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| **Key Question Week 1:** What will we build together in Year 1? |
| **Key Text for Linked Learning:** What We’ll Build by Oliver Jeffers |
| **Linked Learning:** English, DT, Science and PDW |
| On Monday, the children will be welcomed into their new classrooms and will be participating in our whole school reading day, based around the text ‘What We’ll Build’ by Oliver Jeffers. During this day, the children will be demonstrating their reading skills such as prediction, sequencing, and visualisation as well as deconstructing new vocabulary such as ‘fortress’. These skills will continue to develop as the week goes on. In Design Technology, the children will be using the text to inspire them to build something using a simple criterion. They will spend some time sharing their ideas and designing their own building; will it be a house, a fort or something else? The children will then begin to assemble and join materials and components to help create their buildings. In Science, children will distinguish between an object and the materials which it is made out of (e.g. spoon = metal). Just like the characters in the story, the children will be looking to the future and thinking about what we are going to achieve together in Year 1. Additionally, they will be identifying the difference between a house and a home and identifying what belongs in their home. They will also be playing a range of ‘get to know you games’ and taking part in circle times to reinforce routines and expectations for Year 1. |
| **Maths:** The children will be counting, reading, and writing numbers to 20 in numerals. They will also be making reliable estimates of numbers up to 20. Towards the end of the week, the children will be partitioning ‘teen’ numbers into 10 and 1s. |
| **Science:** See above |
| **History :** Children will use the terms before, now and a long time ago to describe how people change over time**Geography:** Children will begin to look at the four compass direction on a compass (North, South, East and West) |
| **Computing:** Children will be practising logging onto a computer, using their username and password. |
| **Music:** The children will be introduced to a song called ‘Hey You!’ by Joanna Mangona. They will be listening and appraising the song; thinking about what instruments they can hear and what genre of music the song belongs to. The children will also learn about ‘pulse’ and try to find the pulse in the song, ‘Hey You!’ |
| **Art / Design Technology:** See above |
| **PDW / R.E:** See above |
| **P.E:** The children will be beginning to practice running at speed, thinking about using an ‘Olympic start’ and using their arms to help propel them forward. |
| **Vocabulary:** The children will be learning the following words from ‘What We’ll Build’ by Oliver Jeffries: **gather, aside, worlds, build, comfy, rest, sink, lost, earlier, warm** |

**Medium Term Planning – Year 1**

**Autumn Term 1**

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| **Key Question Week 2:** What will we build together in Year 1? |
| **Key Text for Linked Learning:** What We’ll Build by Oliver Jeffers |
| **Linked Learning:** English, DT and PDW |
| This week the children will be continuing to explore the book, ‘What We’ll Build’ by Oliver Jeffers. In English, they will focus on correct letter formation, ensuring that they are forming lowercase letters in the correct direction. The children will learn the difference between verbs and nouns and will construct simple sentences applying their knowledge. In Design Technology, children will evaluate their junk model houses. They will look at their original design and consider what they did differently to make their house more interesting e.g. I made a slide to make getting outside more fun. In PDW, children will be identifying and describing a person who is special to them. |
| **Maths:** In Maths, children will be partitioning ‘teen’ numbers into 10 and 1s. Children will count to 20, order and compare numbers to 20 as well as read and write numbers to 20. They will then begin to learn to count in 10s to 100. |
| **Science:** Children will look at photographs of themselves as babies and will consider how humans change as they get older. Do we only get older on our birthdays? Children will observe changes over time by comparing baby photos to toddler photos to current day photos. They will then identify and name basic body parts and link how they change over time but retain specific features e.g. eye colour, freckles and birthmarks. Following on from this, the children will look carefully at their bodies and consider questions e.g. if someone has big feet, do they need larger gloves? Children will collect data about head size, hand size, foot size, hair and eye colour, looking at patterns using non-standard units of measure. |
| **History:** Children will continue to use the terms before, now and a long time ago to describe how people change over time. Children will sequence events from their own childhood; from birth to present day.**Geography:** Children will continue to develop their knowledge of the four compass points from last week to help identify locations on a simple map. |
| **Computing:** Children will use technology purposefully to create a picture of themselves. |
| **Music:** The children will listen and appraise the song, ‘Me, Myself and I’ by De La Soul. They will begin to identify the basic style indicators of Hip-Hop and will consider the questions how the rap/songs are similar and how they are different. Children will continue to learn the rap song ‘Hey You!’. |
| **Art / Design Technology:** See above |
| **PDW / R.E:** See above |
| **P.E:** Children will be beginning to develop their ability to hurdle effectively. They will also begin to look at how they can use their body to maximise performance. |
| **Vocabulary:** The children will be learning the following words from ‘What We’ll Build’ by Oliver Jeffries: **gather, aside, worlds, build, comfy, rest, sink, lost, earlier, warm** |

