

Long/ Medium term planning

'Lost and Found'

Year 1

Term: Autumn 2

	4.11.19	11.11.19	18.11.19	25.11.19	2.12.19	9.12.19	16.12.18 Enterprise week	Total time
English Genre Recount Non-fiction text	16. Write sentences by saying out loud what they are going to write about. 17. Write sentences by composing a sentence orally before writing it. 25. Understand how words can combine to make sentences. 28. Separate words with spaces.	16 I can say what I am going to write about. 17 I can say my sentence out loud before I write it. 19. Write sentences by re-reading to check that it makes sense. 25 I can put words together to make sentences. 26. Join words and clauses using 'and.'	8. I can add -ing, -ed, -er and -est to the end of a word to make a new word. 13. Form capital letters. 16. Write sentences by saying out loud what they are going to write about. 17. Write sentences by composing a sentence orally before writing it. 23. I can add -ing and -er to the end of a word to make a new word 25. Understand how words can combine to make sentences. 26. I can use joining words like 'and'. 27. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.	I can add -ing, -ed, -er and -est to the end of a word to make a new word. 16. Write sentences by saying out loud what they are going to write about. 17. Write sentences by composing a sentence orally before writing it. 23. I can add -ing and -er to the end of a word to make a new word 25. Understand how words can combine to make sentences. 26. I can use joining words like 'and'. 27. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.	4. I can name the letters of the alphabet in order. 5. I can name the letters of the alphabet and their sounds 30. I can use capital letters for names, places, the days of the week and the word 'I'.	13. Form capital letters. 16. Write sentences by saying out loud what they are going to write about. 17. Write sentences by composing a sentence orally before writing it. 25. Understand how words can combine to make sentences. 28. Separate words with spaces.		

				28. Separate words with spaces.  36. Use a capital letter for the names of people, places, days of the week and the personal pronoun, 'I'				
English Grammar	13. Form capital letters. <b>29. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. (KPI)</b>	29. Use capital letters and full stops correctly.	8. I can add -ing, -ed, -er and -est to the end of a word to make a new word. 28. Separate words with spaces. <b>29. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. (KPI)</b>	Capital letters, full stops and finger spaces 8. I can add -ing, -ed, -er and -est to the end of a word to make a new word. 13. Form capital letters. <b>29. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. (KPI)</b>	Capital letters, full stops and finger spaces	<b>29. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. (KPI)</b>  Use suffix 'er' and 'est.' (8/23)		
English Reading (DR/DSR)	VIPERS Prediction	1. Apply phonic knowledge and skills to decode words. 3. Read accurately by blending sounds in unfamiliar words. 9. Re-read phonically decodable	VIPERS Inference	VIPERS Inference	VIPERS Explanation	VIPERS Retrieval	VIPERS Sequencing	

		passages to build up fluency and confidence. VIPERS Vocabulary						
English Spelling			'ure' and 'er'	2-syllable words	LA: CVC Main: Tricky words- he, she, you, was, they, all, so, my, we, me	LA: Final phoneme 't' - hot, mat, sat, sit, cot, hit, rat, nut, bit, let  Main: be, there, her, are, fork, cork, corn, shortest, fort, port		
Maths	Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Represent and use number bonds within 20. Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$ , therefore $2 + 3 = 5$ ).	Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$ , therefore $2 + 3 = 5$ ). Subtract one-digit and two-digit numbers to 20, including zero.	Subtract one-digit and two-digit numbers to 20, including zero. Represent and use number bonds within 20.	Represent and use number bonds within 20. Subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.		
Science								
ICT	<b>Recognise common uses of information technology in the home and school environment</b> Look at a range of technological objects and discuss their use.		<b>Recognise common uses of information technology in the home and school environment</b> Compare old and new technology and list pros and cons.			<b>Recognise common uses of information technology in the home and school environment</b> Recognise how information technology has evolved over time.		

