

Year Group: 1 **Term: Autumn 1** **Topic: Where the wild things grow!**

	04.09.19 3 days	09.09.19	16.09.19	23.09.19	30.10.19	07.10.19	14.10.19
Literacy	FICTION Traditional Fairy tales Hansel & Gretel	FICTION Traditional Fairy tales Hansel & Gretel	FICTION Traditional Fairy tales Hansel & Gretel	FICTION Traditional Fairy tales Hansel & Gretel	NON-FICTION Instructions How to make Muffins	NON-FICTION Instructions How to make Muffins	NON-FICTION Instructions How to make Muffins
	<p>Spoken Language</p> <ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers -Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary -Articulate and justify answers, arguments and opinions -Give well-structured description explanations and narratives for different purposes, including for expressing feelings -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Writing - transcription</p> <ul style="list-style-type: none"> -Spell words containing each of the 40+ phonemes already taught and some Common Exception words. -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Writing - composition</p> <ul style="list-style-type: none"> -Write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it. -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read their writing aloud, clearly enough to be heard by their peers and the teacher 						
Maths Use and apply to be fed throughout units	<p style="text-align: center;">Number and Place Value</p> <p>Given a number, identify one more/one less Read and write numbers from 1-20 in numerals and words Count, read and write numbers to 100 in numerals Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p>						
	<p style="text-align: center;">Shape</p> <p>Sort 2D & 3D shapes based on simple properties Recognise and name common 2D & 3D shapes</p>						
Design Technology	<p style="text-align: center;">Forest Schools Den Building</p> <p>Design</p> <ul style="list-style-type: none"> -Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria 						

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	Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable						
PE Dance	Interpretive Dance: Weather NC: Perform dances using simple movement patterns						
		Lesson 1 Travel safely in a space in different pathways Explore moving at different speeds.	Lesson 2 To make high and low shapes and explore travelling at different levels To travel in different directions	Lesson 3 To change the rhythm, speed, level and direction of their movements.	Lesson 4 Choose and link appropriate actions. To express and communicate ideas and feelings	Lesson 5 To use movement imaginatively with control and coordination To express and communicate ideas and feelings	Lesson 6 To create and perform a dance using simple patterns in response to the music.
PE Outdoor Fundamentals	Multi Skills Premier Coaching sessions						
	NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities						
Computing	Creative Programs: Purple Mash 2 Create Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs. E-safety – Copyright & Ownership I know that work I create belongs to me. I can make my work so that others know it belongs to me.						
Music Exploring sounds: Create different sounds	Use our voices expressively and creatively by singing songs. Experiment with, create and select sounds.						
CLOOS		Maths Counting		Science / Geography Project What do we know about the Seasons?		E Safety How do we stay safe online?	
Sparkly Start	Entry point: Nature Walk						
Fabulous Finish							EXIT Point: Year 1 Video Showcase of Weather Reports using technology

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Topic	<p>PSHE School Recipe</p> <p>Class Routines</p>	<p>PSHE New relationships</p> <p>Myself and My Relationships 4 How can I get to know other children in my class?</p> <p>How can I make someone feel welcome?</p>	<p>GEOGRAPHY / SCIENCE Where the wild things grow: Seasonal Changes Name the four seasons.</p>	<p>Forest School Session:</p> <p>Making Medals</p> <p>Den Building</p>	<p>GEOGRAPHY / SCIENCE Where the wild things grow: Seasonal Changes To know how day length varies.</p>	<p>GEOGRAPHY / SCIENCE Where the wild things grow: Seasonal Changes</p> <p>Technology: Chatterpix/Puppet Edu Create Weather reports</p>	<p>RE What can we learn from religious stories?</p> <p>Christian: Joseph</p> <p>Muslim: Baby Birds</p> <p>AT1 Respond and order some of the religious and moral stories from the Bible and at least one other religious text, special book or religion other than Christianity. (Islam, The Quran).</p> <p>Become familiar with key words and vocabulary.</p> <p>AT2 Begin to suggest meanings of some religious and moral stories.</p> <p>Express own ideas creatively.</p>
	<p>GEOGRAPHY / SCIENCE Where the wild things grow: Seasonal Changes</p> <p>KWL What do we know about the Seasons?</p>	<p>Myself and My Relationships 4 What can I do to help make the school and classroom a safer and fair place?</p> <p>Exploring Emotions</p> <p>Myself and My Relationships 5 Can I name some different feelings?</p> <p>Myself and My Relationships 5 Do I know what makes me feel happy, sad, cross etc?</p>	<p>SCIENCE Where the wild things grow: Seasonal Changes Name and observe changes across the four seasons.</p> <p>Learning Bus – VR Headsets</p> <p>Explore Seasonal changes in different environments</p>	<p>Forest School Session:</p> <p>Fire and popcorn making</p>	<p>GEOGRAPHY / SCIENCE Where the wild things grow: Seasonal Changes</p> <p>Seasons and daily weather in the UK</p> <p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: season and weather.</p>		