

English / Curriculum Medium Term Plan – Autumn 1 – Year 1

Core Text: *The Scarecrows wedding*

Topic: Celebrations

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Type	Character description	Character description	Character description	Setting description	Setting description	Setting description
T4W Stage	Imitation	Imitation	Imitation	Imitation	Imitation	Innovation
Grammar and Punctuation (Active English)	Capital letters Nouns	Full stops Verbs	Finger spaces Adjectives	Capital letters Conjunction 'and'	Capital letters Nouns	Full stops verbs
Spelling	1-10 HFW (High frequency words)	1-10 HFW	11-21 HFW	11-21 HFW	22-32 -HFW	22-32 -HFW
Terminology (technical vocabulary)	Appearance Nouns Senses Adjectives Character Mind map Story map Imitate Narrative Word sentence	Adjectives Mind map Story map Imitate Narrative Word Sentence	Actions verbs Job Live Family Friends Mind map Story map Imitate Narrative Word sentence	Setting Adjectives Nouns Mind map Story map Imitate Narrative Word sentence	Setting adjectives noun Mind map Story map Imitate Narrative Word sentence	Setting Adjectives Noun Mind map Story map Innovate Narrative Word sentence
Greater Depth SC	I can use finger spaces, capital letters and full stops.	I can use finger spaces, capital letters and full stops.	I can use finger spaces, capital letters and full stops and the conjunction 'and'	I can use finger spaces, capital letters and full stops and the conjunctions and	I can use finger spaces, capital letters and full stops and the conjunctions and	I can use finger spaces, capital letters and full stops and the conjunction and/because
SEND SC	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition/formation	Letter/sound recognition/formation	Letter/sound recognition/formation
Handwriting	M	A	S	D	T	I

Rainbow Grammar (where appropriate)	Predicate	Predicate	Predicate	Predicate/Subject/stop	Predicate/Subject/stop	Predicate/Subject/stop
Maths teaching and learning	<p>Identify and represent numbers using objects and pictorial representations including the number line.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line.</p> <p>0-4</p> <p>Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words</p> <p>Given a number, identify one more and one less (to 10)</p>	<p>Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words</p> <p>Given a number, identify one more and one less (to 10)</p> <p>Count in multiples of 2</p>	<p>Count, read and write numbers to 10 in numerals and words</p> <p>Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words</p> <p>Given a number, identify one more and one less (to 10)</p> <p>Count in multiples of 2</p>	<p>Count, read and write numbers to 10 in numerals and words</p> <p>Represent and use number bonds and related subtraction facts (within 10).</p> <p>Add and subtract one digit numbers (to 10), including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtractions (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<p>Given a number, identify one more and one less (to 10)</p> <p>Represent and use number bonds and related subtraction facts (within 10).</p> <p>Add and subtract one digit numbers (to 10), including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtractions (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<p>Represent and use number bonds and related subtraction facts (within 10)</p> <p>Add and subtract one digit numbers (to 10), including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtractions (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>



	Count in multiples of 2					
Reading Learning Objectives	<p>To understand some familiar and less familiar words and phrases in a shared story (1a)</p> <p>To know how to make a plausible prediction about what might happen on the basis of what has been read so far (1e)</p> <p>To know the events of a shared story (1b)</p>	<p>To know how to identify and link two significant events in a shared story (1b)</p> <p>To know how to discuss word meanings and link meanings to those already known. (1a)</p> <p>To know some interesting words/phrases from the book/story, stating their reason/s why. (1g)</p>	<p>To understand the events of a shared story (1b)</p> <p>To understand how to recall familiar stories from a shared story in the correct order (1c)</p> <p>To know how to draw on previous knowledge or on background information and vocabulary provided by the teacher (1d)</p>	<p>To understand how to identify and link two significant events in a shared story (1b)</p> <p>To understand how to make inferences on the basis of what is being said and done by a character (1d)</p>	<p>To develop the skill of understanding the events of a shared story (1b)</p> <p>To know how to discuss the significance of the title and events (1d)</p>	<p>To develop the skill of making inferences on the basis of what is being said and done by a character (1d)</p> <p>To develop the skill of identifying and linking two significant events in a shared story (1b)</p> <p>To understand how to , recall some interesting words/phrases from the book/story, stating their reason/s why. (1g)</p>



