

Autumn 1 Medium Term Plan 2023 Y1

| Subject | Week 1 4 days | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| <p>WRITING: Composition</p> <p>Links:</p> <p>Geography / science – woodlands text</p> | <p><u>Key text</u> Goldilocks and the Three Bears</p> <p>Outcome –To learn to respond to a story in three different ways</p> <p>L.O – To Listen and respond to a story (verbally)</p> <p>L,O – To listen and respond to a story (pictures)</p> <p>L,O – To listen and respond to a story (words)</p> | <p><u>Key text</u> Goldilocks and the Three Bears</p> <p>Outcome – To work in a small group to perform a story</p> <p>L.O – To use drama and role play to respond to a story</p> <p>L.O – To use freeze frame to understand a character (actions, point of view and feelings)</p> <p>L.O – To use role on the wall to understand a character (speech / feelings)</p> <p>L.O – To perform a group puppet show</p> | <p><u>Key text</u> Goldilocks and the Three Bears</p> <p>Outcome – To independently write story sentences</p> <p>L.O – To draw a class story map</p> <p>L.O – To Orally re-tell a story with actions and words (to an audience)</p> <p>L.O – To say a sentence and write it (shared story write sentences)</p> <p>L.O – To say a sentence and write it (independent story sentence)</p> | <p><u>Key text</u> The Three Little Pigs</p> <p>Outcome – To Sequence the events of a story using pictures and words</p> <p>L.O – To Listen and respond to a story (verbally)</p> <p>L.O. – To re-tell a story with actions</p> <p>L.O.- To create a story map (through modelling) 2 days</p> | <p><u>Key text</u> The Three Little Pigs</p> <p>Outcome - To independently write story sentences</p> <p>L.O. To sequence the events of a story</p> <p>L.O. To write the beginning of a story</p> <p>L.O. To write the middle of a story</p> <p>L.O. To write the end of a story</p> | <p><u>Key text</u> Woodland Text (non-fiction)</p> <p>Outcome – To Create a shared non-fiction text</p> <p>L.O. To organise fiction and non- fiction books</p> <p>L.O. To label features of a fox.</p> <p>L.O. To orally rehearse sentences.</p> <p>L.O. To write in full sentences.</p> | <p><u>Key text</u> Woodland Text (non-fiction)</p> <p>Outcome – To Create an independent non-fiction text</p> <p>L.O. To draw and label features of a woodland animal.</p> <p>L.O. To orally rehearse sentences.</p> <p>L.O. To write in full sentences (2 days)</p> |

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| | <p>En1/1 Spoken Language</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>En1/1 Spoken Language</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>En1/1d articulate and justify answers, arguments and opinions</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En1/1g Use spoken language to develop</p> | <p>En1/1 Spoken Language</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>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En1/1j gain, maintain and monitor the interest of the listener(s)</p> | <p>En1/1 Spoken Language</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>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> <p>saying out loud what they are</p> | <p>En1/1 Spoken Language</p> <p>En1/1c use relevant strategies to build their vocabulary</p> | <p>En1/1 Spoken Language</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>En1/1c use relevant strategies to build their vocabulary</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En1/1f maintain attention and participate actively in collaborative conversations, staying on topic</p> | <p>En1/1 Spoken Language</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>En1/1c use relevant strategies to build their vocabulary</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En1/1f maintain attention and participate actively in collaborative conversations, staying on topic</p> |
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| | | <p>understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En1/1h Speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1i participate in discussions, presentations, performance, roleplay / improvisations and debates</p> <p>En1/1j gain, maintain and monitor the interest of the listener(s)</p> | <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> | <p>going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> | | <p>conversations, staying on topic and initiating and responding to comments</p> <p>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En1/2.2 Comprehension</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> | <p>and initiating and responding to comments</p> <p>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En1/2.2 Comprehension</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>En1/3.3 Composition</p> <p>En1/3.3a write sentences by:</p> |
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| | | | | | | <p>En1/3.3a write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> | <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> |
| WRITING:VGP | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <p>Vocabulary, Punctuation and Grammar</p> <p>En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> i. leaving spaces between words ii. joining words and joining clauses using "and" iii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark iv. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' v. learning the grammar for year 1 in English Appendix 2 <p>En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading.</p> | | | | | | | |

