

Medium Term Planning – Year 1

Autumn 2

A Starry Night

English Text – How to Catch a Star

Subject National Curriculum	Prior Learning	Year One
<p><b>Science</b></p> <p><b>Plants:</b> identify and name a variety of deciduous and evergreen trees; identify and describe the basic structure of a variety trees. Link to Autumn and seasonal change.</p> <p><i>Scientific skills:</i> <i>Pattern seeking</i></p> <p><b>Seasonal changes:</b> observe changes across the four seasons, describe weather associated with the seasons and how day length varies</p> <p><i>Observing over time</i></p>	<p>Children will have discussed seasonal change in EYFS linking to weather and what they see outdoors. From forest school and outdoor learning they will be beginning to name and identify different trees.</p>	<p>Trees and seasonal change 5 sessions</p> <ol style="list-style-type: none"> <li>1. Seasonal change – signs of autumn – autumn walk what is happening outside.</li> <li>2. Seasonal change – temperature, length of days, changes in vegetation – draw or write the changes</li> <li>3. Tree focus – deciduous and evergreen – same and different, characteristics of each tree</li> <li>4. Tree focus – sorting and naming deciduous and evergreen trees. Tree hunt / identifying trees – finding and exploring different tress</li> <li>5. Naming parts of a tree – crown, leaves, branches, bark, trunk, roots, fruits (moved from Spring 2)</li> </ol>
<p><b>RE</b></p> <p>How are stories and celebrations linked?</p> <p>Narrative behind celebrations – Christmas and Hanukkah</p> <p>What do these events mean to Christians and Jewish people?</p> <p>How are these events celebrated?</p> <p><i>What does this learning mean to me?</i></p>	<p>Christmas – Why is Jesus special to Christians?</p> <p>In Reception the children learnt the importance of different stories and what these mean to groups of people.</p>	<ul style="list-style-type: none"> <li>• <i>How stories of all kinds give communities a shared identity</i></li> <li>• <i>Ways in which festivals and celebrations bring people together and make them feel they belong</i></li> <li>• <i>How stories reflect religious beliefs and concepts e.g. Christmas and incarnation</i></li> <li>• <i>How stories inform actions and rituals during festivals e.g. lighting candles at Hanukkah</i></li> </ul> <p>Lesson 1 – Why do Christians celebrate Christmas? Retelling the Nativity story – which characters are the most important and why? What do Christians believe? Look at paintings/stained glass windows and how these link to story.</p> <p>Lesson 2 – The Christmas story according to the Gospels – Matthew and Lukes account – how are they the same and how are they different? Consider a range of greeting cards and design own.</p> <p>Lesson 3 – How do Christians prepare for Christmas and how do they celebrate it? How do these traditions bring communities together?</p> <p>Lesson 4 – What is Hannukah and why do Jewish people celebrate it? The story of Hanukkah. What do Jews believe?</p> <p>Lesson 5 – How do Jewish people celebrate Hanukkah? What are the traditions? How does these traditions bring communities together?</p> <p>Lesson 6 – How do different festivals and celebrations, such as Christmas and Hanukkah, people together and make them feel they belong? Describe how stories link to actions</p>
<p><b>Computing</b></p> <p><i>Use technology safely and respectfully, keeping personal information private;</i></p>	<p>Last term the children learnt the different uses of</p>	<p>Lesson 1 – Beebots – Learn the directional language of forward, backwards, left and right. Ensure children know and can use these terms. Practise by giving your partner instructions for moving around the classroom.</p> <p>Lesson 2+3 - Introduce the term algorithm and debugging. Model how to use a Beebot on a UK map, (lesson 5 in Geography)</p>

