

Term: Autumn 2 <sup>nd</sup> 2018		Year One Medium Term Planning				Mrs Sheldon, Mrs Mackie & Mrs Copping	
W1: 5.11.18		W2: 12.11.18	W3: 19.11.18	W4: 26.11.18	W5: 03.12.18	W6: 10.12.18	W7: 17.12.18
Poetry linked to November 5th		Instructional Writing		Story writing linked to Christmas			
Writing	Composition			A Christmas story			
	VG & P	<ul style="list-style-type: none"> <li>a) Write sentences by: 1. saying out loud what they are going to write about</li> <li>b) sequencing sentences to form short narratives</li> <li>d) discuss what they have written with the teacher or other pupil</li> </ul>		<ul style="list-style-type: none"> <li>2. composing a sentence orally before writing it</li> <li>c) re-reading what they have written to check that it makes sense</li> <li>e) read aloud writing clearly enough to be heard by peers &amp; teacher</li> </ul>			
Spoken Language	VG & P	<ul style="list-style-type: none"> <li>a) leaving spaces between words</li> <li>c) punctuate sentences using a capital letter &amp; full stop, question or exclamation mark</li> <li>e) learning the grammar for year 1 in English Appendix 2</li> </ul>		<ul style="list-style-type: none"> <li>b) joining words and joining clauses using and</li> <li>d) using a capital letter for proper nouns &amp; the personal pronoun 'I'</li> <li>f) use grammatical terminology in Appendix 2 in discussing their writing</li> </ul>			
	Composition	<ul style="list-style-type: none"> <li>a) listen and respond appropriately to adults and their peers</li> <li>c) use relevant strategies to build their vocabulary</li> <li>e) give structured descriptions, explanations &amp; narratives for dif. Purposes</li> <li>h) speak audibly and fluently</li> </ul>		<ul style="list-style-type: none"> <li>b) ask relevant questions to extend their understanding &amp; knowledge</li> <li>d) articulate and justify answers, arguments and opinions</li> <li>g) use spoken language to develop understanding</li> <li>i) join in discussions, presentations, performances, role play, etc</li> </ul>			
Hand Writing		<ul style="list-style-type: none"> <li>a) sit correctly at a table, holding a pencil comfortably &amp; correctly</li> <li>c) form capital letters</li> <li>e) understand which letters belong to which handwriting 'families' &amp; practise these</li> </ul>		<ul style="list-style-type: none"> <li>b) form lower-case letters in correctly, starting &amp; finishing in right place</li> <li>d) form digits 0-9</li> </ul>			
Reading Comprehension	Pleasure	<ul style="list-style-type: none"> <li>a) listening to and discussing a wide range of poems, stories and non-fiction</li> <li>c) familiarisation of key stories, traditional &amp; fairy tales, retelling &amp; exploring features</li> <li>f) discussing word meanings, linking new meanings to those already known</li> </ul>		<ul style="list-style-type: none"> <li>b) link what they read or hear to own experiences</li> <li>d) recognising &amp; joining in with predictable phrases</li> </ul>			
	Books	<ul style="list-style-type: none"> <li>a) draw on what they know or on background information &amp; vocab. from teacher</li> <li>c) discussing significance of title &amp; events</li> <li>e) predicting what might happen on basis of what has been read</li> </ul>		<ul style="list-style-type: none"> <li>b) checking that text makes sense as they read, correcting mistakes</li> <li>d) making inferences on basis of what is being said &amp; done</li> </ul>			
Discuss what's read to them, taking turns & listening to others							
Explain understanding of what is read to them							
Phonics	Reading	Twice daily phonics input according to <b>Letters &amp; Sounds</b> , and a <b>daily guided reading and comprehension carousel</b>					
	Spelling	<ul style="list-style-type: none"> <li>a) apply phonic knowledge and skills as the route to decode words</li> <li>c) read accurately by blending sounds in unfamiliar words</li> <li>h) read aloud books that are consistent with their developing phonic knowledge</li> </ul>		<ul style="list-style-type: none"> <li>b) respond speedily with the correct sound to graphemes</li> <li>d) read common exception words, noting unusual correspondences'</li> <li>i) read books to build up their fluency &amp; confidence in word reading and comprehension skills through questioning</li> </ul>			
		<ul style="list-style-type: none"> <li>a) words containing each of the 40+ phonemes already taught,</li> <li>c) the days of the week</li> <li>e) naming the letters of the alphabet in order</li> <li>g) using spelling rule for adding -s or -es for nouns &amp; third person singular for verbs</li> <li>i) using -ing, -ed, -er &amp; -est with no change needed to spelling of root word</li> <li>k) write from memory simple sentences dictated by the teacher</li> </ul>		<ul style="list-style-type: none"> <li>b) common exception words</li> <li>d) name the letters of the alphabet</li> <li>f) using letter names to distinguish between different spellings of same sound</li> <li>h) using the prefix un-</li> <li>j) apply simple spelling rules and guidance, as listed in English Appendix 1</li> </ul>			