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| **Key Question Week 3:** Who flies in the skies? |
| **Key Text for Linked Learning:** Owl Babies |
| **Linked Learning:** English, PDW, History |
| This week is all about Owls. Children will begin the week by exploring the front cover of Owl Babies; predicting what might happen in this story. They will be developing their reading skills through questioning what might happen next and sequencing the main events in the story. In PDW, the children will be using the story Owl Babies to discuss families. Children will be thinking of their own family structures, and how families might be different and can change. They will be able to identify what and who makes a family and name all the different types of families – mum and dad, mum, dad, mum and mum, dad and dad, mum and step-dad, grandma and granddad etc. |
| **Maths:** In Maths, children will be exploring numbers to 100. Counting up in 10s and recognising multiples of 5 and 10. The children will use their knowledge of numbers to fill in missing numbers on a number line and a 100 square. As well as recognising, placing and ordering numbers the children will continue to practice their number formation. |
| **Science:** In Science this week the children will be listening for sounds all around them. What can we hear with our ears? The children will consider simple factors affecting how well we hear the whistle and explore what happens when we change one thing at a time. |
| **History:** In History this week the children will continue to understand and use the terms a long time ago, before and now using objects from the past and present to sort.**Geography**: In Geography this week the children will begin to use the directional language of near, far, left and right. |
| **Computing:** The children will be exploring how passwords can be used to protect information and devices. |
| **Music:** The children will listen with concentration and comment on the interesting features they hear, such as pitch, tone, tempo, rhythm and dynamic. |
| **Art / Design Technology:** In Art this week the children will use a pencil to sketch and picture with control. |
| **PDW / R.E:** See above |
| **P.E:** Children will be developing their ability to jump as far as they can. They will explore how to use their bodies to maximise performance. They will follow instructions and evaluate their jumps. |
| **Vocabulary:** The children will be exploring the Key text Owl Babies by Martin Waddell and Patrick Benson. Focus vocabulary – **hunting, thought, branch, suppose, swooped, fuss, trunk, ivy, brave, cried** |

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| **Key Question Week 4:** An owl is nocturnal. Fact or fiction? |
| **Key Text for Linked Learning:** Non-fiction Owls |
| **Linked Learning:** English, Science, PDW |
| This week the children in Year 1 will continue to learn all about Non-fiction texts, through the subject of Owls. They will be exploring the features of non-fiction texts; identifying, labelling and writing their own facts underneath a range of subheadings. The children will be carefully considering their letter formation and letter orientation with a focus on pencil grip and the correct posture for writing. The children will use capital letters, finger spaces and full stops to demonstrate their skills, writing simple facts about Owls under a range of subheadings. The children will continue to develop their use of phase 3 grapheme phoneme correspondence and phase 3 tricky words (my, you, was, they, be) to encourage their independent writing. Over the week the children will create their own mini fact files about Owls, including photographs and a “did you know” fact.In Science this week the children will be discussing how animals, in particular nocturnal animals, rely upon their senses to hunt for food, find their homes and avoid danger. We will discuss how animals mark with a scent and the children will identify objects that have been scent marked. The children will explore their own sense of smell, using their noses to identify different herbs. The children will test their recall of the different smells, seeing if they can identify which herb is which.Using the fictional story of Owl Babies, the children will begin to identify ways in which families care for each other and find examples of this within the text. The children will then apply this knowledge to our continued research into the UN rights of a child, focusing on their right to be protected, healthy, treated fairly, heard and educated. |
| **Maths:** Hamilton Block 3 unit 1 (Adding by counting on) (Mon-wed), Block 3 unit 2 (Thurs - Fri). In Maths, the children will be recognising the addition, subtract and equals signs and use these to read and write simple additions and subtraction calculations. The children will add small numbers by counting on and begin to know pairs that make 5, 6 and 7. The children will continue to explore missing number problems and addition and subtraction problems in number stories. The children will end the week exploring their number bonds to 10. |
| **Science:** See above |
| **History:** In History this week the children will begin to understand what a primary source of evidence is. They will identify things that are the same and things that are different, for example an old teddy bear and a new teddy bear. The children will discuss how information is different from a photograph (secondary source) and the real life object (primary source).**Geography**: In Geography this week the children will continue to use the directional language of near, far, left and right, with a focus on knowing the difference between left and right. Can the children identify their own left and right arms? |
| **Computing:** The children will begin to explore the software Scratch, drawing an Owl. |
| **Music:** Children will continue to listen with concentration and comment on the interesting features they hear (pitch, tone, tempo, rhythm and dynamic.) The children will recall what they remember about these terms and use them to evaluate a piece of music. |
| **Art / Design Technology:** Children will recall the primary colours and begin to make secondary colours. (Colour wheels) |
| **PDW / R.E:** See above |
| **P.E:** The children will develop their ability to throw as far as they can. They will develop their use of their bodies to maximise performance. |
| **Vocabulary:** owlet, nest, talon, beak, hedge, prey, predator, nocturnal, diurnal, pellets, camouflage |

