

Manor Park First School

Year 1 Medium Term Plan : Autumn

	2.1	2.2	2.3	2.4	2.5	2.6
ENGLISH	<p>When the Crayons Quit Outcome: - describing crayons using adjectives</p> <p>Adjectives</p>	<p>When the Crayons Quit Outcome: - letter writing Grammar: - leaving finger spaces - capital letters people place days - full stops - capital letters</p>	<p>When the Crayons Quit Outcome: - letter writing Grammar: - leaving finger spaces - capital letters people place days - full stops - capital letters</p>	<p>Mog's Christmas Outcome: Create a wanted poster for Mog focusing on good use of vocabulary - describing words - words that describe feelings</p>	<p>Mog's Christmas Outcome: Write a simple narrative - leaving spaces between words; - capital letters for names of people, places, days of the week, using grammatical terminology - using 'and' to extend sentences – may-be other conjunctions if ready - I can use a simple structure in my writing. E.g beginning, middle and end</p>	<p>Mog's Christmas Outcome: Write a simple narrative - leaving spaces between words; - capital letters for names of people, places, days of the week, using grammatical terminology - using 'and' to extend sentences – may-be other conjunctions if ready - I can use a simple structure in my writing. E.g beginning, middle and end</p>
HANDWRITING	<p>Starting from orange phase Pip and Pap - learning new Pitter Patter for each letter. 's, a, t, p Use handwriting pictures on board from Pip and Pap website and letter patter video</p>	<p>Starting from orange phase Pip and Pap - learning new Pitter Patter for each letter. 'i n, m, d, g, ' Use handwriting pictures on board from Pip and Pap website and letter patter video</p>	<p>Starting from orange phase Pip and Pap - learning new Pitter Patter for each letter. 'o c, k, e, u' Use handwriting pictures on board from Pip and Pap website and letter patter video</p>	<p>Starting from orange phase Pip and Pap - learning new Pitter Patter for each letter. 'r, h, b, f, l' Use handwriting pictures on board from Pip and Pap website and letter patter video</p>	<p>Starting from orange phase Pip and Pap - learning new Pitter Patter for each letter. 'j, v, w, x, y, z' Use handwriting pictures on board from Pip and Pap website and letter patter video</p>	<p>Starting from orange phase Pip and Pap - learning new Pitter Patter for each letter. revisit tricky and common reversals Use handwriting pictures on board from Pip and Pap website and letter patter video</p>

MATHS	number and place value <ul style="list-style-type: none"> 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 given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least 		Addition and Subtraction <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$. 	Measurement - length <ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] 	Geometry - shape <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	
RE	'Jump into the picture' Looking at theological art of shepherds. Asking questions about the picture. Assessment about what chn know about the Christian story of Christmas.	Bible reading - Luke Discuss the key vocab. Chn to make own representations of what they have understood Song - Shepherds watched their flocks by night.	The journey of the shepherds. Journeys - Drama 'Hot seating' The stable. New babies. Relate to chn own experiences. Discuss the poor going to see the baby. Everyone welcome	To recognise and describe signs and symbols of Christmas seen on Christmas cards. Why do they matter to Christians?	To be able to describe what advent means to Christians. To relate to their own experiences of advent calendars.	CHURCH SERVICE Questions for Rev Cora prior to visit. Religious symbols seen in the church - how do they relate to the Christian story of Christmas.
SCIENCE BLOCK Materials				Learning objectives <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 		

