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| Year 1 – Autumn 2 Medium Term Plan | | | | | | | |
|  | Week 1  30/10 | Week 2  6/11 | Week 3  13/11 | Week 4  20/11 | Week 5  27/11 | Week 6  4/12 | Week 7  11/12 |
| Events | All Saints Day  All Souls Day  Everyone writes day |  | Nursery Rhyme Week |  |  |  |  |
| Wider Experiences |  |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC | Who am I?  (All Saints Day) | Is waiting always difficult?  (RE) | What is so great about the world?  (Science) | What does Advent mean to you?  (RE) | Why is our world a place of wonder?  (Science) | What would you hear if the birds didn’t sing? (Science) | Why do we celebrate Christmas?  (RE) |
| SPaG | Capital letters and full stops | Phonics to inform spelling | Joining words and clauses using and/ using adjectives | Capital letters and full stops | Phonics to inform spelling | Joining words and clauses using and/ using adjectives | |
| Writing | **Lost in the Toy Museum/ The Everywhere bear 2 weeks cycle)**  Week 1-2 final piece: retell of hide and seek part  Week 3-4 final piece: newspaper report on missing bear   * Read and vocab (reading objective) * Sentence work- image and sentence (Tues till Fri) * Week 2-(Mon) Read book again (reading objective) * Tues- subject knowledge (toys) * Wed- sketch and colour in Mr Bunting * Thurs- plan the retell * Fri- write final piece (retell) | | | **No-Bot**  Week 5-7 final piece: sequel (robot goes on hunt for the arm)   * Read and vocab/ predict (reading objective) * Sentence work- image and sentence (Tues till Fri) * Week 2-(Mon) Read book again (-ing suffix) * Tues- gather ideas for what the arm could be mistaken as * Wed- gather ideas for what the arm could be mistaken as * Thurs- sketch storyboard (plan the events) * Fri-complete plan- add vocab and word prompts to support writing * Mon- write start of the story * Tues- write the middle of the story (robot finding the arm) * Wed- continue writing about the robot finding the arm * Thurs- write the ending of the story * Fri- complete writing/ edit and improve using purple pencils | | | |
| Maths | Addition and subtraction | | | | | Shapes | |
| RE | Waiting (Advent and Christmas)  Cover page: Check in- What does it mean to wait?  Explore- recognise the times that it is necessary to wait and the use of that time (Paint something you have waited for)  LF1- describe how advent is a time for waiting (Task for advent calendar)  LF2- describe how the advent wreathe helps us wait for Christmas (make advent wreathe and write a few sentences)  LF3- recognise that Mary had to wait for the birth of Jesus (write speech- Annunciation)  LF4- recognise Mary helped Elizabeth while she was waiting for the birth of her baby (painting of Mary and Elizabeth)  LF5- describe the birth of Jesus (storyboard)  LF6- recognise the importance of a Christingle (make christingle and video chn describing it)  Respond: Check out- Why is Advent important? | | | | | | |
| Science | **Seasonal changes**  To observe changes across the 4 seasons | To observe and describe how day length varies by exploring  the average number of hours of day light in autumn. | Seasonal weather  To describe what happens in the summer and how to stay safe in the sun | Autumn walk  To observe changes across the 4 seasons | Autumn to winter  To observe and describe how day length varies in the context of autumn to winter | Seasonal weather (winter)  To observe and describe weather associated with the seasons by observing the weather in winter | Animals in Winter  To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter |
| Topic | **Toys**  To know some facts about Queen Victoria | To explore the Victorian time | To explore Victorian toys | To describe modern toys | To compare toys | To draw and sketch and label my favorite toy | To describe my favorite toy. |
| Computing | To log in safely and understand why that  is important. | To log in safely and understand why that  is important. | To create an avatar and to understand  what this is and how it is used | To be able to create a picture and add their own name to it | To start to understand the idea of  ‘ownership’ of creative work | To save work to the My Work area and understand that this is private space | To create an avatar and to understand  what this is and how it is used |
| Phonics | Phonemes cards  Letters outdoors  Common exception words  Tuff spot- alien words and real words (space themed) | | | | | | |
| Indoors | Art station- drawing/ modeling/ cut and stick activities  Writing stories about different weathers- images to choose from and provide paper and pencils | | | | | | |
| Outdoors | Resources to role play weathers experiences – range if items (gloves, umbrellas, sun caps, sunglasses etc)  Paper and pencils to write about toys  Phonics display and writing rewards during break and dinner- WBs and pens outside (raffles and dojos to encourage) | | | | | | |