<p>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>NATTERHUB</b> – question it</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Programming A – Moving a robot Beebot</p>	<p>technology and how it helps us in our daily lives.</p> <p>This introduction to algorithms digs deeper into how technology works.</p>	<p>Children have got to use Beebot to navigate the map by creating algorithms. Children orally rehearse their instructions, test them out and see if they work. Debug as they go. Can anyone get their Beebot all around the map with one set of instructions. Extension: Can anyone record their instructions?</p> <p>Lesson 4 – Beebot on ipads. Can we use the programme to complete algorithms to move Beebot?</p> <p>Lesson 5 – Natterhub recognising privacy – Think it Lesson 2 (PSHE link lesson 4)</p> <p>Lesson 6 – Natterhub recognising privacy - Think it Lesson 3 (PSHE link lesson 5)</p>
<p><b>Geography</b></p> <p><b>Locational knowledge:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Geographical skills and fieldwork:</b> use world maps, atlases and globes: use world maps, atlases and globes.</p>	<p>Knowledge of different places and the different places people can live.</p> <p>Exploring local area and learning about Lincoln.</p> <p>Look at maps and photographs</p>	<p><b>5 lessons</b></p> <ol style="list-style-type: none"> <li>To know how to use a map to locate the UK and name England, Ireland, Scotland and Wales, the 4 countries in the UK</li> </ol> <p>Discuss together where we live, Lincoln and explain that this is a city.</p> <p>But where are these cities, define a country. What country do we live in?</p> <p>Explain that England is part of the United Kingdom, a collection of countries. What other countries are in the United Kingdom?</p> <p>Together name these and label them on a map of the United Kingdom.</p> <ol style="list-style-type: none"> <li>To know the countries in the UK and what a capital city is. To know that London is the capital of England.</li> </ol> <p>Discuss how each country has a capital city, where the most important things happen – the financial centre etc.</p> <p>Focus on England and its capital city. Has anyone ever been to London? What is it like there? Use a range of pictures to explore London together.</p> <ol style="list-style-type: none"> <li>To know how a map is different to a photograph -linking to UK and London</li> <li>To know the countries in the UK and name their capital cities</li> </ol> <p>Discuss how each country has a capital city, where the most important things happen – the financial centre etc.</p> <p>Can we name the capital cities for each of these countries and locate them on the map (London, Edinburgh, Cardiff, Belfast)</p> <p>Discuss each one in turn, looking at a range of pictures and discuss the important landmarks for each city.</p> <ol style="list-style-type: none"> <li>To know and remember the countries and their capital cities – link to computing lesson 3 and 4.</li> </ol>
<p><b>DT</b></p> <p><b>Design:</b> Design products for themselves and others based on design criteria.</p> <p><b>Make:</b> Select and use a range of tools and materials.</p>	<p>Children have explored a range of creative activities, techniques and skills through the creation stations and have discussed their work.</p>	<p>Lesson 1 – Design calendar – hand print design</p> <p>Lesson 2 – print</p> <p>Lesson 3 – embellish</p> <p>Lesson 4 - evaluate</p>

