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| Year 1 – Autumn 2 Medium Term Plan  |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Events |  |  | Stay and pray parent workshop |  |  |  |
| Wider Experiences |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | Do we all think the same throughout the day? (RE) | How would you bring peace to the world? (Literacy) | "Can you tell if a person is good or bad by the way they look?" (Topic) | Why are seeds important?(Science) |  |
| SPaG |  |  |  |  |  |  |
| Writing | Little Red Riding Hood Final piece: retell the story from the wolf’s perspective Week 1 * Mon- prediction (what happens in the story?)
* Tues- describe little red
* Wed- describe the wolf
* Thurs- describe the setting
* Fri-character description of the wolf (short assessment)

Week 2 * Mon-speech for characters
* Tues-infer feelings of characters
* Wed-story mapping of LRRH
* Thurs-subject knowledge (fairytales)
* Fri- plan our own retell from the wolf’s perspective

Week 3* Mon- plan our own retell from the wolf’s perspective
* Tues- write the start of the story (meeting Little Red Riding Hood in the forest)
* Wed- write the build up to the climax
* Thurs-write the resolution and the ending
* Fri- edit and improve (proofreading)
 | Hansel and Gretel Final piece: instructions and ending of the story Week 1* Mon-prediction (what happens in the story?)
* Tues-describe Hansel and Gretal
* Wed-describe the witch
* Thurs-recreate a part of the story and write a supporting sentence in art journals
* Fri-subject knowledge: how to make a gingerbread house

Week 2* Mon-design and make their own gingerbread house in art journals
* Tues- purpose and audience of instructions piece of writing/ WAGOLL
* Wed- plan the instructions
* Thurs-assessment: write the instructions
* Fri-rewrite the start of the story including how she built the Gingerbread (refer back to instructions from previous lesson)

Week 3* Mon-recognise what happened at the end
* Tues- plan the ending
* Wed- EXP/WTS write ending/ GDS extra input on WAGOLL
* Thurs-EXP/WTS finish or edit and improve/ GDS write
* Fri-EXP/WTS complete book review of fairytales they have read/ GDS to edit and improve
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| Maths | Addition and subtraction within 50 | Length and height |
| RE | **Lent topic continued from Spring 1**Learning focus 4: To recognise the story of Palm SundayLearning focus 5: To recognise and describe the importance of Good FridayLearning focus 6: To retell the events of Easter Sunday Checkout: Do we all think the same throughout the day? **Eucharist**Check in: When have you had a special meal? Explore: To recognise the times when families and groups share a special mealLearning focus 1: To recognise that Mass is a special meal Learning focus 2: To describe how Mass is a special meal that celebrates the Last Supper Learning focus 3: To describe how the special meal is prepared for the Parish familyLearning focus 4: To describe what we are asking of God when we say The Our Father Learning focus 5: To describe what happens during Holy communion and whyLearning focus 6: to recognise the different occasions the parish family gathers for a celebration after Mass Checkout: what makes some meals special?   |
| Science | Plants To describe and compare plants, seeds and bulbs. Working scientifically: * Ask simple questions and recognise that they can be answered in different ways.
* Observe closely, using simple equipment
 | To name and compare the parts of plantsWorking scientifically:* Observing closely, using simple equipment
* Identify and classify (link to prior learning of humans)
 | To identify and name some common garden and wild plants.Working scientifically:* Observing closely, using simple equipment
 | To investigate if all plants have flowers. -make a prediction- plant cress as part of the investigation.  | To review the investigation and write a conclusion  |  |
| Topic | **Fairy tales**To recognise and describe the setting of Little Red Riding Hood. Task: Describe the forest**Key skills:** use basic geographical vocabulary to refer to:key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop | To describe the journey Little Red Riding Hood went on using a map. Task: Guide Little Red to Grandma’s house (through and around the forest) Key skills:Use directional language such as near and far, up and down, left and right, forwards and backwards | To draw the journey Little Red Riding Hood went on. Task: Sketch a map with a compass showing Little Red’s journey Key skills: Draw basic maps, including appropriate symbols and pictures to represent places or features**Use simple compass** **directions (North, South,** **East, West)** | To recreate the journey Hansel and Gretal went on Task: Use the space around school to recreate Hansel and Gretel’s Journey (follow a school map) then write a recount of the journey they went on Hansel and GretelWRITING- A recount of the journey- use directional languageKey skills: Use a simple picture map to move around the school | DT- Making puppetsTo plan and design the puppets for a puppet show. Key skills: State the purpose of the design and the intended userGenerate own ideas for design by drawing on own experiences or from readingSelect from a range of tools and equipment explaining their choices | DT- Making puppetsTo make the puppets and set up a puppet show. Key skills: **Make simple judgements about their products and** **ideas against design criteria** |
| ComputingCoding  | To understand what instructions are? | To use code to make a computer program. | To use code to make a computer program. | To understand what an event is. | To understand what backgrounds and objects are. | To plan and make a computer program. |
| Phonics  | Phonemes cards Letters outdoors Common exception words (year 1 and year 2) Alien basket- alien words and real words  |
| Indoors  | Art station- drawing/ modeling/ cut and stick activities linked to science/topic/REWriting stories about different weathers and adventures around the world- chn to refer to books they have read/ heard Weaving station  |
| Outdoors  | Phonics/literacy- * Fairytales themed phonics – sort the alien and real words (tuff spot?)
* Writing station: Can you write a sentence describing ......(character/setting/object) linking to LRRH
* Chalk- write as many words as you can with the ……. Sound (challenge-different letters and diagraphs)

Math* Measuring height
* Weighing scales – weigh objects (does it weigh less or more) etc
* Less than and greater than activities
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