

## Autumn 2 Medium Term Plan 2023 Year Group 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p><b>English</b></p> <p><b>Links:</b></p> <p>History – The Gunpowder Plot</p> <p>Geography / Science – Seasons of the year</p>	<p><b>Non-fiction</b></p> <p><b>The Gunpowder Plot / Guy Fawkes</b></p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge</p> <p>LO: To learn about the people and events of The Gunpower Plot</p> <p>En1/3.3a write sentences by saying out loud what they are going to write about</p>	<p><b>Traditional Tales</b></p> <p><b>Three Billy Goat Gruff</b></p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>L.O – To listen and respond to a story</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p><b>Traditional Tales</b></p> <p><b>Three Billy Goat Gruff</b></p> <p>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>L.O: To say out loud what they are going to write about</p> <p>En1/3.3a write sentences by:</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>	<p><b>Traditional Tales</b></p> <p><b>The Gingerbread Man</b></p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1i participate in discussions, presentations, performances, role play /improvisations and debates</p> <p>L.O – To listen and respond to a story</p> <p>L.O – To use drama to join in with repeated phrases in a story</p>	<p><b>Traditional Tales</b></p> <p><b>The Gingerbread Man</b></p> <p>Independent Writing week</p> <p>En1/1l select and use appropriate registers for effective communication</p> <p>L.O – Orally rehearse sentences</p> <p>En1/3.3a write sentences by:</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to</p>	<p><b>Winter Theme Fiction</b></p> <p><b>Key texts / films</b></p> <p><b>The Snow Queen</b></p> <p><b>The Snowman</b></p> <p><b>Stick Man</b></p> <p>Reading stories throughout the week to inspire / build vocab</p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>En1/1d articulate and justify answers, arguments and opinions</p>	<p><b>Winter Theme Fiction</b></p> <p><b>Key texts / films</b></p> <p><b>The Snow Queen</b></p> <p><b>The Snowman</b></p> <p><b>Stick Man</b></p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>L.O – To orally share feelings about different stories</p> <p>L.O – To show how some</p>	<p><b>Christmas Activities</b></p> <p><b>Christmas Shows</b></p> <p><b>Class Parties</b></p>

<p>LO: To share ideas for class sentences</p> <p>En1/3.3a write sentences by composing a sentence orally before writing it</p> <p>re-reading what they have written to check that it makes sense</p> <p>L.O – To say a sentence and write it (2 days)</p> <p>Outcome: To write factual sentences about Bonfire Night</p> <p>Who? What? When? Where? Why?</p>	<p>L.O – To describe a character from a story</p> <p>En1/1i take part in discussions, presentations, performances, role play /improvisations and debates</p> <p>L.O – To use drama to explore a story</p> <p>L.O – To map the events of a story</p> <p>Outcome – To develop understanding of a story, characters and plot</p>	<p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>L.O – To sequence sentences to form a short narrative (2 days)</p> <p>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>L.O – To read a short narrative aloud to others</p> <p>Outcome – 2/3/4 Independent / supported sentences forming a short narrative – shared with peers or another class</p>	<p>L.O – To make a gingerbread man</p> <p>Shared Writing</p> <p>L.O – To share ideas for class writing</p> <p>Independent Writing</p> <p>L.O – To write a set of instructions (how to make a Gingerbread Man)</p> <p>Outcome – Children write instructions for</p>	<p>check that it makes sense</p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>L.O – To write a set of instructions (how to make a Gingerbread Man)</p> <p>2 days</p> <p>Outcome – Children write instructions for making / decorating a Gingerbread Man</p> <p>Independent write</p> <p>L.O – To write speech sentences (in the style of a character</p>	<p>L.O – To build a collection of 'Winter' words</p> <p>L.O – To shared write a class poem</p> <p>En1/1i participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>L.O – To perform a class poem with actions</p> <p>L.O – To publish and illustrate a class poem</p> <p>Outcome – All pupils to take home their version of their published / illustrated winter poem</p>	<p>stories are similar and different</p> <p>Outcome – Children to improve their language skills sharing their likes and dislikes relating to a range of themed texts and to be able to say how some stories are similar and different</p> <p>L.O – To improve letter formation</p> <p>Outcome – Children to use Twinkl sentence resource sheets to improve handwriting</p>		
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<b>Phonics (reading and writing)</b>	<p style="text-align: center;"><b>Read, Write Inc</b></p> <p style="text-align: center;">All Y1 pupils are grouped according to their current level of phonics knowledge.</p>
<b>Spelling</b>	<p>En1/3.1a spell:</p> <ul style="list-style-type: none"><li>i. words containing each of the 40+ phonemes already taught</li><li>ii. common exception words</li><li>iii. the days of the week</li></ul> <p>En1/3.1b name the letters of the alphabet:</p> <ul style="list-style-type: none"><li>i. naming the letters of the alphabet in order</li></ul> <p style="text-align: center;">using letter names to distinguish between alternative spellings of the same sound</p>
<b>Handwriting</b>	<p>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly</p> <p>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>En1/3.2c form capital letters</p> <p>En1/3.2d form digits 0-9</p> <p>En1/3.2e understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>

