

**Year Group: 1    Term: Autumn 2    Topic: Where the wild things grow!**

	28.10.19	04.11.19	11.11.19	18.11.19	25.11.19	02.12.19	09.12.19	16.12.19
English	FICTION Jasper's Beanstalk	FICTION Jasper's Beanstalk	FICTION Jasper's Beanstalk	FICTION Jasper's Beanstalk	NON-FICTION Information Text Edith Cavell	NON-FICTION Information Text Edith Cavell	NON-FICTION Information Text Edith Cavell	NON-FICTION Information Text Edith Cavell
					<b>HISTORY Local person from the past: EDITH CAVELL</b> <i>Know and understand about:</i> Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.			
<b>Writing - transcription</b> spell: <input type="checkbox"/> words containing each of the 40+ phonemes already taught <input type="checkbox"/> common exception words <input type="checkbox"/> the days of the week  <b>Writing - composition</b> -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. write sentences by: <input type="checkbox"/> saying out loud what they are going to write about <input type="checkbox"/> composing a sentence orally before writing it <input type="checkbox"/> sequencing sentences to form short narratives <input type="checkbox"/> re-reading what they have written to check that it makes sense <input type="checkbox"/> discuss what they have written with the teacher or other pupils <input type="checkbox"/> read aloud their writing clearly enough to be heard by their peers and the teacher.  <b>Writing – vocabulary, grammar and punctuation</b> leaving spaces between words <input type="checkbox"/> joining words and joining clauses using and <input type="checkbox"/> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <input type="checkbox"/> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'								
Maths Use and apply to be fed throughout units	<b>Number</b> Count in jumps of 2 Count in jumps of 5 Count in jumps of 10 to 100 Find odd and even numbers (using objects or pictures) Explain (verbally/write explanations) Solve problems							
	<b>Shape</b> Sort 2D shapes based on simple properties Recognise and name common 2D shapes							
	<b>Addition &amp; Subtraction –</b> Understand what the = symbol means Solve an addition number sentence using objects to 10 Solve a subtraction number sentence using objects to 10 Solve addition and number sentences using objects to 10 Explain why my answer is correct Solve an addition number sentence using objects to 20					<b>Measurement</b> Compare the length of objects Use maths vocabulary to compare the length of objects Compare the height of objects Use maths vocabulary to compare the height of objects Solve problems involving height and length Explain		

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	Solve a subtraction number sentence using objects to 20 Solve addition and number sentences using objects to 20 Explain why my answer is correct						
<b>Indoor PE Gym Coach</b>	<p style="text-align: center;"><b>Coach</b></p> <p><b>NC:</b> Master basic movements including running, jumping, as well as developing balance, agility and co-ordination.</p> <p><b>Yr 1 Rawmarsh lessons 1-5</b></p> <p><b>Gym Skills:</b></p> <ul style="list-style-type: none"> <li>-travel high &amp; low, travel on hands and feet; turn</li> <li>- explore balances and combine with travelling             <ul style="list-style-type: none"> <li>-narrow &amp; wide body shapes</li> </ul> </li> <li>-travel under, through &amp; over apparatus.</li> </ul>						Nativity Rehearsals / Production
<b>Outdoor PE Games</b>	<p><b>Cambridgeshire Fundamentals Unit 1 Lessons 1-3</b></p> <p><b>Throwing &amp; Catching</b></p> <p><b>NC:</b> master basic movements including throwing and catching, begin to apply these in a range of activities</p> <p><b>Games Skills:</b></p> <ul style="list-style-type: none"> <li>- Share the area safely and to move safely around others.</li> <li>-Aim a ball at a target.</li> </ul> <p>Experiment with throws and two handed catches with balls.</p> <ul style="list-style-type: none"> <li>-Send and receive a ball by rolling, throwing, bouncing.</li> </ul> <ul style="list-style-type: none"> <li>-Throw and catch with increasing control and send a ball to partner, trying out a variety of ways including a bounce.</li> <li>-Send a ball to partner with increasing control, trying out a variety of ways, develop kicking and trapping skills.</li> </ul>						
<b>CLOOS</b>		<b>SCIENCE / ART</b>		<b>E Safety</b>		<b>PHONICS</b>	
		Create plant based artwork		How do we stay safe online?		All the ways of making /ai/	
<b>Sparkly Start</b>	<b>Entry point:</b> PLANT TREASURE HUNT OUTDOOR AREA						
<b>Fabulous Finish</b>							<b>EXIT Point:</b> Children record their most enjoyable learning experience from Where the Wild things grow topic