<b>Maths</b>	<p>(2 weeks) <b>Number – addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Finding a part</li> <li>• Subtraction: Taking away, how many left? Crossing out</li> <li>• Subtraction: Taking away, how many left?</li> <li>• Introducing the subtraction symbol</li> <li>• Subtraction: Finding a part, breaking apart</li> <li>• Fact families the 8 facts</li> <li>• Subtraction: Counting back</li> <li>• Subtraction: Finding the difference</li> <li>• Comparing addition and subtraction statements</li> </ul> <p><math>a + b &gt; c</math></p> <ul style="list-style-type: none"> <li>• Comparing addition and subtraction statements</li> </ul> <p><math>a + b &gt; c + d</math></p>	<p>(1 Week) <b>Geometry - Shape</b></p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Sort 3D shapes</li> <li>• Recognise and name 2D shapes</li> <li>• Sort 2D shapes</li> <li>• Patterns with 3D and 2D shapes</li> </ul>	<p>(2 weeks) <b>Number – Place value within 20</b></p> <ul style="list-style-type: none"> <li>• Count forwards and backwards and write numbers to 20 in numerals and words</li> <li>• Numbers from 11 to 20</li> <li>• Tens and ones</li> <li>• Count one more and one less</li> <li>• Compare groups of objects</li> <li>• Compare numbers</li> <li>• Order groups of objects</li> <li>• Order numbers</li> </ul>
<b>Science</b>	<p><b>Animals, incl. humans</b> : Pupils should be taught to</p> <ul style="list-style-type: none"> <li>▪ <i>Identify, name, draw and label basic parts of human body</i></li> <li>▪ <i>and say which part of the body is associated with each sense.</i></li> </ul> <p><b>Seasonal Changes: Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Observe changes across the 4 seasons</li> <li>• - Observe and describe weather associated with the seasons and how day length varies</li> </ul>		
<b>Computing</b>	<p><b>Rising Stars: We are treasure hunters</b> - Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Understand what algorithms are; how implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>- Create and debug simple programs.</li> <li>- Use logical reasoning to predict the behaviour of simple programs.</li> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>- Recognise common uses of information technology beyond school</li> <li>- Use technology safely &amp; respectfully, keeping personal information private; identify where to go for help &amp; support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>		

Let's go on holiday!							
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<b>IPC</b>	<p><b>Art Task 3: Painting</b> Children to paint a firework scene thinking carefully about colours, lines, textures etc.</p>	<p><b>Art task 3:</b> Exploring an artist. Show paintings by a specific artist and discuss. Choose your favourite and explain why (seesaw)</p> <p>Self portraits (science)</p>	<p><b>Art task 4:</b> Colour Mixing Children to explore colour mixing and create a range of Autumn colours on leaves. <b>Ask children to bring Autumn objects in for next weeks collage.</b></p>	<p><b>Art Task 4: Collage</b> Start with an Autumn walk around the school. Children to collage an Autumn scene using a range of materials. (links to science, materials and seasons)</p>	<p><b>Christmas Activities &amp; music</b></p>	<p><b>Christmas Activities &amp; music</b></p>	<p><b>Christmas Activities &amp; music</b></p>
<b>History</b>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>- Changes within living memory (where appropriate, these should be used to reveal aspects of change in national life)</li> <li>- Events beyond living memory that are significant nationally or globally</li> <li>- The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>- Significant historical events, people and places in their own locality</li> </ul>						

<b>Design &amp; Technology</b>	<p><b>Pupils should be taught about:</b></p> <p><b>Design:</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> <li>- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make:</b> - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate:</b> - Explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> <li>- Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge:</b> - Build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> <li>- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<b>RE</b>	<p><b>Devon Agreed Syllabus: Celebrations</b></p> <p><b>Understanding Christianity: INCARNATION - Why does Christmas matter to Christians?</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Describe what happens at a wedding at explain the meaning of the symbols used</li> <li>- Share how they celebrate their birthday and how others may do so differently</li> <li>- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> <li>- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>- Decide what they personally have to be thankful for at Christmas time.</li> </ul>
<b>PSHE</b>	<p><b>Year A : Be Friendly be wise</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Understand how to make friends</li> <li>- Understand why we fall out with our friends</li> <li>- Develop strategies to manage angry feelings</li> <li>- Develop strategies to prevent bullying</li> <li>- Be aware of hazards in the home</li> <li>- To know how to cross the road safely</li> </ul>

PE

**Indoor PE: *Gymnastics* - Pupils should be taught to:**

- Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, & begin to apply these in a range of activities
- Perform dances using simple movement patterns.

**Outdoor PE: *Games* - Pupils should be taught to:**

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending