



# MEDIUM TERM PLANNING | YEAR 1 2016-17 | Autumn 1



Reflection Corner:  
Woven Together

Secrets of Success: I Try New Things

Role Play: Superhero Training  
Centre

| TOPIC TITLE: Superheroes and World War 1  |  |  |  |  |  |   |  |
|---|--|--|--|--|--|---|--|
|   | Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6  | Week 7   |
| <b>SMSC opportunities</b><br>Social (So)<br>Moral (Mo)<br>Spiritual (Sp)<br>Cultural (Cu)<br>British Values | Monday 5 <sup>th</sup> and Tuesday 6 <sup>th</sup> – School Closure to children<br>Wednesday 7 <sup>th</sup> – INSET Day   |  | Curriculum evening – Wednesday 16 <sup>th</sup> 7:30-8:30  |  |  | Thursday 13 <sup>th</sup> - WW1 day   |  |
| <b>Maths</b>  | <b>Counting and sequences</b><br><br>Recite numbers to at least 20<br><br>Count reliably up to 20 objects.<br><br>Recognise that rearranged number of objects stays the same.<br><br>Order numbers to 20<br><br>Say number before/after any given number to 20 | <b>Number and place value Mental addition and subtraction</b><br><br>Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays without counting; identify a number 1 more (next number in count) | <b>Mental addition and subtraction Problem solving, reasoning and algebra</b><br><br>Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences | <b>Mental multiplication and division Mental addition and subtraction</b><br><br>Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less | <b>Geometry: properties of shapes Statistics</b><br><br>Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams | <b>Number and place value Mental addition and subtraction</b><br><br>Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set | <b>Number writing Number names Number bonds</b><br><br><i>Assessment of the term</i> |



# MEDIUM TERM PLANNING | YEAR 1 2016-17 | Autumn 1



Reflection Corner: Woven Together      Secrets of Success: I Try New Things      Role Play: Superhero Training Centre

|                 |  |   |  |  |   |  |  |
|-----------------|--|---|--|--|---|--|--|
| <b>Literacy</b> | <p><b>Non-fiction 1 Labels, lists and signs</b></p> <p>Rules written/daily routine</p> <p>Label body parts e.g. kind hands - Science link</p> <p>Designing signs for classroom</p> | <p><b>Superhero fiction</b></p> <p>Eliot Jones<br/>Midnight Superhero by Anne Cottringer</p> <p>Focus on onomatopoeias</p> <p>Retell the story in a comic strip</p> <p>Capital letters and full stops</p> | <p><b>Superhero fiction</b></p> <p>Supertato by Sue Hendra</p> <p>Compare with previous superhero book – what do they notice that is similar?</p> <p>Write sentences about how they would help if they were superheroes.</p> <p>Focus on capital letters and full stops.</p> | <p><b>Describing a superhero</b></p> <p>Children design their own superhero/describe ones we have come across.</p> <p>Focus on using adjectives to describe appearances.</p> | <p><b>Superhero fiction</b></p> <p>Super Daisy by Kes Gray</p> <p>Children make flap book.</p> <p>Include adjectives.</p>   | <p><b>Fiction Letter Writing</b></p> <p>WW1 fiction for children</p> <p>Writing letters to home</p>                                | <p><b>Non-fiction 2 Information – WW1 writing</b></p> <p>History link – write information pages about life and soldiers during WW1.</p> <p>Make a class book.</p> <p>Identify features of a non-fiction page e.g label, heading, text.</p> |
| <b>Science</b>  | <p>Identify and name basic body parts – Literacy link</p>  | <p>To be able to observe and describe weather associated with the seasons.</p> <p>Months of the year</p>  | <p>To be able to ask simple questions and recognise that they can be answered in different ways.</p> <p>Focus on asking questions about the weather.</p> <p>Ways of measuring and predicting weather</p>   | <p>Recognise weather symbols and use them appropriately.</p> <p>Weather reporters.</p>   | <p>To be able to observe and describe weather associated with the seasons.</p> <p>To be able to perform simple tests.</p> <p>Testing wind speed with bubbles. (See kent planning for ideas)</p> | <p>To be able to perform simple tests.</p> <p>Use thermometers to measure outside temperatures.</p> <p>Record data on a table.</p> | <p><b>Assessment – Observe weather associated with changes of season</b></p>   |