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Topic	28.10.19	04.11.19 Seacole (FS)	11.11.19 Cavell (FS)	18.11.19 Nightingale (FS)	25.11.19 2 History sessions before starting English unit	02.12.19	09.12.19	16.12.19 Year One Christmas Party (17.12.19)
	<p><b>SCIENCE KWL - Plants</b> What do we know about plants?</p> <p>What would we like to find out?</p> <p><b>SPARKLY START</b> PLANT TREASURE HUNT OUTDOOR AREA</p>	<p><b>MAKING CONNECTIONS WEEK</b> <u>SCIENCE / ART / FOREST SCHOOLS</u></p> <p><b>Artist: Andy Goldsworthy</b> Focus on texture/tones with natural materials (Forest Schools)</p> <p><b>Forest School Lead</b> to create Dream catchers/Leaf identification Bingo (Science)</p> <p><b>Class Teacher Activities</b></p> <p><b>FS Session 1:</b> Open ended Andy Goldsworthy style art <b>FS Session 2:</b> Create Christmas inspired Andy Goldsworthy art (Photos) <b>In Class session 3:</b> Print photos of artwork to create Christmas cards.</p>  <p><b>Science objectives</b> Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>ART OBJECTIVES</b> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			<p><b>History</b> Local person from the past: EDITH CAVELL</p> <p><b>Know and understand about:</b></p> <p>Changes within living memory.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>	<p><b>PSHE</b> <u>People who help us</u></p> <p><b>Session 1</b></p> <p><b>Citizenship 4</b> What does 'my community' mean and what do people do there?</p>	<p><b>RE</b></p> <p><b>AT1</b> Become familiar with key words and vocabulary.</p> <p>Begin to name the different beliefs and practices.</p> <p>Show how different people celebrate aspects of religion.</p> <p><b>AT2</b> Begin to talk about and find meanings behind different beliefs and practices.</p> <p>Ask or respond to questions about what individuals and faith communities do.</p> <p><b>Why is light such an important symbol?</b></p> <p><b>DIWALI</b></p>	<p><b>Computing Learning Bus</b></p> <p><b>VR headsets:</b> Science exploring nature and seasons</p> <p><b>Science objective</b> Identify and name a variety of common wild and garden plants,</p> <p><b>Computing objective</b> Recognize common uses of information technology.</p>
	<p><b>SCIENCE</b> <u>Plants</u></p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>SCIENCE</b> <u>Plants</u></p> <p>Identify and name deciduous and evergreen trees</p>	<p><b>Computing</b> <u>E Safety</u></p> <p>Recognize common uses of information technology beyond school.</p>	<p><b>Music</b> <u>Exploring pulse and rhythm</u></p> <p><b>Music Express</b> <b>Session 1</b></p> <p>Use their voices expressively and creatively by singing songs.</p>	<p><b>History</b> Local person from the past: EDITH CAVELL</p> <p><b>Know and understand about:</b></p> <p>Changes within living memory.</p>	<p><b>PSHE</b> <u>People who help us</u></p> <p><b>Session 2</b></p> <p>Who are the people who help me, and what do they do?</p>	<p><b>RE</b></p> <p><b>Why is light such an important symbol?</b></p> <p><b>HANUKKAH</b></p>	

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	<p><b><u>SCIENCE/ ART</u></b></p> <p>Labelling parts of flower real and collage.</p>			<p>Combine sounds using the inter-related dimensions of music – <i>Pulse and Rhythm</i>.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>	<p><b><u>Safety circles</u></b></p> <p><b>Healthy and Safer Lifestyles 9</b> Who are the people who help keep me safe?</p>		
	<p><b><u>ART</u></b></p> <p><b>Who is Andy Goldsworthy?</b></p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b><u>SCIENCE</u></b></p> <p><b>Plants</b> Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Grow and observe cress stages of growth.</p>	<p><b><u>Computing</u></b> <b><u>E Safety</u></b></p> <p><b>Health, Well-being &amp; Lifestyles</b> Identify rules that help keep us safe and healthy in and beyond the home when using technology. Give some simple examples.</p>	<p><b><u>Music</u></b> <b>Exploring pulse and rhythm</b></p> <p><b>Music Express Session 2</b></p> <p>Use their voices expressively and creatively by singing songs.</p> <p>Combine sounds using the inter-related dimensions of music – <i>Pulse and Rhythm</i>.</p>	<p><b><u>Music</u></b> <b>Exploring pulse and rhythm</b></p> <p><b>Music Express Session 4</b></p> <p>Use their voices expressively and creatively by singing songs.</p>	<p><b><u>PSHE</u></b> <b><u>People who help us</u></b></p> <p><b>Session 3</b></p> <p><b>Healthy and Safer Lifestyles 5</b> What are the risks for me if I am lost and how can I stay safe?</p>	<p><b><u>RE</u></b> <b>Why is light such an important symbol?</b></p> <p><b>CHRISTMAS</b></p>	

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		<p><b><u>SCIENCE</u></b> <b>Plants</b> Identify and name a variety of common wild and garden plants,</p>	<p><b><u>Computing</u></b> <b>E Safety</b> <b>Health, Well-being &amp; Lifestyles</b> Identify rules that help keep us safe and healthy in and beyond the home when using technology. Give some simple examples.</p>	<p><b><u>Music</u></b> <b>Exploring pulse and rhythm</b> <b>Music Express Session 3</b> Use their voices expressively and creatively by singing songs.  Combine sounds using the inter-related dimensions of music – <i>Pulse and Rhythm</i>.</p>	<p><b><u>Music</u></b> <b>Exploring pulse and rhythm</b> <b>Music Express Session 5</b> Use their voices expressively and creatively by singing songs.  Combine sounds using the inter-related dimensions of music – <i>Pulse and Rhythm</i>.</p>	<p><b><u>PSHE</u></b> <b>People who help us</b> <b>Session 4</b> <b><u>Safety circles</u></b> How can I get attention of an adult if I need to?  Who could I talk to if I felt unsafe or unsure?</p>	<p><b><u>RE</u></b> <b>Why is light such an important symbol?</b>  <b>CHRISTMAS</b>  <b>Christingles</b></p>	
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