**Reading  
Comprehension**

**Focus this HT for classroom texts:**

**Traditional tales and winter stories / poems**

En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:

- i. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ii. being encouraged to link what they read or hear to their own experiences
- iii. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- iv. recognising and joining in with predictable phrases
- v. learning to appreciate rhymes and poems, and to recite some by heart
- vi. discussing word meanings, linking new meanings to those already known

En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by

- i. drawing on what they already know or on background information and vocabulary provided by the teacher
- ii. checking that the text makes sense to them as they read and correcting inaccurate reading
- iii. discussing the significance of the title and events
- iv. making inferences on the basis of what is being said and done
- v. predicting what might happen on the basis of what has been read so far

En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say

En1/2.2d explain clearly their understanding of what is read to them

<p><b>Maths</b></p>	<p><b>Power Maths 1A Unit 3 - Addition within 10</b></p> <p>Mon - U3, L2 L.O - be able to find a total by counting on from one amount</p> <p>Tues -U3, L3 L.O – to solve one step addition sums</p> <p>Wed - U3, L4 L.O – to use knowledge of parts and wholes to find a missing number (addition)</p> <p>Thurs <b>PM – U2, L4</b> L.O - to begin to understand the term 'fact family' <b>Previous lesson not taught before due to children's learning and understanding.</b></p>	<p><b>ASSESSMENT WEEK</b></p> <p>Arithmetic Reasoning &amp; consolidation</p> <p>Mon – Practical on arithmetic paper type of questions</p> <p>Tues – Arithmetic paper 'quiz'</p> <p>Wed – reasoning type questions practice</p> <p>Thurs – reasoning paper 'quiz'</p>	<p><b>Power Maths 1A Unit 4 – Subtraction within 10</b></p> <p>Mon - U4, L1 L.O – to solve subtracting sums within 10 by crossing out</p> <p>Tues -U4, L2 L.O – to solve subtraction sums within 10 using different ways</p> <p>Wed - U4, L3 L.O – to use knowledge of parts and wholes to find a missing number (subtraction)</p> <p>Thurs - U4,L4 L.O – to use knowledge of parts and wholes to find a missing number (subtraction)</p>	<p><b>Power Maths 1A Unit 4 – Subtraction within 10</b></p> <p>Mon &amp; Tues – Practical L.O – to learn and understand about fact families</p> <p>Wed- Thurs U4, L5 L.O – to learn and understand about fact families</p>	<p><b>Power Maths 1A Unit 4 – Subtraction within 10</b></p> <p>Mon – Practical L.O – to solve subtraction sums within 10 using a number line</p> <p>Tues -U4, L6 L.O – to solve subtraction sums within 10 using a number line</p> <p>Wed - U4, L7 L.O – to add or subtract 1 or 2 using a number line</p> <p>Thurs - U4, L8 L.O – to solve one-step word problems addition and subtraction</p>	<p><b>Power Maths 1A Unit 5 – 2D &amp; 3D Shapes</b></p> <p>Mon - Practical L.O – to recognise and name 3D shapes</p> <p>Tues - U5, L1 L.O – to recognise and name 3D shapes</p> <p>Wed - U5, L2 L.O – to recognise and sort 3D shapes</p> <p>Thurs - U5, L3 L.O- to recognise and name 2D shapes</p>	<p><b>Power Maths 1A Unit 5 – 2D &amp; 3D Shapes)</b></p> <p>Mon - U5, L4 L.O – to understand about the relationship between 2D and 3D shapes</p> <p>Tues - U5, L5 L.O – to identify 2D and 3D shapes within repeating patterns.</p>	<p><b>Christmas Activities</b></p> <p><b>Christmas Shows</b></p> <p><b>Class Parties</b></p>
<p><b>Calculation</b></p>	<p><b>Number Facts - 1NF–1</b> Develop fluency in addition and subtraction facts within 10.</p>							

