

<u>Medium Term Plan for Year 1 Elm class</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>
<u>Topic</u>	<p><b>Superheroes!</b></p> <p>Hook - Invite the children to pull on their capes and masks and set off on a 'Superhero' hunt.</p> <p>Use their superhero senses to search for superheroes hidden in the playground.</p> <p><b>Science: Animals inc Humans and the Senses</b></p>	<p><b>Dinosaur Planet</b></p> <p>Hook - Set up a Dino-hunt, encouraging children to follow maps and plans to find examples of hidden 'dinosaur treasures'</p> <p><b>Science: Ourselves</b></p>
<u>History</u>		<p>To know and understand that Dinosaurs lived many years ago and that they are now extinct.</p> <p>To know that they, as children change over time.</p> <p>To know that being a baby comes before being a toddler.</p> <p>To know that people lived differently in the past.</p> <p>Sequence events in their life.</p> <p>Recognise the difference between past and present.</p> <p>Recount episodes from stories about the past.</p> <p>Compare adults talking about the past.</p> <p>Find answers to simple questions about the past.</p>
<u>Design and Technology</u>	<p>To know what they look like and use appropriate colours when drawing themselves</p> <p>Plan and suggest what to do next.</p> <p>Communicate ideas verbally and draw finished articles.</p> <p>Explore the sensory qualities of materials.</p>	<p>To know how to what dinosaurs look like and make one</p> <p>To select and explain why they have chosen a particular tool for a task.</p> <p>Use modelling materials to create a realistic or imagined form.</p>

	<p>Shape card and paper by cutting with scissors.</p> <p>Join materials with adhesives and tape.</p> <p>Talk about ideas, saying what they like and dislike.</p> <p>Begin to talk about how to make improvements for the future.</p>	
<b><u>Geography</u></b>	<p>To know about the place where I live (Wool)</p> <p>To know how to get to the train station.</p> <p>To know where the train station is in relation to the shops.</p> <p>To know where our school is in relation to the other school.</p> <p>To know where my house is in relation to the school.</p> <p>To know where the shops are in relation to my school.</p> <p>Able to express own views about a place, people and environment.</p>	<p>To know the names of the World's seven continents and five oceans.</p> <p>Draw and label pictures to show how places are different.</p> <p>To be able to express opinions about the seasons and relate the changes to changes in clothing.</p> <p>Find and name some continents on a world map.</p>
<b><u>Science</u></b>	<p>To know the parts of the body, head, arms, legs, eyes, nose and mouth.</p> <p>To know and say which part of the body is associated with which sense.</p> <p>To know which foods keep me healthy. To understand the importance of a varied diet.</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name common animals that are carnivores, herbivores and omnivores.</p> <p>I can describe and compare the structure of a variety of common animals.</p> <p>I can identify, name, draw and label the basic parts of the human body and</p>	<p>To know which dinosaurs are carnivores, herbivores and omnivores.</p> <p>To know a variety of common plants.</p> <p>I can notice that animals, including humans, have offspring which grow into adults.</p> <p>I can find out and describe the basic needs of animals, including humans, for survival.</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>

	say which part is associated with which sense.	
<b><u>Computing</u></b>	<p>To know how to use technology safely.</p> <p>I can recognise the way we use technology in our classroom.</p> <p>I can recognise ways that technology is used in my home and community.</p> <p>I can give instructions to my friend and follow their instructions.</p>	<p>To know how to use simple programs and follow instructions.</p> <p>I can begin to identify some of the benefits of using technology.</p> <p>I can tell an adult when I see something unexpected or worrying online.</p> <p>I can agree and follow sensible e safety rules.</p>
<b><u>Art</u></b>	<p>To know how to draw a superhero.</p> <p>To draw an illustration of their favourite superhero, villain or sidekick in a variety of ways.</p> <p>To create symbols and scribble patterns.</p> <p>To mix primary colours.</p> <p>To create a range of marks with a paintbrush and a variety of tools.</p> <p>To cut shapes using scissors.</p> <p>To consolidate fine motor control through the use of different pencils.</p>	<p>To make a dinosaur based on your knowledge of what dinosaurs look like</p> <p>To mix primary colours.</p> <p>To create texture using colour and different thickness of paint.</p> <p>To cut shapes using scissors.</p>