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| WRITING: Spelling | | | | | | | |
| Focus this term in bold | <p>En1/3.1 Spelling</p> <p>En1/3.1a spell:</p> <ul style="list-style-type: none"> i. words containing each of the 40+ phonemes already taught ii. common exception words iii. the days of the week <p>En1/3.1b name the letters of the alphabet:</p> <ul style="list-style-type: none"> i. naming the letters of the alphabet in order ii. using letter names to distinguish between alternative spellings of the same sound <p>En1/3.1c add prefixes and suffixes:</p> <ul style="list-style-type: none"> i. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ii. using the prefix un– iii. using –ing, –ed, –er and –est where no change is needed in the spelling of root words <p>En1/3.1d apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u></p> <p>En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | | | | | | |
| Writing Handwriting / Transcription | <p>En1/3.2 Handwriting and Presentation</p> <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>En1/3.2d 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 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| Links: Little Red Riding Hood (traditional tale) Jack and the Beanstalk (traditional tale) Adoette (Sheffield tree text) Stuck (tree story) The Gruffalo (woodlands) | <p>En1/2.2 Comprehension</p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 <p>En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by</p> <ul style="list-style-type: none"> 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 | | | | | | |

| MATHS | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| <p>Links:</p> <p>Notes:</p> <p>Not all lessons to be completed by the half-term if it's felt that more practical sessions are needed for children's understanding.</p> | <p>PM, 1A, Unit 1 Number and Place Value to 10</p> <p>Practical sessions and introduction to the book</p> <p>Thursday: PM – U1, L1 L.O - To sort objects into groups</p> | <p>PM, 1A, Unit 1 Number and Place Value to 10</p> <p>Monday: PM – U1, L2 L.O - To count objects to 10 accurately</p> <p>Tuesday: PM – U1, L3 L.O – to represent numbers to 10</p> <p>Wednesday: PM – U1, L4 L.O – to count objects from a larger group</p> | <p>PM, 1A, Unit 1 Number and Place Value to 10</p> <p>Monday: PM – U1, L6 L.O – to identify one more</p> <p>Tuesday: PM – U1, L7 L.O – to count backwards from 10 to 0</p> <p>Wednesday: PM – U1, L8 L.O – to identify one less</p> | <p>PM, 1A, Unit 1 Number and Place Value to 10</p> <p>Monday: PM – U1, L10 L.O – To correctly use the language: more than, fewer than</p> <p>Tuesday: PM – U1, L11 L.O – To understand and use the signs <, >, =</p> <p>Wednesday: PM – U1, L12 To compare numbers of objects using great than less</p> | <p>PM, 1A, Unit 1 Number and Place Value to 10</p> <p>PM, 1A, Unit 2 Number - addition and subtraction Part-whole within 10</p> <p>Monday: PM – U1, L14 LO - To begin to use the number line accurately</p> <p>Tuesday: PM – U2, L1 L.O – to learn that a whole group can be made up of two (or more parts)</p> <p>Wednesday: PM – U2, L2 L.O - to learn that a number can be partitioned into two parts using</p> | <p>PM, 1A, Unit 2 Number – addition and subtraction Part-whole within 10</p> <p>Monday: PM – U2, L4 L.O - to begin to understand the term 'fact family'</p> <p>Tuesday: PM – U2, L5 LO: To identify and make number bonds within 10</p> <p>Wednesday: PM – U2, L6 L.O - to learn about number bonds within 10</p> | <p>PM, 1A, Unit3 Addition within 10</p> <p>Monday: PM – U3, L1 L.O – to understand how the part-whole model represents addition.</p> <p>Tuesday: PM – U3, L2 L.O - to be able to find a total by counting on from one amount</p> <p>Wednesday: PM, U3, L3 L.O - to solve one step addition problems</p> |