				<p>Activities</p> <ul style="list-style-type: none"> • Classify objects made of one material in different ways e.g. a group of object made of metal. • Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials. • Classify materials based on their properties. • Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters. 		
<p>HISTORY BLOCK</p> <p>Toys</p>	<p>How have our toys changed since our Grandparents were little?</p> <p>Key questions</p> <p>How can we find out about the past?</p> <p>What are our toys like now?</p> <p>What was my favourite toy when I was a baby?</p> <p>What were our parents' toys like and how do we know?</p> <p>What were our older relatives' toys like and how do we know?</p> <p>How have children's toys changed since our older relatives were little?</p>					
PSHE	<p>Celebrating differences</p> <p>I can identify similarities between people in my class</p>	<p>Celebrating differences</p> <p>I can identify differences between people in my class</p>	<p>Celebrating differences</p> <p>I can tell you what bullying is</p>	<p>Celebrating differences</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p>	<p>Celebrating differences</p> <p>I know how to make new friends</p>	<p>Celebrating differences</p> <p>I can tell you some ways I am different from my friends</p>
PE INDOORS	<p>Team Building</p> <ul style="list-style-type: none"> · Communicate simple instructions. · Follow instructions. · Follow path and lead others. · Listen to others' ideas. · Suggest ideas to solve tasks. · Work with a partner 	<p>Team Building</p> <ul style="list-style-type: none"> · Communicate simple instructions. · Follow instructions. · Follow path and lead others. · Listen to others' ideas. · Suggest ideas to solve tasks. · Work with a partner and a small group. 	<p>Team Building</p> <ul style="list-style-type: none"> · Communicate simple instructions. · Follow instructions. · Follow path and lead others. · Listen to others' ideas. · Suggest ideas to solve tasks. · Work with a partner and a small group. 	<p>Team Building</p> <ul style="list-style-type: none"> · Communicate simple instructions. · Follow instructions. · Follow path and lead others. · Listen to others' ideas. · Suggest ideas to solve tasks. · Work with a partner and a small group. 	<p>Team Building</p> <ul style="list-style-type: none"> · Communicate simple instructions. · Follow instructions. · Follow path and lead others. · Listen to others' ideas. · Suggest ideas to solve tasks. · Work with a partner and a small group. 	<p>Team Building</p> <ul style="list-style-type: none"> · Communicate simple instructions. · Follow instructions. · Follow path and lead others. · Listen to others' ideas. · Suggest ideas to solve tasks. · Work with a partner and a small group.

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PE OUTDOORS	<p>Invasion Games</p> <ul style="list-style-type: none"> · Change direction when moving at speed. · Recognise changes in my body when I do exercise. · Run at different speeds. · Select my own actions in response to a task. · Show hopping and jumping movements. · Work co-operatively with others to complete tasks. · Show balance and co-ordination when static and moving at a slow speed. 	<p>Invasion Games</p> <ul style="list-style-type: none"> · Change direction when moving at speed. · Recognise changes in my body when I do exercise. · Run at different speeds. · Select my own actions in response to a task. · Show hopping and jumping movements. · Work co-operatively with others to complete tasks. · Show balance and co-ordination when static and moving at a slow speed. 	<p>Invasion Games</p> <ul style="list-style-type: none"> · Change direction when moving at speed. · Recognise changes in my body when I do exercise. · Run at different speeds. · Select my own actions in response to a task. · Show hopping and jumping movements. · Work co-operatively with others to complete tasks. · Show balance and co-ordination when static and moving at a slow speed. 	<p>Invasion Games</p> <ul style="list-style-type: none"> · Change direction when moving at speed. · Recognise changes in my body when I do exercise. · Run at different speeds. · Select my own actions in response to a task. · Show hopping and jumping movements. · Work co-operatively with others to complete tasks. · Show balance and co-ordination when static and moving at a slow speed. 	<p>Invasion Games</p> <ul style="list-style-type: none"> · Change direction when moving at speed. · Recognise changes in my body when I do exercise. · Run at different speeds. · Select my own actions in response to a task. · Show hopping and jumping movements. · Work co-operatively with others to complete tasks. · Show balance and co-ordination when static and moving at a slow speed. 	<p>Invasion Games</p> <ul style="list-style-type: none"> · Change direction when moving at speed. · Recognise changes in my body when I do exercise. · Run at different speeds. · Select my own actions in response to a task. · Show hopping and jumping movements. · Work co-operatively with others to complete tasks. · Show balance and co-ordination when static and moving at a slow speed.
MUSIC	Pulse, Move in time, simple pitches, rhyme, regular pulse,	Rhyme, voice experimentation, pulse, listen and respond	Pulse, simple pitch, rhythm, listen and respond, clapping in time	Rhyme, pulse, speed, non pitched instruments, actions in time.	Rhyme, pulse, tempo (fast/slow/), pitch (high/low)	Rhyme, using voices in different ways, steady pulse, clapping in time to music