area is like - explore the different services and landmarks the locality has to offer - explore the differences between rural and urban areas and decide which best describes their locality	To use fieldwork to explore the locality Children will learn to: - Buy a stamp from the post office - Locate a post-box and post their letter home **ARRANGE A TRIP TO THE POST OFFICE**	To understand that children travel different distances to school Children will learn to: - Understand that some children live far away from school while others live nearby and everyone travels different distances - Understand how to measure and compare the distance of the routes used by the children in their class.	To research and analyse different travel methods Children will learn to: - Understand that everyone travels to school in different ways - Design and carry out a survey - Draw a simple graph - Analyse their findings
Art Mark Making		To explore ways of drawing lines when joining one point to another Children will learn to: - hold a pencil correctly - connect one point to another - use pressure to change the appearance of a line	To create patterns using repetition Children will learn to: - use repetition to create pattern - make choices about which pencil to use when drawing patterns - begin to have control over the marks they make	To understand and experiment painting with a paintbrush Children will learn to: - hold a paintbrush correctly - say what happens if they apply too much pressure on the brush - use different techniques when painting		To experiment with a variety of mark making and materials Children will learn to: - use a range of mediums and materials to create texture - describe texture using different adjectives - say which medium they prefer using and why	To imitate and create art in the style of Paul Klee Children will learn to - use different techniques to complete a piece of artwork - reflect on their learning and say what they have done well - create art in the style of Paul Klee, the famous artist

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RE Big Question: What does it mean to belong? What does it mean to belong to Islam?		Children will learn to: - show an awareness that some people belong to different religions - 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 - ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - 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 - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from	Children will learn to: - show an awareness that some people belong to different religions - 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 - ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - 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 - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from	Children will learn to: - show an awareness that some people belong to different religions - 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 - ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - 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 - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from	Children will learn to: - show an awareness that some people belong to different religions - 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 - ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - 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 - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from	Children will learn to: - show an awareness that some people belong to different religions - 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 - ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - 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 - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from	Children will learn to: - show an awareness that some people belong to different religions - 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 - ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - 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 - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from
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PSHE All Around Us		Children will learn to: understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Children will learn to: - understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability - identify things they can do to help look after their environment	Children will learn to: - understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability - identify things they can do to help look after their environment - understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness		Children will learn to: - understand what rules are, why they are needed, and why different rules are needed for different situations - understand how they can contribute to the life of the classroom and school	
Music Hey You!		Children will learn to: - find the pulse and respond through movement/role play - understand that pulse is the musical heartbeat - identify instruments and voices in a Hip Hop Song - male vocal, bass guitar, drums, decks	Children will learn to: - copy and clap back rhythms - clap own name rhythms - sing/rap a Hip Hop song in time to the music	Children will learn to: play an accompaniment to a song using 1 or 2 notes (C / C + G)	Children will learn to: - improvise using the notes C or C + G on tuned percussion - compose a simple melody using simple rhythms, choosing from the notes C + D or C + D + E	Children will learn to: start to understand how pulse, rhythm and pitch work together	Children will learn to: take part in a class performance of a song with rapping, playing instruments, singing and dancing
Sports Games		Lesson 1 – Circle Games Children will learn to: - Be confident and safe in the spaces used to play games - Move fluently, changing direction and speed easily and avoiding collisions		Lesson 2 – Finding Space Children will learn to: - Be confident and safe in the spaces used to play games - Move fluently, changing direction and speed easily and avoiding collisions - Listen to instructions		Lesson 3 – Balancing Beanbags Children will learn to: - Explore and use skills, actions and ideas individually and in combination to suit the game they are playing - Recognise space in their game	
Gym Flight – bouncing, jumping & landing		Children will learn to: - Bounce, hop, spring and jump using a variety of take offs and landings - Observe, recognise and copy different body shapes - Link together two or more actions with control and be able to repeat them - Describe what they see using appropriate vocabulary					

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Child initiated play Continuous Provision for the half term	Inside Role play doctors – including mark making opportunities – linked to Art and English Maths games – numbers up to 20, addition and subtraction Phonic games – phase 3 & 4 Feely box/listening games/smelling pots – linked to the appropriate science week Dolls house - linked to Geography Beebots and road maps – linked to Computing & Geography Fine motor equipment – peg boards, playdough, tweezers, small beads, Hama beads & cutting activities Letter writing and a post-box Outside Subtraction skittles & whiteboards for recording subtraction sentences Den making equipment - linked to Geography Cars & road maps - linked to Geography Paper, pens, clipboards, whiteboards, notepads etc... Balls & cones for dribbling and throwing & catching games
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