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| | | Thursday: PM – U1, L5 L.O – to count on from any number within 10 | Thursday: PM – U1, L9 L.O -To compare groups of objects within 10 | than equal to signs <, >, = Thursday: PM – U1, L13 L.O – to order objects and numbers within 10 | a part-whole model Thursday: PM – U2, L3 L.O - to build on their part-whole knowledge | Thursday: PM = U2, L7 L.O - to find and represent number bonds to 10 | Thursday: PM – U3, L4 L.O - to use knowledge of parts and wholes to find a missing number (addition) |
| CALCULATION | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Links: | Using materials supplied by the Y1 Mastering Number Programme Number Fluency Focus PV–1 Count within 100, forwards and backwards, starting with any number. Counting to 20 and beyond in this half term Daily oral counting activities / Writing numbers up to 20 | | | | | | |

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| SCIENCE | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Links: Geography - Woodlands Working Scientifically (embedded throughout) Sc1/1.1 asking simple questions and recognising that they can be answered in different ways Sc1/1.2 observing closely, using simple equipment | Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees | Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees | Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees | Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees | Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees | Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees | Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees |

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| | <p>shape, form and space</p> <p>L.O – to develop and understand different drawing techniques through sketching</p> <p>Outcome</p> <p>To use different lines and techniques to sketch bark</p> | <p>shape, form and space</p> <p>L.O – to develop and understand different drawing techniques through sketching</p> <p>Outcome</p> <p>To use different lines and techniques to sketch roots</p> | <p>shape, form and space</p> <p>L.O – to develop and understand different drawing techniques through sketching</p> <p>Outcome</p> <p>To use different lines and techniques to sketch branches</p> | <p>shape, form and space.</p> <p>L.O – to develop and understand different drawing techniques through sketching</p> <p>Outcome</p> <p>To use different lines and techniques to sketch leaves</p> | <p>shape, form and space</p> <p>L.O – to develop and understand different drawing techniques through sketching</p> <p>Outcome</p> <p>To evaluate my work and create a finished piece</p> | <p>shape, form and space</p> <p>L.O – to develop and understand different drawing techniques through sketching</p> <p>Outcome - To create a piece of artwork in the style of Van Gough</p> <p>(Trees)</p> | <p>shape, form and space</p> <p>L.O – to develop and understand different drawing techniques through sketching</p> <p>Outcome- To create a piece of artwork in the style of Van Gough</p> <p>(Trees)</p> |
| COMPUTING | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Links: | | <p>Strand 1 Key Skills</p> <p>What is a Computer? Logging on and off</p> <p>L.O – to learn how to switch the computer on and off correctly</p> <p>Outcome – to become competent at switching the</p> | <p>Strand 1 Key Skills</p> <p>What is a Computer? Mouse & keyboard Skills:</p> <p>L.O – to learn to navigate the mouse and keyboard on a computer</p> <p>Outcome – To become familiar with the qwerty keyboard</p> | <p>Strand 1 Key Skills</p> <p>What is a Computer? Mouse & keyboard Skills:</p> <p>L.O – to learn to navigate the mouse and keyboard on a computer</p> <p>Outcome – To become familiar with the qwerty keyboard</p> | <p>Strand 1 Key Skills</p> <p>What is a Computer? Opening & Saving work</p> <p>L.O – to open a word document and learn how to save it</p> <p>Outcome - to type name and age in a word document and save</p> | <p>Strand 1 Key Skills</p> <p>What is a Computer? Mouse & keyboard Skills: Logging on: Opening & Saving work Organising files:</p> <p>L.O – to research deciduous and evergreen trees</p> | <p>Strand 1 Key Skills</p> <p>What is a Computer? Mouse & keyboard Skills: Logging on: Opening & Saving work! Organising files: Searching for investigation:</p> <p>L.O – to research deciduous and evergreen trees</p> |

