

Medium Term Plan – Autumn Term 1st Half

Class – Year 1 Maples

Theme- It's all about me!

Subject	6/9/2018 Thurs & Fri	10/9	17/9	24/9	1/10	8/10	15/10
Maths – RH/JB	Counting to 10 Counting to 20 Order and pattern Missing numbers	Number bonds	Addition within 10	Subtraction within 10	Shapes and patterns	Shapes and patterns	Ordinal numbers
English – RH/JB	<u>Poetry</u> – ongoing learning songs and rhymes.	<u>Fiction: repetitive story</u> The Gingerbread Man <u>Imitation</u> Learn text, retell, create story map,	<u>Innovation</u> Retell new class version, map and box up. Shared writing, guided writing,	<u>Cold task – information</u> <u>Invention</u> Plan and write own story <u>Publication</u>	<u>Non-Fiction: information – how to be healthy</u> <u>Imitation</u> Learn text, retell, create map	<u>Innovation</u> Retell new class version, map and box up. Shared writing, guided writing,	HOT TASK – repetitive story <u>Invention</u> Plan and write own text
RH/JB	Phonics Assessment	Phonics Assessment	Phonics & Handwriting	Phonics & Handwriting	Phonics & Handwriting	Phonics & Handwriting	Phonics & Handwriting
Science - RH	<p>To Work Scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests <p>Animals, including humans:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>On going: Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 						
		Parts of the body	The Senses – taste and smell	The senses – sight	The senses – hearing	The senses – touch	Consolidate and assess learning.

History	<ul style="list-style-type: none"> • understand historical concepts such as continuity and change, cause and consequence, similarity, difference • Identify changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. • significant historical events, people and places in their own locality. 						
	Bring in a photo of your house.	My House (similarities and differences)	My Village (old and new)	What was GW like when Mrs Marsden was little? (continuity and change, change in living memory)	Walk - Old and new in Great Waldingfield (significant events in locality)	Why did it change? What have we lost? Why? (change in national life)	What have we learnt?
Geography - RH							
DT - RH	<p>Design and Technology – Ongoing</p> <p>Design: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate: evaluate their ideas</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Food Technology:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 						
		Lego Houses (using construction materials, joining, build structures)	Gingerbread cooking (food tech) Playdoh Twinkl playdoh mats	Pipe cleaner glasses (select tools, shaping, strengthening)	Class model village (cardboard box houses) (stability, cutting joining, finishing)	as previous week (evaluate and improve) Healthy cooking (food tech)	

Art - RH	<p>Ongoing:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, <p>Specific</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 						
	Self portraits (painting)	House painting (painting, colour, line)	Family portraits (drawing, colour, shape, form)	Textures pictures (link to sight in science) (texture, pattern)	Drawing buildings in GW (sketching, drawing) (link to Geog)	Clay fruit and veg (sculpture) (link to English)	Orla Keily fruit patterns (designers, pattern)
MFL - JB	Recap previous vocab from Reception Family – recognise and understand written word Bring in family pics	Family names Happy family cards	Greetings – extend vocabulary for greetings. Use and respond to ‘ca va’ expressing a range of feelings.	Greetings – extend vocabulary for greetings. Use and respond to ‘ca va’ expressing a range of feelings.	Colours – recap previous vocab and introduce new ones.	Recognise and understand language for some items of fruit. Use previous learning on colours to help describe the fruit.	Recognise and understand language for some items of fruit. Use previous learning on colours to help describe the fruit.
Music - RH		Hey You! Learning a hip hop song.	Hey You! Learning a hip hop song.	Hey You! Learning a hip hop song.	Hey You! Learning a hip hop song.	Hey You! Learning a hip hop song.	Hey You! Learning a hip hop song.
PE	Outdoor – Games on a Thursday afternoon. Indoor – Gymnastics in hall on a Friday. Planning as per Suffolk scheme.						

Computing	<p>Ongoing:</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school <p>Specific content to be taught after half term.</p>						
RE – RH		<p>Suffolk Scheme Belonging Why is belonging to God and the church family important to Christians?</p>	Engage with the concept of belonging	Enquire into the practice of Baptism	Explore what happens at a baptism	Evaluate your understanding of why it's important to Christians to belong to God	Express your RE learning
PSHE - JB	<p>Caring for myself Recognise their own feelings</p>	Carry out personal routines.	Personal Hygiene – importance of cleaning teeth, washing hands etc.	Being clean and healthy	Harmful substances	Passing on infections	Medicines and their safety.