Medium Term Planning **Year 1 Autumn 1**

LC Question: Can we build a house in the forest?

	Quality text/hook	English (Capital letter, finger spaces, full stop focus)	Reading	Maths (WRH)	CP
1	**Poetry – Poems Out Loud! Published by Penguin** **Share poems reading out loud** **Children write a simple acrostic poem as a class.** **Children collaborate with adding one sentence each to create a poem.**	**Poetry** • Description of the Gruffalo • Look at key features of poems • Speaking and listening to poems • Model acrostic poem based on Gruffalo story. – verb, nouns. Speaking and Listening Speak clearly and confidently in front of others Prepare to use new words when communicating Does not stay away from main topic when collaborating Say a sentence out loud before I write it down. To have spaces between words To use capital letters at the start of a sentence. I sit correctly at a table, holding a pencil correctly. I sit digits 0-9 correctly ***teach the children how to use Martin Harvey lines using patterns but don't start on letter formation.**	Applying phonics: Know when to use phonic knowledge. Read common words. Read words with more than one syllable. Reading for pleasure: Know that there are different kinds of books. Know the difference between a story book and information book. Find the author and illustrator of a book. Know some familiar stories. Recognise familiar story language. Fluency Use picture clues. Identify the characters in a story. To recognise a character's feelings. ➢ Know that stories can have similar characters. Reading for Pleasure – Poetry Know the difference between poetry and narrative. Know that there are different types of poetry Listen to different kinds of poetry Talk about books or poems I read Know that stories and poem can have patterned or recurring literacy language.	Week 1 – 4 Number and Place Value	Gruffalo Role Play Gruffalo small world Construction zone Gross and Fine Motor Skill area Maths, number area Handwriting area
2	**TFW 2 Narrative** **Gruffalo cave** **The Gruffalo – Julia Donaldson** **TFW 1 Narrative**	**Narrative** ***Day1-2*** • Speaking and listening • Reading the narrative • Daily map reading, spellings • Hook for text introduced Guffalo Cave • Focus text introduced • Text to be investigated and key elements focused on • Story map introduced (5 minutes) Children to add simple actions • Oral retelling • Map sent home with children **Day 3-5** • Daily map reading and spellings • Grammar skills linked to the text. • Sentence building work.			

		• Get to know characters – hot seating, interviewing • Reading story map each day • Nouns / verbs .			
3	**TFW 3 Narrative** **Give the children a picture from the book.** **Write up to 3 sentences starting with** **I can see… children to describe what they can see in the picture.**	***Days 6 – 10*** • Investigate key elements needed to write text • present key language needed for writing • Oral retell with own maps Speaking and listening Happy to join in with role play Listen carefully to what others are saying in group talk Retell a well- known story, remembering the main characters. Say a sentence out loud before I write it down. To have spaces between words To use capital letters at the start of a sentence. To use the personal pronoun I I sit digits 0-9 correctly ***teach the children how to use Martin Harvey lines using patterns but don't start on letter formation.**		Week 5 – 8 - Addition and subtraction	
4	**Who's Hiding in the Woods?** **National Trust book.** **Katharine McEwan**	***Days 11 – 13*** • Children to write a section of their text each day • Children can write as whole class **independently** • Editing time at start of each lesson ***Days 14 and 15*** • Children to write up to 5 sentences focusing on handwriting Children perform. Share/video their text			
5	**Non –Fiction TFW 2**	**Factual writing Non Chron** – Non-fiction TFW days 1 – 5 • Introduce focus text including key features of genre • Read through text and introduce map to children, oral retelling and children to add actions. Map sent home with children. • Adjective and noun			

6	**Non –fiction TFW 1** **Produce a fact book about animals in the woods. Children to write simple sentence**	Non-fiction TFW days 6 – 10 • Children to create a section of their fact book each day • Children can work as a whole class but independently • Children write up to 5 sentences focussing on handwriting Children share their fact books via presentation Speaking and listening Prepare to ask relevant questions. Does not stray away from main topic I sit correctly at a table, holding a pencil correctly. I sit digits 0-9 correctly **I leave spaces between words** **I spell unknown words using my phonemes.** **I say a sentence betore I write it down.** ***teach the children how to use Martin Harvey lines using patterns but don't start on letter formation.**			
7	**Reflection week**	Reflection/Assessment week			
8				Reflection/Assessment week	

	Learning Challenge Question	Science WS 1,3,4,5,6	Computing	History – How have houses changed since the	G e o g.	Art	DT	Music	PE /Dance	PSHE (PPA)	RE (PPA)