Sessions will incorporate the materials and resources provided by the Maths Hub Maths Mastery course

<b>Science</b>	<b>Seasonal Changes</b>	<b>Seasonal Changes</b>	<b>Seasonal Changes</b>	<b>Seasonal Changes</b>	<b>Seasonal Changes</b>	<b>Seasonal Changes</b>	<b>Seasonal Changes</b>	<b>Seasonal Changes</b>
<b>Links –</b> Geography – Seasons,  Overall Topic - Woodlands	Sc1/4.1a observe changes across the 4 seasons	Sc1/4.1a observe changes across the 4 seasons	Sc1/4.1a observe changes across the 4 seasons	Sc1/4.1a observe changes across the 4 seasons	Sc1/4.1a observe changes across the 4 seasons	Sc1/4.1a observe changes across the 4 seasons	Sc1/4.1a observe changes across the 4 seasons	Sc1/4.1a observe changes across the 4 seasons
	Sc1/4.1b  observe and describe weather associated with the seasons and how day length varies.	Sc1/4.1b  observe and describe weather associated with the seasons and how day length varies	Sc1/4.1b  observe and describe weather associated with the seasons and how day length varies.	Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.	Sc1/4.1b  observe and describe weather associated with the seasons and how day length varies.	Sc1/4.1b  observe and describe weather associated with the seasons and how day length varies.	Sc1/4.1b  observe and describe weather associated with the seasons and how day length varies.	Sc1/4.1b  observe and describe weather associated with the seasons and how day length varies.
	L.O. I can describe how the weather changes across the seasons.  Outcome: To observe changes across the 4 seasons in the context of the weather  L.O.	L.O. I can observe and describe the weather in autumn.  Outcome: To observe and describe weather associated with the seasons by observing the weather in autumn.  L.O.	L.O. I can identify signs of autumn.  Outcome: To observe changes across the 4 seasons by going on an autumn walk.	L.O. I can describe how day length varies from autumn to winter.  Outcome: To observe and describe how day length varies from autumn to winter.  L.O. I can identify changes in the trees an in	L.O I can observe and describe the weather in winter  Outcome: To observe and describe weather associated with the seasons by observing and recording the weather in winter  L.O.	L.O I can observe and describe the weather in winter  Outcome: To observe and describe weather associated with the seasons by observing and recording the weather in winter  L.O.	L.O. I can explain how some animals adapt in winter.  Outcome: To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter	L.O. I can explain how some animals adapt in winter.  Outcome: To observe changes across the 4 seasons by exploring how some animals adapt to

