

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>Science</p> <p>Plants: 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>Seasonal changes: observe changes across the four seasons, describe weather associated with the seasons and how day length varies <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"> 1. Seasonal change – signs of autumn – autumn walk what is happening outside. 2. Seasonal change – temperature, length of days, changes in vegetation – draw or write the changes 3. Tree focus – deciduous and evergreen – same and different, characteristics of each tree 4. Tree focus – sorting and naming deciduous and evergreen trees. Tree hunt / identifying trees – finding and exploring different trees 5. Naming parts of a tree – crown, leaves, branches, bark, trunk, roots, fruits (moved from Spring 2)
<p style="text-align: center;">RE</p> <p>How are stories and celebrations linked?</p> <p>What Christmas and Hanukkah (Chanukah) mean to Christians and Jewish people? What are the stories behind these festivals? How these festivals are celebrated?</p>	<p>Christmas – Why is Jesus special to Christians? In Reception the children learnt the importance of different stories and what these mean to groups of people.</p> <p>Last half term we considered what stories teach different people about God? How can learn from other stories? The focus on stories will be followed on in this unit.</p>	<p>Lesson 1 – Why do Christians celebrate Christmas? Retelling the Nativity story – which characters are the most important and why? What do Christians believe and why do they believe that Jesus is special? 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 Luke's account – how are they the same and how are they different? Why so people retell the story? Share different versions of the Christmas story. Consider a range of greeting cards and design own.</p> <p>Lesson 3 – Case study of a child - How do Christians prepare for Christmas and how do they celebrate it? How do these traditions bring communities together? Include other ways of celebrating Christmas around the world. E.g. Christmas in Australia</p> <p>Lesson 4 – What is Hanukkah and why do Jewish people celebrate it? The story of Hanukkah. What do Jews believe?</p> <p>Lesson 5 – Case study of a child. 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? Why do so many people celebrate Christmas? Describe how these stories link to actions. Link to case studies and then to self.</p> <p>Assessment</p>
<p style="text-align: center;">Computing</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have</p>	<p>Last term the children learnt the different uses of technology and how it helps us in our daily lives.</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 3 in Geography)</p>

<p>concerns about content or contact on the internet or other online technologies.</p> <p>NATTERHUB – 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</p> <p>Beebot</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>Geography</p> <p>Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Geographical skills and fieldwork: 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>5 lessons</p> <ol style="list-style-type: none"> To know how to use a map to locate the UK and name England, Ireland, Scotland and Wales, the 4 countries in the UK <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"> To know the countries in the UK and what a capital city is. To know that London is the capital of England. <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"> To know how a map is different to a photograph linking to UK and London To know the countries in the UK and name their capital cities <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"> To know and remember the countries and their capital cities – link to computing lesson 3 and 4.
<p>DT</p> <p>Design: Design products for themselves and others based on design criteria.</p> <p>Make: Select and use a range of tools and materials.</p> <p>Evaluate: Explore, evaluate Calendars – Animals, handprints, embellished</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>PE</p>	<p>Children will have experience of different types of movement and</p>	<p>REAL PE Unit 2 Fundamental skills</p>

Synergy coach Real Pe – fundamental movement skills social Dynamic Balance to Agility Jumping and Landing Static Balance Seated	balance on one foot. They have worked on the personal skills of following instructions, not giving up and asking for help when appropriate.	Social Skills Exceeding -I can help, praise and encourage others. Expected -I can work sensibly with others, taking turns and sharing. Emerging -I can play with others and take turns and share with help.		
		SYNERGY SPORTS COACH	1.30 - 2.20	2.25 - 3.30
		Autumn 2 (Yr1)	Picasso Bugs	Ladybirds
PSHE Relationships Safe relationships Recognising privacy; staying safe; seeking permission Respecting ourselves and others How behaviour affects others; being polite and respectful	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.	Circle time – Our school rules Lesson 1 - Respecting ourselves and others - To know how to respect ourselves and show respect to others (Link to Respect Value) How behaviour affects others; being polite and respectful Lesson 2 - Respecting ourselves and others - To know how to show respect at home, school, in the community and online. Lesson 3 - Anti-bullying Week / odd socks - What is Anti-bullying week? Bullying, what to do if you feel unsafe, recap trusted adults odd socks Lesson 4 – Natterhub recognising privacy – Think it Lesson 2 Lesson 5 – Natterhub recognising privacy - Think it Lesson 3		
Handwriting Little Wandle handwriting scheme in line with phonics. This is personalised as needed for different classes.	Correct formation was taught now focusing on positioning and size.	Applying Capital letters A, B, C, D (Week 1) • E, F, J, H (Week 2) • I, J, K, L (Week 3) • M, N, O, P (Week 4) • Q, R, S, T (Week 5) • U, V, W, X, Y, Z (Week 6) • Assess and review (Week 7)		
Reading for Pleasure texts	Why these? 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 further discussion and deepen knowledge and vocabulary.	Peace at last Owl Babies What the ladybird heard This is the Bear and the scary night Winnies Midnight Dragon Fletcher and the falling leaves Night Monkey Day Monkey The Night before Christmas	Grandad’s island Cant you sleep little bear What the ladybird heard at Christmas Funny Bones Little Owl and the Star Laura’s Star A first Book of Poetry	
Music Topic Songs		Christmas Singalong		