<p><b>Evaluate:</b> Explore, evaluate <i>Calendars – Animals, handprints, embellished</i></p>																			
<p><b>PE</b></p> <p>Synergy coach</p> <p><b>Real Pe – fundamental movement skills social</b></p> <p>Dynamic Balance to Agility</p> <p>Jumping and Landing</p> <p>Static Balance</p> <p>Seated</p>	<p>Children will have experience of different types of movement and balance on one foot. They have worked on the personal skills of following instructions, not giving up and asking for help when appropriate.</p>	<p><b>REAL PE Unit 2 Fundamental skills</b></p> <p><b>Social Skills</b></p> <p><b>Exceeding</b> - I can help, praise and encourage others.</p> <p><b>Expected</b> - I can work sensibly with others, taking turns and sharing.</p> <p><b>Emerging</b> - I can play with others and take turns and share with help.</p> <table border="1" data-bbox="842 347 2042 421"> <tr> <td><b>SYNERGY SPORTS COACH</b></td> <td><b>1.30 - 2.20</b></td> <td><b>2.25 - 3.30</b></td> </tr> <tr> <td><b>Autumn 2 (Yr1)</b></td> <td><b>Picasso Bugs</b></td> <td><b>Ladybirds</b></td> </tr> </table>		<b>SYNERGY SPORTS COACH</b>	<b>1.30 - 2.20</b>	<b>2.25 - 3.30</b>	<b>Autumn 2 (Yr1)</b>	<b>Picasso Bugs</b>	<b>Ladybirds</b>										
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<p><b>PSHE</b></p> <p><b>Relationships</b></p> <p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission <b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful</p>	<p>Year 1 Term 1 – What is Respect, Kind and Unkind Behaviour, People Who Care For Us, Different Types Of Family, Tell Someone If You Are Worried, Pantasaurus and What To DO If You Feel Uncomfortable.</p>	<p><b>Lesson 1 - Respecting ourselves and others</b> - To know how to respect ourselves and show respect to others (Link to Respect Value) How behaviour affects others; being polite and respectful</p> <p><b>Lesson 2 - Respecting ourselves and others</b> - To know how to show respect at home, school, in the community and online.</p> <p><b>Lesson 3 - Anti-bullying Week / odd socks</b> - What is Anti-bullying week? Bullying, what to do if you feel unsafe, recap trusted adults odd socks</p> <p>Lesson 4 – Natterhub recognising privacy – Think it Lesson 2</p> <p>Lesson 5 – Natterhub recognising privacy - Think it Lesson 3</p>																	
<p><b>Handwriting</b></p> <p>Penpals handwriting scheme, extended to suit needs of year group.</p> <p>This is personalised as needed for different classes.</p>	<p>Following on from Penpals in Reception. Correct formation was taught now focusing on positioning and size.</p>	<p>Pen pals -</p> <p>Week 1 - unit 8 – ff / cliff, stuff, muffin / fluffy cat, scruffy dog</p> <p>Week 2 - unit 9 – ss / kiss, moss, pass, miss / hissing snake</p> <p>Week 3 and 4 – Unit 7 – curly caterpillar letters, cadosqegf, cat, dog, fog, get, sad, quiet</p> <p>Week 5 - unit 10 – CADO / SGQEF / Sam, Fred, DANGER</p> <p>Week 6 - unit 11 - l, r, j, p / t, b, m, u / here, there, come, some</p> <p>Week 7 – Christmas cards and Christmas poem</p>																	
<p><b>Reading for Pleasure texts</b></p>	<p>Why these?</p> <p>High quality texts chosen using Pie Corbett’s reading spine, CLPE (Centre for Literacy in Primary Education) suggested texts and Reading reconsidered by Doug Lemov. The text support the topic, aim to develop</p>	<table> <tr> <td>Peace at last</td> <td>Grandad’s island</td> </tr> <tr> <td>Owl Babies</td> <td>Cant you sleep little bear</td> </tr> <tr> <td>What the ladybird heard</td> <td>What the ladybird heard at Christmas</td> </tr> <tr> <td>This is the Bear and the scary night</td> <td>Funny Bones</td> </tr> <tr> <td>Winnies Midnight Dragon</td> <td>Little Owl and the Star</td> </tr> <tr> <td>Fletcher and the falling leaves</td> <td>Laura’s Star</td> </tr> <tr> <td>Night Monkey Day Monkey</td> <td></td> </tr> <tr> <td><i>The Night before Christmas</i></td> <td><i>A first Book of Poetry</i></td> </tr> </table>		Peace at last	Grandad’s island	Owl Babies	Cant you sleep little bear	What the ladybird heard	What the ladybird heard at Christmas	This is the Bear and the scary night	Funny Bones	Winnies Midnight Dragon	Little Owl and the Star	Fletcher and the falling leaves	Laura’s Star	Night Monkey Day Monkey		<i>The Night before Christmas</i>	<i>A first Book of Poetry</i>
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	<i>further discussion and deepen knowledge and vocabulary.</i>	
<b>Music</b> <i>Topic Songs</i>		<i>Christmas Singalong</i>