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| **Key Question Week 5:** What’s in the dark, dark cellar? |
| **Key Text for Linked Learning:** Funny Bones |
| **Linked Learning:** English. Science and PDW |
| This week children will begin to explore the text Funny Bones. In Science they will be labelling and naming parts of the body that relate to the 5 senses. They will also discuss the parts of the body that relate to the senses using different items (noisy, textured, smelly) to spark discussion.In English, children will continue to use phase 3 grapheme phoneme correspondence to read parts of the story and predict what might happen next based on what has been read so far. They will also identify and understand the purpose of simple text features, including speech bubbles within the text. They will match pictures from the story to the text and recognise and join in with well-known phrases from the story. E.g. ‘in the dark, dark street……’ Children will also be orally composing their own sentences before they write them.In PDW, the children continue to develop their understanding of their own bodies by continuing their learning about the NSPCC PANTS campaign. The children will watch the ‘Pantosaurus’ video learning the song and the importance of keeping themselves safe. |
| **Maths:** Children will begin to investigate pairs to 7 using a variety of visual tools and methods e.g. cube, part, part, whole, multilink. Similarly they will then start to explore number pairs to 10. The children will then move on to solving addition and subtraction problems within number stories. As part of this they will recognise the + and – and = signs, and use these to read and write simple additions and subtractions. |
| **Science:** See Above |
| **Geography:** Children will be using the language of direction; near, far, left and right to guide their peers to different locations.**History:** Continuing on from their understanding of historical terms (a long time ago, before and now) the children will be sorting and sequencing toys from different eras. |
| **Computing:** Children will use technology to purposefully create and manipulate digital content linked to their key text ‘Funny Bones’. They will be creating their own version of the opening of Funny Bones by recording themselves. |
| **Music:** Children will change the sounds they make by controlling the way they play; quiet, loud, slow and fast. They will continue to identify the key indicators of hip hop music and additionally consider how they will perform their ideas to an audience. |
| **Art / Design Technology:** Children will be investigating and using a variety of materials and processes to communicate their ideas and meanings linked to our key text. |
| **PDW / R.E:** See Above |
| **P.E:** The children will be developing their ability to throw as far as they can and develop their knowledge of how they can use their body to maximise performance. |
| **Vocabulary:** cellar**,** staircase, skeleton, skull, court, connected, properly, frighten, left, right |