	<p>I can describe day length in Autumn.</p> <p>Outcome: To observe and describe how day length varies by exploring the average number of hours of daylight in autumn.</p>	<p>I can collect and record data about the weather in autumn.</p> <p>Outcome: To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in autumn.</p>		<p>clothes that we wear from autumn to winter.</p> <p>Outcome: To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change from autumn to winter</p>	<p>I can collect and record data about the weather in winter</p> <p>Outcome: To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in winter.</p>	<p>I can collect and record data about the weather in winter</p> <p>Outcome: To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in winter.</p>		<p>survive in winter</p>
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<b>Art &amp; design</b>  <b>Links:</b> History – The Gunpower Plot	<b>Painting / mark making</b> <b>Bonfire / fireworks</b>  1.1 – To use a range of materials creatively to design and make products  1.2 – To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  L.O – To create a firework picture using chalk or paint							
<b>Computing</b>	Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  L.O – to take photos using digital media devices	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  L.O – to take photos using digital media devices	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  L.O – to retrieve and edit digital content	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  L.O – to look at ways of organising digital content	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  L.O – To record a digital video clip with sound (Linked to literacy)	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  L.O – To record a digital video clip with sound (Linked to literacy)	Christmas Activities  Christmas Shows  Class Parties



	L.O – How to stay safe online							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Design &amp; technology</b>	<b>Moving Pictures</b>	<b>Moving Pictures</b>	<b>Moving Pictures</b>	<b>Moving Pictures</b>	<b>Moving Pictures</b>	<b>Moving Pictures</b>	<b>Moving Pictures</b>	<b>Christmas Activities</b>
<b>Links – Traditional tales – The Gingerbread Man</b>	<p>Mechanisms – sliders and levers</p> <p>Evaluate 3.1 explore and evaluate a range of existing products</p> <p>L.O. To explore and evaluate an existing product</p> <p>Outcome: Explore and evaluate a range of existing products in the context of exploring</p>	<p>Design 1.1 design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>L.O. To make a lever and use it in my product.</p> <p>Outcome: Explore and use mechanisms (for example levers) in their products in the context of using a lever to</p>	<p>1.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make 2.1 select from and use a range of tools and equipment to perform practical tasks [for example, cutting,</p>	<p>Technical knowledge 4.2 explore and use mechanisms [for example, levers, sliders,], in their products.</p> <p>L.O. To use a mechanism in my product.</p> <p>Outcome: Explore and use mechanisms (for example, sliders), in their products in the context of using a slider</p>	<p>1.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make 2.1 select from and use a range of tools and equipment to perform practical tasks [for example, cutting,</p>	<p>Evaluate 3.2 evaluate their ideas and products against design criteria</p> <p>L.O. To use mechanisms to make a product.</p> <p>Outcome: Design purposeful, functional and appealing products and others based on the design criteria.</p> <p>L.O. To make decisions</p>	<p>Gingerbread Man Pictures</p> <p>1.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make 2.1 select from and use a range of tools and equipment to perform</p>	<p><b>Christmas Shows</b></p> <p><b>Class Parties</b></p>

	existing moving books.	make a picture move (Levers-Jack and the Beanstalk-3)	shaping, joining and finishing] L.O. I can make a wheel mechanism and use it in my product  Outcome: Explore and use mechanisms (for example levers) in their product in the context of using a lever to make a picture move.  (Wheels-Little Red Riding Hood-4)	to make a moving picture. (Sliders-gingerbread man-2)	shaping, joining and finishing] L.O. To design a working product thinking about who it is for and what it needs.  Outcome: Design purposeful, functional and appealing products and others based on the design criteria	about my product design and use an annotated sketch to show them  Outcome: Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups	practical tasks [for example, cutting, shaping, joining and finishing]  L.O. To evaluate my product against a design criteria  Outcome: Evaluate the end product against their design criteria.	
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<b>Geography</b>  <b>Links:</b> Science, weather and seasons		<b>Human &amp; Physical</b> Ge1/1.3a Identify seasonal and daily weather patterns in the United Kingdom  LO: To understand the changes of the season  Outcome – To name the four seasons and draw weather types for each season.	<b>Human &amp; Physical</b> Ge1/1.3a Identify seasonal and daily weather patterns in the United Kingdom  LO: To learn about the types of weather in Autumn  Outcome – To add autumn weather symbols to a UK map	<b>Human &amp; Physical</b> Ge1/1.3a Identify seasonal and daily weather patterns in the United Kingdom  LO: Name types of weather in Winter	<b>Human &amp; Physical</b> Ge1/1.3a Identify seasonal and daily weather patterns in the United Kingdom  LO: To make symbols for autumn or winter weather map  Outcome – create large symbols for our class map e.g. rain, wind, cloud, snow	<b>Human &amp; Physical</b> Ge1/1.3a Identify seasonal and daily weather patterns in the United Kingdom  LO: To orally share a winter weather forecast Speaking and Listening En1/1i participate in discussions, presentations, performances ,role play /improvisation s and debates To speak in front of an audience  Outcome: Rehearse and perform a weather forecast.		

