Medium Term planning Overview **Year 1 Autumn 2**

LC. How have things changed since your grandparents were born?

<table>
<tr><th></th><th>Quality text/hook</th><th>English (Capital letter, finger spaces, full stop focus)</th><th>Reading</th><th>Maths (WRH)</th><th>CP</th></tr>
<tr><td rowspan="3">1</td><td rowspan="3">Lighthouse Keeper's Lunch

TFW Week 1 Instructions</td><td><u>Day1-2</u>
• Imitation, reading days
• Daily map reading, spellings
• Hook for text introduced Lighthouse/ picnic basket
• Focus text introduced
• Text to be investigated and key elements focused on i.e. suffixes, CEW, inference etc.
• Story map introduced (5 minutes) Children to add simple actions
• Oral retelling
• Map sent home with children

<u>Day 3-5</u>
• Daily map reading and spellings
• Acting out the story
• Get to know characters – hot seating, interviewing
• Grammar activities and sentence building
• Reading story map each day</td><td rowspan="3">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.</td><td>Geometry: Shape

Computing- Grouping and Sorting. Lessons one and 2. See computing plan.

Number: Addition and Subtraction

Number: Place value</td><td rowspan="3">Lighthouse
Picnic basket with food
Seaside
Harbour
Beach</td></tr>
<tr><td>2</td><td>TFW Week 2 Instructions</td><td><u>Days 6 – 10</u>
• Daily map reading and spellings
• Investigate key elements needed to write text
• Short burst write- set of instructions
• present key language needed for writing
• Complete short burst of writing, short paragraph children may use in their writing
• Box it up planner – allow childrenn to change story
Oral retell with own maps.</td></tr>
<tr><td>3</td><td>TFW Week 3 Instructions</td><td><u>Days 11 – 13</u>
• Children to write a section of their text each day
• Children can write as whole class independently
• Editing time at start of each lesson
<u>Days 14 and 15</u>
• Children to write up to 3 sentences focusing on handwriting
Children perform. Share/video their text</td></tr>
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		Speaking and listening Speak clearly and confidently in front of others. Prepare to use new words Hold attention when collaborating with others. Listen carefully to what others say. **I sit correctly at a table holding a pencil** **I spell unknown words using phonemes.** **I say a sentence out loud before I write it down.** **I leave spaces between words.** **I use a capital letter at the start of a sentence.** I sit digits 0-9 correctly ***teach the children how to use Martin Harvey lines using patterns but don't start on letter formation.**			
4	**Non-fiction** **Life in the 1960s** **Pitkin Guides** **TFW Week 1**	**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.			
5	**TFW week 2** **Non-fiction** **Children to write a non fiction fact book writing simple facts about the events that occurred in 1959.**	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 focusing on handwriting Children share their fact books via presentation Speaking and Listening Prepare to use new words Speak clearly and confidently in front of others. **I sit correctly at a table holding a pencil** **I spell unknown words using phonemes.** **I say a sentence out loud before I write it down.** **I leave spaces between words.** **I use a capital letter at the start of a sentence.** I sit digits 0-9 correctly ***teach the children how to use Martin Harvey lines using patterns but don't start on letter formation.**			

6	**Poetry** **DA TO CHOOSE A DIFFERENT POEM LINKED TO CHRISTMAS**	**Poetry** • Look at key features of the repetitive counting poem • Speaking and listening to poems. • Model poem sharing ideas Write own repetitive counting poem verbs, adjectives, nouns. Children to edit/amend poem Children to video/present/share poem			
6	Reflection Week	**Descriptive sentences**. Speaking and listening. Spelling using phonics.		Reflection and assessment	

	LC Question	Science	Computing	History	Geography	RE	PE	PSHE	Art	DT	Music
1	**How have things changed since my Grandparents were born? How have things changed since I was born?**	**Seasonal Change/climate change** Why is it getter darker each day?	Creating Media **How can we paint using computers? Lesson 1**	**How has technology changed since my grandparents were born?** Now and then timeline. Key vocabulary: before, after, past, present and now.		**Who is a Christian and what do they believe?** I can retell a story that shows what Christians might think about God.	Autumn 2 – Gymnastics including. acquiring and developing skills, evaluating and improving and health and fitness.	Keeping Safe and Managing risk. Keeping Safe To keep safe in familiar situations.	**Art Appreciation** **L.S. Lowry** intro. Watch video of Lowry and his famous paintings – Look at 4 pieces of art and have an opinion.	**To make a jam sandwich** for Mr Grinling using knife skills. Food hygiene. Follow the	**Kapow-Fairytales** ***Lesson 1 –*** character voices **Lesson 2 –** starting with instruments **Lesson 3 –** Sound patterns

				Use photographs/artefacts to compare items.			Sports Coach (see long term planning)			design process. What will we need? Create a Mood Board.	**Lesson 4 –** responding to music **Lesson 5 -** Fairytale performance
2	**Who is David Attenborough and why is he important?**	What is climate change? How is this affecting the green sea turtles?	Creating Media **Using lines and shapes Lesson 2**	**Why is David Attenborough important?** Life of David Attenborough/accomplishments. Significance of him. Comparing the world now to what it used to be when he/grandparents were born.	To name the **four countries in the UK** and locate them, **capital cities and surrounding oceans.**				**To use viewfinder** to zoom into a one piece of art		
3	**What do we know about our planet that our Grandparents didn't?**	Who is Greta Thunberg?	Creating Media **Making careful choices Lesson 3**		Locate Stalyhill School on a local map of Stalybridge. Look at aerial photographs and simple maps. Tell someone my address	I can talk about issues good and bad, right and wrong, arising from the stories.		To learn about personal safety.	To add **background/ landscape** using paint/charcoal (factories and chimneys) To sketch matchstick men and add colour. Practise using Lowry techniques	Make a Christmas card with a moving part. Focus on three types of moving parts by dissecting prototypes.	
4	**How have cars, buses, trains and bicycles changed since our grandparents were little?**		**Creating media** **Why did I choose that? Lesson 4**	**Why is there a monument of LS Lowry in Mottram?** Research the monument using the internet.	To look at physical and human features of Stalybridge. Say what we like about Stalybridge.				To sketch **matchstick men a**nd add colour. Practise using Lowry techniques	Create a mood board. Plan, design, make and evaluate Follow the design process.	
5	**How would our grandparents have communicated with others?** **How do we communicate with others today?**		**Creating media** Painting all by myself	**How did my grandparents communicate?** Look at changes in communication. Order on a timeline.		I can ask some questions about believing in God and offer some ideas of my own.		To learn about people who help me outside of the home.	Landscapes and cityscapes To **evaluate** their own piece of art work.		

				Look at photographs- compare old and new methods.							
6	**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.**	Reflect on children's learning	Reflect on children's learning	Reflect on children's learning.					

Year 1 Subject Coverage Timetable Autumn 2

LC Question – How have things changed since your grandparents were born?

Primary Subject Focus - History Secondary Subject Focus - Art, DT and Geography

	am 1	am 2	pm 1	pm 2
Monday	PE		History	
Tuesday	History/English		PSHE/RE	PE
Wednesday			Art	
Thursday			Geography/Science	Music
Friday			DT	