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| Year 1 – Autumn 2 Medium Term Plan  |
|  | Week 18/01 | Week 215/01 | Week 322/01 | Week 429/01 | Week 505/02 | Week 612/05 |
| Events |  |  |  |  | Enrichment  |  |
| Wider Experiences |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | What amazes you about the world? (Topic) |  | What makes us human? (Science)  | Who am I ?(Chn’s mental wellbeing week) | Can one person change the world? (Topic)  |
| SPaG | Punctuate sentences using capital letters, full stops/ question mark/ exclamation mark | Join clauses using and | Use adjectives  | Punctuate sentences using capital letters, full stops/ question mark/ exclamation mark | Join clauses using and  | Use adjectives  |
| Writing | The snail and the whaleFinal piece: retell of the main events Week 1 * Mon- predictions, read and discuss vocab
* Tues- describe the snail
* Wed- describe the places the snail and whale sailed through
* Thurs- describe the snail felt during the diff weathers
* Fri- how can the children save the whale?

Week 2 * Mon- subject knowledge: Whales
* Tues- art journals: draw the whale and annotate whale with vocab (adjectives and verbs)
* Wed- describe the whale paragraph
* Thurs- art journals: paint the setting and annotate with adjectives
* Fri- describe the beach paragraph

Week 3* Mon- WAGOLL
* Tues- plan the retell
* Wed- write the start of the retell
* Thurs- complete retell
* Fri- edit and improve using purple pencils
 | JourneyFinal piece: write the story for illustrations Week 1Mon-prediction then look at book images Tues- look at image 1 (forest and lake) Wed-look at image 2 (sail to castle)Thurs- look at image 3 (fly in balloon to tower) Fri- look at image 4 (fly on carpet back home) Week 2Mon- subject knowledge: famous landmarks from around the world Tues- art journals: draw the 4 different landmarks the girl discovers Wed- describe the girl travelling around the world (adverbs)Thurs-predict where the girl would go next (prediction) Fri- WAGOLLWeek 3Mon- Plan the storyTues- write the story Wed- write the story Thurs- write the story Fri- edit and improve using purple pencil  |
| Maths | Place value (within 20)* Count within 20
* Understand 10 (2 lessons)
* Understand 11, 12 and 13
* Understand 14, 15 and 16
* Understand 17, 18 and 19
* Understand 20 (2 lessons)
* 1 more and 1 less
* The number line to 20
* Use a number line to 20
* Estimate a number on a number line to 20 (2 lessons)
* Compare numbers to 20
* Order numbers to 20
 | Addition and subtraction (within 20)* Add by counting on within 20
* Add ones using number bonds
* Find and make number bonds to 20
* Doubles
* Near doubles (2 lessons)
* Subtract ones using number bonds (2 lessons)
* Subtraction- counting back
* Subtraction- finding the difference (2 lessons)
* Related facts (2 lessons)
* Missing number patterns (2 lessons)
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| RE | Special people Check in: Who are the special people in your lives?- focus on family/friends/teachers Explore: To recognise the special people in our lives and describe how they are there to help us. Learning focus 1: To recognise the special people who gather in the churchLearning focus 2: To describe the special roles of people during MassLearning focus 3: To describe the important role of the Priest in the churchLearning focus 4: To recognise that Jesus is the most special person for the Parish family Learning focus 5: To describe how Jesus is the most special person for the Parish family Learning focus 6: To recognise how the parish family spends time together after MassCheckout: Who would you see if you went to Mass? (first person writing including special people learnt over RE unit) Lent Check in: Explore Learning focus 1:  |
| Science | **Animals including humans** Observing animals To recognise and name a variety of animals Working scientifically: * identify and classify
 | Comparing animals To compare animals Working scientifically: * identify and classify
 | Animals diets To recognise if animals are carnivores, herbivores and omnivores Working scientifically: * identify and classify
 | The human body To identify and label and the parts of a human body  | Senses To recognise and match each sense to the correct part of the bodyWorking scientifically:* perform simple tests
 | Sorting animalsTo group animals correctly Working scientifically: * identify and classify
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| Topic | **Around the world** To recognise and name the continents**Key skills:** name and locate the world’s seven continents and five oceans | To recognise and name the 5 oceans Key skills:name and locate the world’s seven continents and five oceans | To explore the foods from around the world Key skills: Know where food comes from | To recognise Amelia Earhart and create a fact fileKey skills: Recognise and make simple observations about who was important in an historical event/account | To write a biography on Amelia Earhart. Key skills: Recognise and make simple observations about who was important in an historical event/account | To create a fish using weaving Key skills: Weave using recycled materials – paper, carrier bags |
| Computing(information technology)  | Animated story books To. explore the tools of 2Create a Story’s My Simple Story level. | To add animation to an image  | To add a sound effect to a picture | To add a background to the story | To use the copy and paste feature to create additional pages | To use the copy and paste feature to create additional pages |
| Phonics  | Phonemes cards Letters outdoors Common exception words Tuff spot- alien words and real words (space themed)  |
| Indoors  | Art station- drawing/ modeling/ cut and stick activities linked to science/topic/REWriting stories about different weathers and adventures around the world- chn to refer to books they have read/ heard  |
| Outdoors  | Resources to role play weathers experiences – range if items (gloves, umbrellas, sun caps, sunglasses etc) Paper and pencils to write about toysPhonics display and writing rewards during break and dinner- WBs and pens outside (raffles and dojos to encourage)  |