# MEDIUM TERM PLANNING | YEAR 1 2016-17 | Autumn 1



Reflection Corner:  
Woven Together

Secrets of Success: I Try New Things

Role Play: Superhero Training  
Centre

|                               |  |  |   |  |   |  |   |
|-------------------------------|--|--|---|--|---|--|---|
| <p><b>Computing</b><br/>9</p> | <p>Discuss using routine of ICT in the classroom</p> | <p>e-safety videos<br/><br/>Using technology safely/e-safety – link PSHE and school rules<br/><br/>Learn pads</p>  | <p>Using technology safely/e-safety – link PSHE and school rules<br/><br/>Learn pads</p>  | <p>Introduce how to use purple mash<br/><br/>Write/draw about how to keep safe on the internet.</p>  | <p>Superhero 2paint projects<br/><br/>Write/draw about how to keep safe on the internet.</p>                    | <p>Superhero 2paint projects<br/><br/>Write/draw about how to keep safe on the internet.</p> | <p>Assessment - Keeping personal information private.</p>   |
| <p><b>Art</b></p>             | <p>Grasshopper/Caterpillar collage/paintings</p>     | <p>Introduce Paul Cummins. Talk about the style of his work.<br/><br/>Show pictures and discuss.<br/><br/>Free-flow activities: play dough, paint, drawing etc</p> | <p>Talk about how Paul Cummins made the poppies that were at the Tower of London.<br/><br/>Start thinking about the poppies: how would you have made them? Painting, drawing, junk modelling etc.</p> | <p>Investigate different ways of creating textures with paint using watercolour and poster paint.<br/><br/>Can you add anything to the paints to change the texture?</p> | <p>Make the poppy sculptures.<br/><br/>Discuss how they are going to paint them – techniques they will use.</p> | <p>Paint poppy sculptures.<br/><br/>(Use glue to make them shine)</p>                        | <p>How can we make our poppies shiny? Use extra glue or varnish to make them shine.<br/><br/>Group crit – what do we think of our work? What could we change?<br/><br/>Assessment: Use painting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination.</p> |



# MEDIUM TERM PLANNING | YEAR 1 2016-17 | Autumn 1



Reflection Corner: Woven Together      Secrets of Success: I Try New Things      Role Play: Superhero Training Centre

|                |  |   |  |  |   |  |  |
|----------------|--|---|--|--|---|--|--|
| <b>History</b> |  | Introduce WW1 – use a timeline.<br><br>Discuss pictures – what are the differences? | What life was like on the home front<br><br>Children ask questions about what it was like.<br><br>Hot seating. | Life for soldiers during WW1 – trenches.<br>Compare what's in a soldier's kit bag to what's in their school bag. | Comparing life in 2015 to life in 1914.<br><br><a href="http://www.bbc.co.uk/guides/z8kv34j">http://www.bbc.co.uk/guides/z8kv34j</a><br><br>Ration books. | End of WW1.<br><br>How had people's lives changed?<br><br>Discuss what we know about WW1 | <b>Assessment: Ask questions such as: What was it like for people / what happened/ how long ago?</b><br><br><b>Write sentences about what they know.</b> |
| <b>Music</b>   |  | Hey You! Step 1   | Hey You! Step 2  | Hey You! Step 3  | Hey You! Step 4   | Hey You! Step 5  | Hey You!<br><b>Assessment:</b><br>(Composing)<br>Clap rhythms<br><br>(Describing)<br>Identify the beat of a tune   |
| <b>PE</b>      |  | <b>Games</b><br>Basic movements and ball skills                                     | <b>Games</b><br>Small and gross motor skills   | <b>Games</b><br>Competitive games  | <b>Football</b>   | <b>Football</b>  | <b>Assessment</b><br>Use rolling, hitting, running, jumping and kicking skills in combination  |
| <b>RE</b>      |  | The Creation Story<br>How God made the World  | How Has Creation Changed Over The Years and By Whom?   | How Does The Story of Creation Affect The Way I Look At and Think About The World?                               | What Do Christians Believe Are The Maker's Instructions To Follow In Caring For Creation?   | What Would You Like To Ask God About Creation?   | <b>Assessment</b>  |



# MEDIUM TERM PLANNING | YEAR 1 2016-17 | Autumn 1



Reflection Corner:  
Woven Together

Secrets of Success: I Try New Things

Role Play: Superhero Training  
Centre

|                    |   |                                   |   |                                |   |   |  |
|--------------------|---|-----------------------------------|---|--------------------------------|---|---|--|
| <p><b>PHSE</b></p> | <p>Class rules<br/>Good to be green<br/>– Literacy link</p> | <p>Ways to solve<br/>problems</p> | <p>Making others<br/>feel better- mix<br/>Caterpillars and<br/>Grasshoppers</p> | <p>Calming myself<br/>down</p> | <p>I am the same as<br/>and different<br/>from my friends</p> | <p>To make my class<br/>a safe and fair<br/>place</p> | <p><b>Assessment</b><br/>Express doubts<br/>and fears.<br/>Listen to people<br/>who try to help.</p> |
|--------------------|---|-----------------------------------|---|--------------------------------|---|---|--|