History	<p><b>Sort artefacts from 'then' and 'now'.</b></p> <p><b>Describe some simple similarities and differences between artefacts</b></p> <p>Children look at a range of toys from the present and past and decide how they might be played with. Sort into groups labelled 'past' and 'present'. Discuss how they are similar and different from each other.</p>			<p><b>Ask and answer relevant basic questions about the past</b></p> <p><b>Use common words and phrases relating to the passing of time</b></p> <p>Look at picture from topic book and ask questions to find out more about a particular aspect. Use question starter words.</p>	<p><b>Identify some similarities and differences between ways of life in different periods.</b></p> <p>English statement: Write sentences, sequencing them to form short narratives.</p> <p>Children will look at changes in transport over time and order the vehicles along a timeline, writing sentences to support how they have changed through history.</p>		<p><b>Use common words and phrases relating to the passing of time</b></p> <p>Children look at an image of a street in different eras and compare similarities and differences, using words relating to the passing of time in their sentences, eg. then, now, past, present, etc.</p>	
Geography								
Art		<p><b>Make marks in print using found objects and basic tools and use these to create repeating patterns</b></p> <p>Children use paints, crayons and colouring pens/pencils to design a pattern for their own bus/train, using template.</p>		<p><b>Make marks in print using found objects and basic tools and use these to create repeating patterns</b></p> <p>Children look at their design from week 2 and select the media they wish to use for their actual model.</p>				
DT	<p>Recognise similarities and differences in toys from the past (Link with History)</p>		<p><b>Use a range of simple tools to cut, join and combine materials and</b></p>		<p><b>Use wheels and axles in a product.</b></p>		<p><b>Evaluate products.</b></p> <p>Children will look at their finished product and list what</p>	

	Children look at and explore a range of toys from the past. Focus in on old trains and buses – how are they similar/different to present day? List similarities and differences.		<b>components safely.</b> Children use bus or train net to cut out and shape their vehicle, using scissors and join the materials using glue and sellotape.		Children will attach the wheels to their vehicle, attaching axle securely.		they like about it and what they would change, if anything, if they were to make it again.	
RE	<b>Why do we give gifts at Christmas?</b>	<b>Why do we give gifts at Christmas?</b>	<b>Why do we give gifts at Christmas?</b>	<b>Why do we give gifts at Christmas?</b>	<b>Why do we give gifts at Christmas?</b>	<b>Why do we give gifts at Christmas?</b>	<b>Why do we give gifts at Christmas?</b>	
Music	<b>Learn and perform chants, rhymes, raps and songs</b>  Sing Victorian rhyme 'Ring-around-the-rosie'	<b>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</b>  <b>Learn and perform chants, rhymes, raps and songs</b>  Children will watch And learn the Victorian song. Discuss necessity of good posture whilst singing.	<b>Learn to follow the conductor or band leader</b>  <b>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</b>  <b>Learn and perform chants, rhymes, raps and songs</b>  Start Christmas performance songs	<b>Find the pulse whilst listening to music and using movement</b>  <b>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</b>  <b>Learn and perform chants, rhymes, raps and songs</b>  Start Christmas performance songs	Start Christmas performance songs <b>Learn and perform chants, rhymes, raps and songs</b>  <b>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</b>	Rehearse Christmas performance songs <b>Learn and perform chants, rhymes, raps and songs</b>  <b>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</b>	Rehearse Christmas performance songs <b>Learn and perform chants, rhymes, raps and songs</b>  <b>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</b>	
PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	
PSHE	Jigsaw – Celebrating difference <b>I can describe a variety of ways that I am different from my friends</b>	Jigsaw – Celebrating difference <b>I can describe a variety of ways that I am similar and different from my friends</b>	Jigsaw – Celebrating Difference	Jigsaw – Celebrating Difference	Jigsaw – Celebrating Difference	Jigsaw – Celebrating Difference	Jigsaw – Celebrating Difference	

MFL	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	
IDEAS								
TRIPS/ VISITORS								
TOTAL TIME								