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| | | computer on and off correctly | and how to use the mouse on a computer | and how to use the mouse on a computer | | Outcome – to copy and paste pictures of deciduous and evergreen trees onto their word document | Outcome –to type a sentence about deciduous and evergreen trees |
| DESIGN & TECHNOLOGY | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Links: | <p>Not taught this half term</p> | | | | | | |

| GEOGRAPHY | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| Links: Science – Plants English – Traditional tales | Geographical skills and fieldwork 1.4d Use simple fieldwork / observational skills to study the geography of their school and its grounds and the key human and physical features L.O - To identify features of the school grounds Outcome – to walk around school grounds and use observational skills to identify key features in the school ground | Geographical skills and fieldwork 1.4d Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment L.O - To understand the difference between man-made / natural Outcome –to identify key features that are man-made or natural | Geographical skills and fieldwork Woodland map 1.4c devise a simple map; and use and construct basic symbols in a key L.O - to look at key features on maps and create a class key Outcome- to begin to understand what key features on a simple map | Geographical skills and fieldwork 1.4c devise a simple map; and use and construct basic symbols in a key L.O -To create their own woodland map and label with key Outcome – to be able to produce a woodland map with a key | Geographical skills and fieldwork 1.4c devise a simple map; and use and construct basic symbols in a key L.O -To create their own woodland map and label with key Outcome – to be able to produce a woodland map with a key | Geographical skills and fieldwork 1.4b Use simple locational and directional language to describe the location of features and routes on a map L.O -To be able to use prepositions to describe position on a map Outcome – to say where a position is on their map using prepositions | Geographical skills and fieldwork 1.4b Use simple locational and directional language to describe the location of features and routes on a map L.O-To describe a route between two positions on a map Outcome – to tell peers a route between two positions on their maps |

| HISTORY | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| Links: | Not taught this half term | | | | | | |

| INDOOR PE | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| <p>Links:</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>L.O – To learn good running form (swinging arms, moving alternate legs) to play games</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>L.O – To learn good running form to take part in races</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>L.O – To learn good throwing form (swinging arm and release) to throw a variety of objects at targets</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>L.O To learn good throwing and catching form to throw and catch objects</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>L.O – To use throwing and catching in partner challenges</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>L.O – to use running, throwing and catching to take part in class challenges</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>L.O – to take part in an intra school competition using running, throwing and catching</p> |

| OUTDOOR PE | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| Links: | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, in isolation</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>LO: To develop awareness running form and technique</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, in isolation</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>LO: To develop control and fluency in running movements</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, in isolation</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>LO: To develop running technique in whole class games</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use jumping, in isolation</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>LO: To develop awareness of height and distance</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use jumping, in isolation</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>LO: Take off in different ways and land in a coordinated way</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use jumping, in isolation</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>LO: To apply different take offs to different jumping activities</p> | <p>PE2/1.1a Key Skills (including athletics and personal challenges) Use jumping, in isolation</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>LO: To perform a standing long jump</p> |

| RE | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| <p>Links:</p> | <p>C. Stories of Jesus:</p> <p>Christians</p> <p>(A2) Jesus feeds the 5000</p> <p>L.O:To introduce Christianity & Jesus</p> <p>Outcome:Ch learn that Christianity is one of the world religions who follow the teachings of Jesus.</p> <p>Activity: Read & Role play story Jesus feeds 5000-</p> | <p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Christians-</p> <p>(B1) Christian Festival focus- Harvest</p> <p>L.O:To learn about Harvesting food.</p> <p>Outcome: Ch understand that food is harvested.</p> <p>Activity:Draw & label various fruit etc.</p> | <p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Christians</p> <p>(B1) Christian Festival focus – Harvest</p> <p>L.O: To understand harvesting and that Harvest Festival is celebrated by Christians.</p> <p>Outcome: The ch can tell you what is celebrated at Harvest each year.</p> <p>Activity:Draw & label items Christians may be thankful for-class poem</p> | <p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Christians</p> <p>(B1) Christian Festival focus – Harvest</p> <p>L.O:To learn what happens during a Harvest Festival (Church).</p> <p>Outcome: Ch can tell you how Harvest is celebrated by Christians annually</p> <p>Activity: Ch draw a Church and members with harvest.</p> | <p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Muslims</p> <p>(B1) Muslim act of kindness - Zakat</p> <p>L.O: To introduce Islam as one of the World Religions followed by Muslims.</p> <p>Outcome: Ch can say Islam is a religion followed by Muslims.</p> <p>Activity: Draw 5 pillars of islam-discussing Zakat.</p> | <p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Muslims</p> <p>(B1) Muslim act of kindness - Zakat</p> <p>L.O:To Understand that Zakat(being charitable) ia a VERY important part of being a Muslim.</p> <p>Outcome:Ch can name some examples of Zakat.</p> <p>Activity:Discuss & Draw an example of giving.</p> | <p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Muslims</p> <p>(B1) Muslim act of kindness - Zakat</p> <p>L.O:To learn about Zakat during Ramadan.</p> <p>Outcome:Ch can say that Ramadan is a time when they are giving/kind with their actions (zakat).</p> <p>Activity:Discuss/ Roleplay being kind and giving (Zakat).</p> |