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| **Key Question Week 6:**The leg bone’s connected to the … |
| **Key Text for Linked Learning:**Funny Bones |
| **Linked Learning:** English, PDW |
| Children will continue to use the story Funny Bones as their key text this week with a focus on writing. Children will recap the fundamental features of a sentence, including punctuation, verbs and nouns. They will then begin to deconstruct the story, identifying the beginning, middle and the end. The children will then use their imagination to create their own alternative ending to the story, drawing pictures and writing sentences using the correct punctuation.Alongside this, the children will develop their speaking and listening skills, chanting repeated language from the text as well as songs the characters sing. They will rehearse and then perform these songs in small groups, focusing on use of prosody and keeping in time. (‘The leg bone’s connected to the hip bone. The hip bone’s connected to the back bone.’)In PDW the children will continue to learn the importance of privacy, in relation to their bodies. They will recap the PANTS rules and revisit the Pantosaurus song. They will begin to discuss the similarities and differences between girls and boys bodies, naming the main parts of the body and beginning to use the correct terminology for private parts e.g. vagina and penis, beginning to understand the importance of keeping these specific body parts private.In Science the children will further develop their comparing and classification skills. The children will identify the differences between different people from different cultural backgrounds and countries of birth. They will be encouraged to compare similarities and differences and use their observations to sort people of different ages, races and gender.  |
| **Maths:** The children will be developing their skills to solve addition and subtraction problems using counting on and counting back. They will use concrete materials using part, part whole, number lines and cubes. |
| **Science:**The children will be consolidating their learning about the five senses. As part of our learning this week the children will be making their own sensory shaker and experimenting with the different sounds that can be made through the use of a variety of objects. |
| **History:**The children will be learning all about secondary sources of information and discussing why most of our information from the past is found in the form of a secondary source. The children will investigate our local area and make observations from secondary sources (photographs) in regards to the changes over time. (The development of Mere Green, additions of supermarkets, changes in the amount of trees/plants etc)**Geography:**Children will begin to understand the specific seasonal changes in the UK in relation to Autumn. They will discuss the changes in temperature, weather patterns, environmental changes around them eg, trees, plants etc, as well as behavioural changes in people; e.g., using cars more, wearing warm coats, waterproofs etc. |
| **Computing:** Children will begin to learn about how to keep safe online. They will begin by learning about the information that is and is not allowed to be shared online and why this is so important. |
| **Music:** See Above |
| **Art / Design Technology:** Children will experiment with thick and thin black felt pens with a water wash to explore tonal drawing; observational drawing of a peer. |
| **PDW / R.E:** See Above |
| **P.E:**The children will be taking part in their own mini athletics event allowing them to consolidate all of their athletics skills from this half term. They will be utilising their running, jumping and throwing skills recalling the methods they have been taught. They will be focusing on developing their knowledge of their own bodies to maximise performance. |
| **Vocabulary:**penis, vagina, hip, elbow, joint, socket, similarities, differences, skeleton, origin |

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| **Key Question Week 7:** What makes the cauldron bubble? |
| **Key Text for Linked Learning:** Halloween Poems |
| **Linked Learning:** English, Music, and Art. |
| Double Double Toil and Trouble… This week things are getting spooky in Swifts and Swallows. In English, they will be learning about rhyming couplets and focusing on continuing a rhyming string. They will be reading many different rhyming poems and identifying rhyming words within these texts. They will read, rehearse and perform the spooky poem Twinkle Twinkle Little Bat, learning to recite it by heart. By the end of the week, the children will be beginning to show confidence when performing in front of the class.In Music, children will be using an un-tuned percussion instrument to accompany their performance of their chosen poem from English. They will need to consider the pulse and rhythm of their poem and use their instrument to emphasise this in their performance. Additionally, they will be practising keeping time to a beat in a group.In Art, children will be recalling the primary colours and using this knowledge to begin mixing these colours to make secondary colours. They will then be using these colours to paint with control to create a Halloween scene based on their poem. They will also need to apply their knowledge of line, texture and shape to add depth to their picture. |
| **Phonics:** Children will be learning the Phase 5 graphemes; ir (ur), ie (igh), ue (oo/yoo), u (yoo). They will be reading words containing these graphemes such as bird, pie, rescue, blue and unicorn and will also be practising to spell words containing these graphemes. Children will also be learning to read and spell the tricky words here, today, your, one, their, people and oh. |
| **Maths:** Children will be naming and describing 2D shapes such as squares, rectangles, circles and triangles. They will be identifying the vertices and sides of these shapes. Children will also begin to recognise these 2D shapes as faces on 3D shapes. They will then begin to sort 2D shapes according to their properties. |
| **Science:** Children will be completing a retrieval quiz based on our topic; Animals including Humans. |
| **History:** Children will be comparing objects of daily life from the past ‘then’ and ‘now’. They will be discussing how these objects have changed by looking at the materials, designs and the technology used.**Geography:** Children will continue to identify seasonal changes to weather in the UK focusing on the changes in Autumn. |
| **Computing:** Children will be introduced to the concept of using computers safely, within the context of a school setting. They will explore why we have rules in school and how those rules help us, and then apply this understanding to rules needed for using computer technology safely. |
| **Music:** See above. |
| **Art / Design Technology:** See above. |
| **PDW / R.E:** Children we be learning the difference between a secret and a surprise. |
| **P.E:** Bringing together everything the children have practised this term, children will compete in a mini indoor athletics competition. They will employ their running, throwing and jumping skills to earn points for their team. |
| **Vocabulary:** Twinkle, Wonder, Vertices, Two-dimensional, Secret, Surprise, Square, Circle, Triangle, Rectangle |
| **Mini Quiz:** This week we will be taking our first whole class spaced retrieval quiz which will cover topics learned last half term and in previous years. |