				Victorian times?							
1	Who is the Gruffalo?	See Materials Unit Overview – Grammarsaurus **What are materials?** Match the names to the materials. I can identify a variety of materials.	SMARTIE POWERPOINT TO BE SHARED IN STORY TIME BEFORE LESSON. **Computing systems and networks** **Technology in our classroom – lesson 1**			**Andy Goldsworthy** – Following Planning and Delivery Process. (4 weeks) **Art Appreciation** Who he is and what sort of art does he create? Give own opinions of pieces of his art work using natural materials.	**To design a purposeful, functional and appealing product.** Can children make a house in construction area?	**Kapow My Favourite Things** **Lesson 1 –** Find the pulse **Lesson 2-** Singing a sound pattern **Lesson 3 –** Using a thinking voice **Lesson 4 –** Reading sound patterns **Lesson 5 –** Practise makes perfect	**Autumn 1 – Games** including. acquiring and developing skills, evaluating and improving and health and fitness. Sports Coach (see long term planning)	**Physical Health and wellbeing. Fun Times** Food that is associated with special times, in different cultures.	
2	Why did the Gruffalo not build his cave from paper?	**How are materials different?** Look at as range of everyday materials and explore them, I can describe the physical properties of a variety of everyday materials.	**SMART rules** Use technology safely and respectfully. **Computing systems and networks** **Using computing technology. Lesson 2**			Choose a piece of Art by AG. **To use a viewfinder** to focus in on one aspect of the piece of Art	**Gruffalo shelter-** Following Planning and Delivery Process. X 4 weeks Using natural products children to make a Gruffalo shelter. How are they made? Can they make it stronger, stiffer and more stable? Cutting, shaping, joining and finishing.				Who is a Christian and What do they believe? I can talk about the fact that Christians believe in God and follow the example of Jesus.
3	What material can we use to fix the Gruffalo's roof?	**What are objects made from?** Material hunt. I can distinguish between an object and the material that it is made from.	**Computing systems and networks** **Developing mouse skills Lesson 3**			**Observational drawing** Using natural resources collected from the environment. Sketches of natural materials. – use pencils to create lines of different thickness.				To learn about active playground games from around the world.	
4	What job does a Builder do?	**How can we sort materials?** Sort the materials into their properties e.g. flexible, hard, transparent etc. Find similarities and differences of different materials.	**Computing systems and networks** **Using a computer keyboard Lesson 4**	**How is the outside of my house different to a Victorian house?** Continuity and change Look at the features of a modern house from the outside v		Using natural resources to **create a collage in the style of Andy Goldworthy**.					I can recognise some Christian symbols and images used to express ideas about God.

				a Victorian house.							
5	How could Gruffalo stay safe on the internet?	**Which material would be best for curtains?** Grammasarus Science - Y1 lesson I can investigate the properties of different materials.	**Computing systems and networks** **Developing keyboard skills Lesson 5**	**How is the inside of my house different to a Victorian house?** Look at different rooms - kitchen, bathroom.		**Evaluate own Art work.**				To learn about sun-safety. Reflection week.	
6	Who had Gruffalo Crumble?	Retrieval week for materials topic. What do we know now that we didn't before? Seasonal Change – What season is it?	**Computing systems and networks** **Using computer responsibly Lesson 6**	**How have household items changed?** Look at artefacts from Victorian houses. Compare to modern day artefacts. How have they changed?			**Gruffalo Crumble –** Design Gruffalo Crumble linked to the rhyming text. What will we need to male Gruffalo crumble? Create mood board.				I can talk about some simple ideas about Christian beliefs about God and Jesus
7	AUTUMN WEEK What colours do we see in Autumn?	Materials Cumulative quiz, complete all together or independently.	Assessment week Children to write about a topic using Paintz app using keyboard, mouse, typing			Autumn art Primary and Secondary colours – which do we need to create our Autumn art? CP Autumn Tree – Seasonal Calendar	**Make Gruffalo Crumble** practising good food hygiene. Evaluate grumble.				
8	Reflection week- What can I now do better than I could do before? What do I now know? What can I now do?	See Key Assessment Criteria Topic Web for subject focus. Evidence in Floor Books.									

		Draw/create Autumn Tree and discuss what we have learnt this half term about this season. Compile knowledge of autumn weather.	

Year 1 Subject Coverage Timetable Autumn 1

LC Question – Should we build our house in the forest?

Primary Subject Focus - Science and Computing Secondary Subject Focus - Art and DT

	am 1	am 2	pm 1	pm 2
Monday			Science	
Tuesday			PHSE/RE	PE
Wednesday			Art	Computing
Thursday			Computing / Music	PE/Outdoor learning
Friday			DT	