



MEDIUM TERM PLANNING | YEAR 1 2018- 2019 Autumn 1



Reflection Corner:
Woven Together

Secrets of Success: I Try New Things

Role Play: Reigate Post Office
Author: Nick Butterworth

	Week 1 and 2 First week 2 days	Week 3	Week 4	Week 5	Week 6	Week 7
SMSC opportunities Social (So) Moral (Mo) Spiritual (Sp) Cultural (Cu) British Values		Curriculum evening	Walk to Priory Park		DT Day Harvest	Parents Evenings
Maths	<p>Counting and sequences</p> <p>Recite numbers to at least 20</p> <p>Count reliably up to 20 objects.</p> <p>Recognise that rearranged number of objects stays the same.</p> <p>Order numbers to 20</p> <p>Say number before/after any given number to 20</p>	<p>Number and place value Mental addition and subtraction</p> <p>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)</p>	<p>Mental addition and subtraction Problem solving, reasoning and algebra</p> <p>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</p>	<p>Mental multiplication and division Mental addition and subtraction</p> <p>Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less</p>	<p>Geometry: properties of shapes Statistics</p> <p>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</p> <p>Children to choose their maths activity</p>	<p>Number and place value Mental addition and subtraction</p> <p>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</p>



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Literacy	<p>Writing to Inform: Labels, lists and signs</p> <p>Label body parts e.g. kind hands - Science link</p> <p>Designing signs for classroom</p> <p>Rules written/daily routine</p>	<p>Writing to Inform: Recounts</p> <p>Read recounts.</p> <p>Plan and write about my walk to school from home or about my daily routine.</p>	<p>Writing to Inform: Recounts</p> <p>Discuss pictures of our walk to Priory park.</p> <p>Write a recount of our walk to the park.</p>	<p>Writing to Entertain: Poetry</p> <p>Senses Poems</p> <p>Read 'Five Little Senses' (Hamilton Trust)</p> <p>Read 'I can hear, see, feel, smell' (Hamilton Trust)</p> <p>Link it to pictures of our local area – what can you hear/see/smell etc.</p>	<p>Writing to Entertain: Poetry</p> <p>Look at pictures of our walk to the park and think about what we could hear, see, smell, taste and touch.</p> <p>Plan our own senses poems about Reigate/the park.</p>	<p>Writing to Entertain: Poetry</p> <p>Autumn poems – reading and writing (follow the scheme saved on class share).</p> <p>Seasons song on Scratch Garden.</p>
Science	<p>Identify and name basic body parts – Literacy link</p>	<p>Senses: Sight</p> <p>Senses tables</p> <p>Why do we need to see? What helps us see? What do people who can't see do?</p> <p>Braille</p>	<p>Senses: Smell</p> <p>Senses tables</p> <p>Why? How? What about people who can't?</p>	<p>Senses: Touch</p> <p>Senses tables</p> <p>Why? How? What about people who can't?</p> <p>Feely bags</p> <p>Wear gloves to experience not being able to feel well.</p>	<p>Senses: Hearing</p> <p>Senses tables</p> <p>Why? How? What about people who can't?</p> <p>Hearing aids</p>	<p>Senses: Taste</p> <p>Senses tables</p> <p>Autumn tasting!</p> <p>Recap the senses</p> <p>Assessment: Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</p>



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Computing	<p>Discuss rules for using computers and routine of ICT in the classroom</p>	<p>e-safety videos Using technology safely/e-safety – link PSHE and school rules</p> <p>Learn pads</p>	<p>Using technology safely/e-safety – link PSHE and school rules</p> <p>Learn pads</p>	<p>Introduce how to use purple mash</p> <p>Write/draw about how to keep safe on the internet.</p>	<p>Local area/autumn pictures</p> <p>Write/draw about how to keep safe on the internet.</p>	<p>Assessment - Keeping personal information private.</p>
DT	<p>Grasshopper/Cat erpillar collage/paintings</p>	<p>Practise needle skills – threading a needle and creating a running stitch. Cutting materials.</p>	<p>Look at pictures of Reigate. How could we create these landscapes by printing/sewing? Discuss techniques. Show an example.</p>	<p>Practise cutting felt into shapes and sewing a running stitch on felt.</p>	<p>DT day Week beginning 9th Oct. Creating a landscape using printing and sewing skills.</p>	<p>Assessment Shape textiles using templates. Join textiles using a running stitch. Colour and decorate textiles.</p>
Geography	<p>Look at the new school layout – how has our school changed and what has changed?</p>	<p>What is our local area like? Use google maps to find out street names/locations of things around our local area.</p> <p>Look at the teachers' trip to Reigate video! What did we see?</p> <p>What is a physical/human feature? Walk around school to find physical/human features. Take a walk around the school... what can you see?</p> <p>Give the children a plan of the school – label human and physical features.</p>	<p>Walk around Reigate!</p> <p>Did we see any human features? Any physical features?</p>	<p>Houses and homes in the local area.</p> <p>What is your house like? Can you describe its features?</p> <p>Are houses human or physical features of our local area?</p> <p>Types of houses we live in</p>	<p>Shops/high street – then and now</p> <p>Look at how Reigate has changed – find the human and physical features and compare</p>	<p>Human and physical features around the UK e.g. cliffs and mountains</p> <p>Compare to another place in the UK e.g. with different features</p> <p>KPI assessment: 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.</p>



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Music		Hey You! Step 1	Hey You! Step 2	Hey You! Step 3	Hey You! Step 4	Hey You! Step 5 Assessment: (Composing) Clap rhythms (Describing) Identify the beat of a tune
PE		Games Basic movements and ball skills	Games Small and gross motor skills	Games Competitive games	Football	Football Assessment Use rolling, hitting, running, jumping and kicking skills in combination
RE		The Creation Story 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?	Who do Christians believe are The makers? Instructions to follow in caring for creation?	What would you like to ask God about creation? Assessment
PHSE	Special and Safe	My Class Our class rules Decide rules together	Rights and Responsibilities	Rewards and Feeling Proud	Consequences	Owning our Learning Charter Assessment