<p><b><u>English</u></b></p>	<p><b>Fiction 1:</b> Stories with a familiar setting.</p> <p><b>Non-fiction 1:</b> Labels, lists and signs.</p> <p><b>Poetry 1:</b> Songs and repetitive poems.</p>	<p><b>Non-fiction 2:</b> Information texts.</p> <p><b>Poetry 2:</b> Pattern and rhyme.</p> <p><b>Fiction 2:</b> Repeating patterns.</p>
<p><b><u>Maths</u></b></p>	<p>Counting confidently to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Comparing 2 numbers and finding the difference</p> <p>Adding &amp; subtracting</p> <p>Handling data</p> <p>Ordering numbers up to at least 100.</p>	<p>Recognise and name the properties of:</p> <p>2d shapes- Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.</p> <p>Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.</p> <p>position and direction,</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p>days of the week,</p> <p>Months of the year</p>
<p><b><u>RE</u></b> <b>God Matters</b></p>	<p><b>Creation:</b></p> <p>To know how we say thank you and give praise to God.</p> <p>To know that we pray at Mass.</p> <p>To know that we find out about God the creator in the Bible.</p> <p><b>Islam:</b></p> <p>To know about other faiths.</p> <p>To know that other faiths pray.</p> <p>To know that Muslims pray 5 times a day.</p> <p><b>Prayers, Saints and Feasts:</b></p> <p>To know about different types of prayer.</p> <p>To know that we give praise when we pray.</p> <p>To know and understand the term 'liturgical calendar'</p>	<p><b>Advent:</b></p> <p>To know the word Advent and extend the understanding of it further.</p> <p>To know that the time of Advent leads up to Christmas.</p> <p>To know that Advent is a time when we are getting ready for the birth of Jesus.</p> <p>To know that there are 4 Sundays in Advent.</p> <p><b>Christmas:</b></p> <p>To know about getting ready for Jesus.</p> <p>To know that Mary was the mother of Jesus.</p> <p>To relate the Birth</p> <p>To know that the Birth of Jesus was special.</p>

<p><b><u>Phonics</u></b></p>	<p>Phase 4 phonics:  Practise recognition and recall of phase two graphemes and reading words and spellings CVC words.  Teach and practise reading/spelling CVCC words.  Teach and practise reading/spelling CCVC words.  Read tricky words – said, no, have, like, some, come, were, there, little, one, do, when, out, what  Spelling tricky words – he, she, we, me, be, was, you, they, all, are, my, her  S a t p I n m d g o c k e u r c k h b f ff l ll (ss)  J v w x y z zz qu ch sh th ng ai e oa o oar or u row oi ear air ure er</p>	<p>Phase 5 phonics  ay as in day (know ai as in rain)  ea as in eat (know ee as in weed)  ie as in tie (know igh as in night)  aw as in saw (know or as in for)  Read – Mr, Mrs, Write- some, come, Teach day of the week –Monday  Playground  ue as in blue (know oo as in moon)  e-e as in these (know ee as in weed and ea as in eat)  i-e as in like (know igh as in night and ie as in tie)  wh as in when (know w as in wood)  Read – people, oh Write – said, have, Teach the day of the week – Tuesday, Friday.  o-e as in home ( know oa as in boat)  ph as in photo (know f as in fort)  ou as in out (know ow as in cow)  au as in Paul (know or as in for and aw as in saw)  Read – looked, called Write – look, so. Teach day of the week – Wednesday.  Common exception – house  Oe as in toe (know oa as in boat and o-e as in home)  Oy as in boy (know oi as in coin)  Ew as in new (know oo as in moon and ue as in blue)  Read- asked, their, Write – there, were, Teach- Sunday  u-e as in rule (know ew as in new, oo as in moon, ue as in blue)  a-e as in make (know ai as in rain and ay as in day)  ir as in girl (know ur as in fur)  Revise all tricky words.</p>
<p><b><u>PE</u></b></p>	<p>To know and learn a routine.</p> <p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.  Begin to carry basic apparatus such as mats and benches.</p> <p>To recognise like actions and link.</p> <p>Respond to a range of stimuli and types of music.</p> <p>Explore space, direction, levels and speeds.</p>	<p>To know and learn a routine and develop a sequence.</p> <p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.  Begin to carry basic apparatus such as mats and benches.</p> <p>To recognise like actions and link.</p> <p>Respond to a range of stimuli and types of music.</p> <p>Explore space, direction, levels and speeds.</p>

	Experiment creating actions and performing movements with different body parts.	Experiment creating actions and performing movements with different body parts.
--	---	---