Cross-curricular Writing Opportunities	<p>Science: Labelling /description of each season.            History: Describe past and present abilities            Geography: Predicting the weather            R.E: Christianity.            Design and Technology: Description of healthy/non- healthy foods            Computing: Who to go to for help/what to do if concerns arise            PSHE/SMSC: N/A</p>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Science objectives A1, A2, A3, A4, A5 E1, E2			<p><b>Working scientifically</b>            A.1            To know how to ask simple questions about the world around me.</p> <p>A.2            To know how to observe closely using simple equipment</p> <p>A.4            To know how to identify and classify</p> <p>A.5            To know how to use my observations and ideas to suggest</p>	<p><u>Seasonal changes</u>            To know how to identify each season (E1)</p>	<p><b>Working scientifically</b>            A.2            To know how to observe closely using simple equipment</p> <p>A.3            To know how to perform simple tests</p> <p>A.4            To know how to identify and classify</p> <p>A.5            To know how to use my observations and ideas to suggest answers to questions</p> <p><u>Seasonal changes</u>            To know the weather associated with each season</p>	



					and understand how day length varies. (E2)	
History objectives B1, B2					<b><u>Chronological Awareness</u></b> To know what “then” and “now” means (B1)	<b><u>Chronological Awareness</u></b> To know how to organise simple pictures with my own experience. (B2)
Geography objectives <b><u>Human and Physical</u></b> B1, B2, B3	<b><u>Human and Physical</u></b> To know how to make plausible predictions about what the weather may be like later in the day or tomorrow in the United Kingdom. (B2)			<b><u>Human and Physical</u></b> To know how to complete a weather chart and answer questions about the weather in the UK (B1)  To Know how to explain how the weather changes with each season in the United Kingdom (B3)		
Religious Education objectives A1, B1, C1					<b><u>Christianity</u></b> A1, B1, C1	
Art objectives A1, A2, A3, A4	<b><u>A:Drawing and Painting</u></b> To understand how to show my feelings through my drawing and painting. (A1)	<b><u>A:Drawing and Painting</u></b> To know the primary and secondary colours. To understand how to mix secondary colours (A2)	<b><u>A:Drawing and Painting</u></b> I can use a range of materials creatively to design and make products, making lines of different thickness. (A3)  To know how to use the terminology			



			line, shape and colour. (A4)			
Design and Technology objectives A1, A2	<b>Health</b> To understand which foods are good for me. (A1)	<b>Health</b> To know which foods are bad for me.(A2)				
PSHE objectives	<b>New year's resolutions</b>	<b>Emergencies</b>	<b>Personal safety</b>	<b>Personal safety</b>	<b>Road safety</b>	<b>Road safety quiz</b>
Computing objectives A1, A2, D1, B5	<b>E-safety</b> To know how to use technology safely and respectfully, keeping personal information private. (A1)	<b>E-safety</b> To know how to identify where to go for help and support when I have on-line concerns. (A2)	<b>Multimedia and processing</b> To become familiar with the keyboard - including spacebar, backspace, shift, enter (D1)	<b>Multimedia and processing</b> To become familiar with the keyboard - including spacebar, backspace, shift, enter (D1)	<b>Programming</b> To understand that programs execute by following precise and unambiguous instructions (B5)	<b>Programming</b> To understand that programs execute by following precise and unambiguous instructions (B5)
Music objectives Seasons Musical Focus: Pitch Cross-curricular link: Seasons and Science. B1, B2, B3, C1, D1.	To know how to identify changes in pitch and respond to them with movement. (B1)	To know how to contrast changes in pitch with changes in dynamics (volume). (B2)	To understand how pitch changes relate to graphic symbols and performing pitch changes vocally. (D1)	To know how to listen and respond to a falling pitch signal. (B3)	To understand how to distinguish between pitched and unpitched percussion sounds. (C1)	To listen in detail to a piece of orchestral music. (B3)