

Year 1 Medium Term Plan

Autumn 1 2021

STONE AGE
(HISTORY)

<p style="text-align: center;">ENGLISH</p> <p>Traditional Tales - Goldilocks and the Three Bears, The Gingerbread Man</p> <p>Writing:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense <p>Sequence stories. recall stories using Pie Corbett actions, hot seating, write simple stories, simple character descriptions.</p> <p>Phonics, Reading: Daily phonics - Phases 3 and 4 Guided/individual reading - discuss text read through questioning</p> <p>Vocabulary, Grammar, Punctuation:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" • beginning to punctuate sentences using a capital letter and a full stop • using a capital letter for names of people • use the terms - letter, capital letter, word, singular, plural, sentence, punctuation, full stop <p>Writing cross curricular: Instructions on how to wash a woolly mammoth</p>	<p style="text-align: center;">MATHS</p> <p>Number/Place Value</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals • Identify odd and even numbers • Count in multiples of 2 • Count in multiples of 5 • Count in multiples of 10 <p>SSM - Properties of Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2d shapes eg rectangles, squares, circles and triangles • Recognised and name common 3d shapes eg cuboids. Cubes, pyramids, spheres <p>Other expectations</p> <ul style="list-style-type: none"> • Know the order of the days in a week
<p style="text-align: center;">SCIENCE</p> <p>The Senses / Animals</p> <ul style="list-style-type: none"> • To identify, name, draw and label the basic parts of the human body • To say which part of the body is associated with each sense • To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals • To ask simple questions and recognise that they can be answered in different ways • To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pet • To identify and name a variety of common animals that are carnivores, herbivores and omnivore • To identify and classify in the context of sorting animals into categories 	<p style="text-align: center;">HISTORY</p> <p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally <p>Use storybooks - How to Wash a Woolly Mammoth, Stone Age Boy, The Stone Age, Caveman Dave, Cave Baby, Stone Age, Bone Age. Sing Stone Age Song (tune We Will Rock You) Place events on a time line, discuss ways of life, cave paintings, tools etc</p>

<p style="text-align: center;">GEOGRAPHY</p> <p>Discuss where woolly mammoths and cave paintings have been discovered - locate on a world map and discuss related continents</p> <p>Location Knowledge</p> <ul style="list-style-type: none"> • name and locate Europe 	<p style="text-align: center;">DESIGN AND TECHNOLOGY</p> <p>Design and make a moving book based on the Stone Age</p> <p>Moving mechanisms:</p> <ul style="list-style-type: none"> • To explore and evaluate a range of existing products by looking at moving story books • To explore and evaluate a range of existing products by looking at moving story books • To explore and evaluate a range of existing products by looking at moving story books • To design purposeful, functional and appealing products for themselves and other users based on design criteria by making a moving picture • To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups by drawing and annotating a sketch to show ideas for a moving picture • To explore and use mechanisms (eg levers, sliders, wheels) in their products by making a moving picture • To evaluate their ideas against the design criteria for their moving picture
<p style="text-align: center;">ART</p> <p>Cave paintings</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p style="text-align: center;">PE</p> <p>SAQ (outside when possible)</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
<p style="text-align: center;">RE</p> <ul style="list-style-type: none"> • To consider the question 'Who am I?' and consider the uniqueness of each person in the community • To respond thoughtfully to basic ideas of God as Creator 	<p style="text-align: center;">MUSIC</p> <p>Listen to piece of stone age inspired music and discuss what story it is telling</p> <p>Charanga - Hey You!</p> <ul style="list-style-type: none"> • To listen to and appraise a piece of music • To find a pulse • To clap a rhythm • To perform <p style="text-align: center;">RSHE</p> <p>Lucinda and Godfrey - First Day at School</p> <p>Caring Friendships Respectful Relationships</p> <p>New Beginnings (SEALS)</p>
<p style="text-align: center;">COMPUTING</p> <p>Use internet for Stone Age research and maps</p> <p>Purple Mash, Showbie, Our Network Communications and Networks, Internet Logging on to our network</p> <p>Unit 1.1 Online Safety & Exploring Purple Mash</p> <ul style="list-style-type: none"> • use technology to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • purposefully to create, organise, store, manipulate and retrieve digital content • identify where to go for help and support when they have concerns about material on the internet or other online technologies <p>Coding and Computational thinking Unit 1.2 Grouping & Sorting</p> <ul style="list-style-type: none"> • purposefully to create, organise, store, manipulate and retrieve digital content 	

CROSS CURRICULAR LINKS TO LEAD SUBJECT