<p><b>History</b></p> <p><b>Links:</b> English – Non-fiction writing – The Gunpowder Plot</p>	<p><b>The Gunpowder Plot</b></p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>L.O – To know the main events surrounding The Gunpowder Plot</p> <p>Outcome – To write sentences about the 5W'</p>							
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<b>Outdoor PE</b>  <b>Weather Dependent:</b> Classroom based yoga / fitness challenges to take place of outdoor P.E in event of bad weather	PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination  LO: To use co-ordination skills to throw  Outcome To throw objects of different weights and sizes	PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination  L.O – To develop throwing skills  Outcome To throw a ball from a standing position	PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination  LO: To Throw with coordination and force  Outcome To throw balls of different weights and sizes	PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination  LO: To choose different ways of throwing to suit heavy or light implements	PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination  LO: To choose different ways of throwing to suit heavy or light implements	PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination  LO: To begin to develop skills to catch different size balls	PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination  L.O – To throw and catch in competitive situations	PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination  L.O – To throw and catch in competitive situations  Outcome Children to throw and catch a ball in competitive situations

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<b>Indoor PE</b>  <b>Weather Dependent:</b> Classroom based yoga / fitness challenges to take place of outdoor P.E in event of bad weather	Football  Pe1.1/b To participate in team games, developing different tactics for attacking and defending  L.O - To invade an area (No balls)	Football  Pe1.1/b To participate in team games, developing different tactics for attacking and defending  L.O - To develop control of a ball	Football  Pe1.1/b To participate in team games, developing different tactics for attacking and defending  L.O - To develop dribbling skills	Football  Pe1.1/b To participate in team games, developing different tactics for attacking and defending  L.O - To develop passing skills	Football  Pe1.1/b To participate in team games, developing different tactics for attacking and defending  L.O - To develop shooting skills	Football  Pe1.1/b To participate in team games, developing tactics for attacking and defending  L.O - To take part in small sided games with adapted rules  Outcome - Intra-school Competition – within class	Football  Pe1.1/b To participate in team games, developing tactics for attacking and defending  L.O - To take part in small sided games with adapted rules  Outcome - Intra-school Competition – class v class	Christmas Activities  Christmas Shows  Class Parties

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RE	<p>How do we show we care for others?</p> <p>Why does it matter?</p> <p>(C2) People come from different religions. How can we tell? How can we live together? (1 week)</p> <p>L.O: To gain an understanding that people follow different religions.</p> <p>Outcome: Ch can talk about the different religions they are aware of.</p>	<p>(A3)Religious artefacts (A. Celebrations and Festivals) (1 week)</p> <p>L.O: For ch to learn that religions have special celebrations, festivals and artifacts.</p> <p>Outcome: Children can draw examples of artifacts (including photos)</p>	<p>C1) Videos about children's views on God and prayers (1week)</p> <p>L.O: To learn that other children have views about God and prayers.</p> <p>Outcome: Ch can discuss what they know about God and prayers.</p>	<p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Christian Festival celebration of Christmas</p> <p>C. Stories of Jesus – (A2) The Nativity Story (4 weeks)</p> <p>L.O: To learn about the Christian festival of Christmas. (1)</p> <p>Outcome: To retell the first part of the Nativity story.</p>	<p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Christian Festival celebration of Christmas</p> <p>C. Stories of Jesus – (A2) The Nativity Story (4 weeks)</p> <p>L.O: To learn about the Christian festival of Christmas. (2)</p> <p>Outcome: To retell the third part of the Nativity story.</p>	<p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Christian Festival celebration of Christmas</p> <p>C. Stories of Jesus – (A2) The Nativity Story (4 weeks)</p> <p>L.O: To learn about the Christian festival of Christmas. (3)</p> <p>Outcome: To retell the third part of the Nativity story.</p>	<p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Christian Festival celebration of Christmas</p> <p>C. Stories of Jesus – (A2) The Nativity Story (4 weeks)</p> <p>L.O: To learn about the Christian festival of Christmas. (4)</p> <p>Outcome: To retell the whole Nativity story.</p>	<p>Christmas Activities</p> <p>Christmas Shows</p> <p>Class Parties</p>