| RSHE | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| Links: Sheffield RSHE curriculum | Community - Living in the wider world Online Safety L.O – To learn to stay safe on the internet Use story and accompanying resources from child.net website relating to Mummy Penguin staying safe online https://www.childnet.com/resources/smartie-the-penguin/ | Friends - Keeping friendships healthy Fr1 - Who is my friend? L.O – Who is my friend? Stimulus: Look at the ‘Circle of Friends’ hhttps://www.edpl ace.com/blog/sen d/how-to-create-a-circle-of-friendship Think about what each part of the circle means to them. | Friends - Keeping friendships healthy Fr1 - Who is my friend? L.O – Who is my friend? Key question; Who is my friend? Stimulus: Look at the ‘Circle of Friends’ hhttps://www.edpl ace.com/blog/sen d/how-to-create-a-circle-of-friendship Think about what each part of the circle means to them. Class Activity: Sort examples on the board into categories. For | Friends - Keeping friendships healthy Fr1 - Who is my friend? L.O –What makes a good friend Partner Talk: Create a list of things that make a good friend Key question: Do friends have to agree with each other? Activity: Friendship potion – can children list the qualities of a good friend? | Friends - Keeping friendships healthy Fr2) What makes a good friend? L.O –What makes a good friend Partner Talk: Create a list of things that make a good friend Key question: Do friends have to agree with each other? Stimulus: Book: <i>A Friend Like You</i> by Julia Hubery Class Discussion: - Is either Panda or Monkey perfect? - What are the good things about each animal? | Friends - Keeping friendships healthy Fr2) What makes a good friend? L.O – Should are friends tell us what to do? Key question Should we always do what our friends tell us to do? Stimulus Book: <i>Strictly No Elephants</i> By Lisa Mantchev Qs from book - In what way have the boy and the elephant been good friends? - How did they feel when they saw the sign on the door | Friends - Keeping friendships healthy Fr2) What makes a good friend? L.O – What makes us different? Key question Is it good to be different? (use a video stimulus??) |

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| | | | example, 'A Teacher' - not a friend, family member or stranger but a trusted adult | | about each animal? - What are the bad things? - Why do they make a good team? | that said "Strictly no elephants"? (leading to class discussion) | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| MUSIC | The Teddy bears Picnic L.O. To listen to a song. L.O. To Use my voice expressively when singing a song. | The Teddy bears Picnic L.O. To select and play instruments when singing. L.O. To explore the dynamics of a song when using appropriately selected instruments. | Acorns into Oak Trees L.O. To listen to a song. L.O. To Use my voice expressively when singing a song. | Acorns into Oak Trees L.O. To select and play instruments when singing. L.O. To explore the dynamics of a song when using appropriately selected instruments. | I'm a little Hedgehog L.O. To listen to a song. L.O. To Use my voice expressively when singing a song. | I'm a little Hedgehog L.O. To select and play instruments when singing. L.O. To explore the dynamics of a song when using appropriately selected instruments. | Let us Play in the woods today L.O. To listen to a song. L.O. To Use my voice expressively when singing a song. |
| Links: | <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</p> <p>Ourselves</p> <p>Musical focus: Exploring sounds Subject link: English The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p>Number</p> <p>Musical focus: Beat Subject link: Mathematics</p> | | | | | | |

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| | The children develop a sense of steady beat through using movement, body percussion and instruments. |
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