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| Year 1 – Autumn 2 Medium Term Plan | | | | | | |
|  | Week 1  8/01 | Week 2  15/01 | Week 3  22/01 | Week 4  29/01 | Week 5  05/02 | Week 6  12/05 |
| Events |  |  |  |  | Enrichment |  |
| Wider Experiences |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | What amazes you about the world?  (Topic) |  | What makes us human?  (Science) | Who am I ?  (Chn’s mental wellbeing week) | Can one person change the world?  (Topic) |
| SPaG | Punctuate sentences using capital letters, full stops/ question mark/ exclamation mark | Join clauses using and | Use adjectives | Punctuate sentences using capital letters, full stops/ question mark/ exclamation mark | Join clauses using and | Use adjectives |
| Writing | The snail and the whale  Final piece: retell of the main events  Week 1   * Mon- predictions, read and discuss vocab * Tues- describe the snail * Wed- describe the places the snail and whale sailed through * Thurs- describe the snail felt during the diff weathers * Fri- how can the children save the whale?   Week 2   * Mon- subject knowledge: Whales * Tues- art journals: draw the whale and annotate whale with vocab (adjectives and verbs) * Wed- describe the whale paragraph * Thurs- art journals: paint the setting and annotate with adjectives * Fri- describe the beach paragraph   Week 3   * Mon- WAGOLL * Tues- plan the retell * Wed- write the start of the retell * Thurs- complete retell * Fri- edit and improve using purple pencils | | | Journey  Final piece: write the story for illustrations  Week 1  Mon-prediction then look at book images  Tues- look at image 1 (forest and lake)  Wed-look at image 2 (sail to castle)  Thurs- look at image 3 (fly in balloon to tower)  Fri- look at image 4 (fly on carpet back home)  Week 2  Mon- subject knowledge: famous landmarks from around the world  Tues- art journals: draw the 4 different landmarks the girl discovers  Wed- describe the girl travelling around the world (adverbs)  Thurs-predict where the girl would go next (prediction)  Fri- WAGOLL  Week 3  Mon- Plan the story  Tues- write the story  Wed- write the story  Thurs- write the story  Fri- edit and improve using purple pencil | | |
| Maths | Place value (within 20)   * Count within 20 * Understand 10 (2 lessons) * Understand 11, 12 and 13 * Understand 14, 15 and 16 * Understand 17, 18 and 19 * Understand 20 (2 lessons) * 1 more and 1 less * The number line to 20 * Use a number line to 20 * Estimate a number on a number line to 20 (2 lessons) * Compare numbers to 20 * Order numbers to 20 | | | Addition and subtraction (within 20)   * Add by counting on within 20 * Add ones using number bonds * Find and make number bonds to 20 * Doubles * Near doubles (2 lessons) * Subtract ones using number bonds (2 lessons) * Subtraction- counting back * Subtraction- finding the difference (2 lessons) * Related facts (2 lessons) * Missing number patterns (2 lessons) | | |
| RE | Special people  Check in: Who are the special people in your lives?- focus on family/friends/teachers  Explore: To recognise the special people in our lives and describe how they are there to help us.  Learning focus 1: To recognise the special people who gather in the church  Learning focus 2: To describe the special roles of people during Mass  Learning focus 3: To describe the important role of the Priest in the church  Learning focus 4: To recognise that Jesus is the most special person for the Parish family  Learning focus 5: To describe how Jesus is the most special person for the Parish family  Learning focus 6: To recognise how the parish family spends time together after Mass  Checkout: Who would you see if you went to Mass? (first person writing including special people learnt over RE unit)  Lent  Check in:  Explore  Learning focus 1: | | | | | |
| Science | **Animals including humans**  Observing animals  To recognise and name a variety of animals  Working scientifically:   * identify and classify | Comparing animals  To compare animals  Working scientifically:   * identify and classify | Animals diets  To recognise if animals are carnivores, herbivores and omnivores  Working scientifically:   * identify and classify | The human body  To identify and label and the parts of a human body | Senses  To recognise and match each sense to the correct part of the body  Working scientifically:   * perform simple tests | Sorting animals  To group animals correctly  Working scientifically:   * identify and classify |
| Topic | **Around the world**  To recognise and name the continents  **Key skills:**  name and locate the world’s seven continents  and five oceans | To recognise and name the 5 oceans  Key skills:  name and locate the world’s seven continents  and five oceans | To explore the foods from around the world  Key skills:  Know where food comes from | To recognise Amelia Earhart and create a fact file  Key skills:  Recognise and make simple observations about  who was important in an historical event/account | To write a biography on Amelia Earhart.  Key skills:  Recognise and make simple observations about  who was important in an historical event/account | To create a fish using weaving  Key skills:  Weave using recycled materials – paper, carrier  bags |
| Computing  (information technology) | Animated story books  To. explore the tools of 2Create a Story’s My Simple Story level. | To add animation to an image | To add a sound effect to a picture | To add a background to the story | To use the copy and paste feature to create additional pages | To use the copy and paste feature to create additional pages |
| 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 linked to science/topic/RE  Writing stories about different weathers and adventures around the world- chn to refer to books they have read/ heard | | | | | |
| 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) | | | | | |