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RSHE	<p><b>Community Living in the wider world</b></p> <p>Online Safety (1 week)</p> <p><b>L.O: To learn how to stay safe online by not sharing personal information.</b></p> <p><b>Outcome: Children understand that it is important to stay safe online.</b></p>	<p><b>Friends Keeping friendships healthy</b></p> <p>Fr3) Should friends tell us what to do? (3 weeks)</p> <p>L.O: To understand that friends should treat each other well and fair.</p> <p>Outcome: Ch are able to practise working well together on an art task.</p>	<p><b>Friends Keeping friendships healthy</b></p> <p>Fr3) Should friends tell us what to do? (3 weeks)</p> <p>L.O: To learn that there is not an ideal number of friends, you can have as many as you like.</p> <p>Outcome: ch practise working together in various group sizes.</p>	<p><b>Friends Keeping friendships healthy</b></p> <p>Fr3) Should friends tell us what to do? (3 weeks)</p> <p><b>L.O: To understand that being controlling of other people is bad and that excluding other ch is hurtful.</b></p> <p><b>Outcome: Ch practise taking part in circle time and listening games (inclusive).</b></p>	<p><b>Friends Keeping friendships healthy</b></p> <p>Anti-Bullying Week (1 week)</p> <p><b>L.O: To understand what bullying is, why it is hurtful and how to stop it.</b></p> <p><b>Outcome: Ch can identify examples of bullying and suggest how to stop it.</b></p>	<p><b>Friends Keeping friendships healthy</b></p> <p>Fr4) How do we stop bullying? (2 weeks)</p> <p><b>L.O: To learn the different types of bullying (also online) ,discuss which ones are worse and how to stop bullies.</b></p> <p><b>Outcome: Ch can name different types of bullying.</b></p>	<p><b>Friends Keeping friendships healthy</b></p> <p>Fr4) How do we stop bullying? (2 weeks)</p> <p><b>L.O: For children to understand how others may feel if they are bullied and how to stop bullying.</b></p> <p><b>Outcome: Ch begin to understand that being bullied can be hurtful, so it's important to ask for support in order for it to stop.</b></p>	<p><b>Christmas Activities</b></p> <p><b>Christmas Shows</b></p> <p><b>Class Parties</b></p>



	1	2	3	4	5	6	7	8
<b>Music</b>	<p>Let us play in the woods today.</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p>	<p>Let us play in the woods today.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p>	<p>The leaves are falling down.</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p>	<p>The leaves are falling down.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p>	<p>Walking in the forest.</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p>	<p>Walking in the forest.</p> <p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p>	<p>Christmas song practise</p> <p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p>	<p>Christmas song practise</p> <p>L.O. To perform in front of an audience.</p>
Mu1/1.1	use their voices expressively and creatively by singing songs and speaking chants and rhymes							
Mu1/1.2	play tuned and untuned instruments musically							
Mu1/1.3	listen with concentration and understanding to a range of high-quality live and recorded music							
Mu1/1.4	experiment with, create, select and combine sounds using the interrelated dimensions of music							