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| Year 1 – Autumn 2 Medium Term Plan | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Events |  |  | Stay and pray parent workshop |  |  |  |
| Wider Experiences |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | Do we all think the same throughout the day?  (RE) | How would you bring peace to the world?  (Literacy) | "Can you tell if a person is good or bad by the way they look?"  (Topic) | Why are seeds important?  (Science) |  |
| SPaG |  |  |  |  |  |  |
| Writing | Little Red Riding Hood  Final piece: retell the story from the wolf’s perspective  Week 1   * Mon- prediction (what happens in the story?) * Tues- describe little red * Wed- describe the wolf * Thurs- describe the setting * Fri-character description of the wolf (short assessment)   Week 2   * Mon-speech for characters * Tues-infer feelings of characters * Wed-story mapping of LRRH * Thurs-subject knowledge (fairytales) * Fri- plan our own retell from the wolf’s perspective   Week 3   * Mon- plan our own retell from the wolf’s perspective * Tues- write the start of the story (meeting Little Red Riding Hood in the forest) * Wed- write the build up to the climax * Thurs-write the resolution and the ending * Fri- edit and improve (proofreading) | | | Hansel and Gretel  Final piece: instructions and ending of the story  Week 1   * Mon-prediction (what happens in the story?) * Tues-describe Hansel and Gretal * Wed-describe the witch * Thurs-recreate a part of the story and write a supporting sentence in art journals * Fri-subject knowledge: how to make a gingerbread house   Week 2   * Mon-design and make their own gingerbread house in art journals * Tues- purpose and audience of instructions piece of writing/ WAGOLL * Wed- plan the instructions * Thurs-assessment: write the instructions * Fri-rewrite the start of the story including how she built the Gingerbread (refer back to instructions from previous lesson)   Week 3   * Mon-recognise what happened at the end * Tues- plan the ending * Wed- EXP/WTS write ending/ GDS extra input on WAGOLL * Thurs-EXP/WTS finish or edit and improve/ GDS write * Fri-EXP/WTS complete book review of fairytales they have read/ GDS to edit and improve | | |
| Maths | Addition and subtraction within 50 | | | Length and height | | |
| RE | **Lent topic continued from Spring 1**  Learning focus 4: To recognise the story of Palm Sunday  Learning focus 5: To recognise and describe the importance of Good Friday  Learning focus 6: To retell the events of Easter Sunday  Checkout: Do we all think the same throughout the day?  **Eucharist**  Check in: When have you had a special meal?  Explore: To recognise the times when families and groups share a special meal  Learning focus 1: To recognise that Mass is a special meal  Learning focus 2: To describe how Mass is a special meal that celebrates the Last Supper  Learning focus 3: To describe how the special meal is prepared for the Parish family  Learning focus 4: To describe what we are asking of God when we say The Our Father  Learning focus 5: To describe what happens during Holy communion and why  Learning focus 6: to recognise the different occasions the parish family gathers for a celebration after Mass  Checkout: what makes some meals special? | | | | | |
| Science | Plants  To describe and compare plants, seeds and bulbs.  Working scientifically:   * Ask simple questions and recognise that they can be answered in different ways. * Observe closely, using simple equipment | To name and compare the parts of plants  Working scientifically:   * Observing closely, using simple equipment * Identify and classify (link to prior learning of humans) | To identify and name some common garden and wild plants.  Working scientifically:   * Observing closely, using simple equipment | To investigate if all plants have flowers.  -make a prediction  - plant cress as part of the investigation. | To review the investigation and write a conclusion |  |
| Topic | **Fairy tales**  To recognise and describe the setting of Little Red Riding Hood.  Task: Describe the forest  **Key skills:**  use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff,  coast, forest, hill, mountain, sea, ocean, river,  soil, valley, vegetation, season and weather   key human features, inc. city, town, village,  factory, farm, house, office, port, harbour, shop | To describe the journey Little Red Riding Hood went on using a map.  Task: Guide Little Red to Grandma’s house (through and around the forest)  Key skills:  Use directional language  such as near and far, up  and down, left and right,  forwards and backwards | To draw the journey Little Red Riding Hood went on.  Task: Sketch a map with a compass showing Little Red’s journey  Key skills:  Draw basic maps, including  appropriate symbols and  pictures to represent places  or features  **Use simple compass**  **directions (North, South,**  **East, West)** | To recreate the journey Hansel and Gretal went on  Task: Use the space around school to recreate Hansel and Gretel’s Journey (follow a school map) then write a recount of the journey they went on  Hansel and Gretel  WRITING- A recount of the journey- use directional language  Key skills:  Use a simple picture map to  move around the school | DT- Making puppets  To plan and design the puppets for a puppet show.  Key skills:  State the purpose of the design and the intended user  Generate own ideas for design by drawing on own  experiences or from reading  Select from a range of tools and equipment explaining  their choices | DT- Making puppets  To make the puppets and set up a puppet show.  Key skills:  **Make simple judgements about their products and**  **ideas against design criteria** |
| Computing  Coding | To understand what instructions are? | To use code to make a computer program. | To use code to make a computer program. | To understand what an event is. | To understand what backgrounds and objects are. | To plan and make a computer program. |
| Phonics | Phonemes cards  Letters outdoors  Common exception words (year 1 and year 2)  Alien basket- alien words and real words | | | | | |
| Indoors | Art station- drawing/ modeling/ cut and stick activities linked to science/topic/RE  Writing stories about different weathers and adventures around the world- chn to refer to books they have read/ heard  Weaving station | | | | | |
| Outdoors | Phonics/literacy-   * Fairytales themed phonics – sort the alien and real words (tuff spot?) * Writing station: Can you write a sentence describing ......(character/setting/object) linking to LRRH * Chalk- write as many words as you can with the ……. Sound (challenge-different letters and diagraphs)   Math   * Measuring height * Weighing scales – weigh objects (does it weigh less or more) etc * Less than and greater than activities | | | | | |