ave Learning, Love Life		nary and Nurse	•	Year Group: 1			Topic Title:	
	<u>Medi</u>	um Term Over	<u>view</u>	Term: Autumn 1 Week Beg: 2/9/2	.025			e find in our school?
33 Allimb							<u>Journe</u>	eys near and far
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Enrichment			Local area			Local Church		
			walk			walk		
Speech &	Ownership							
Language opportunities								
Maths	Number: Place Value within 10.	Number: Place Value within 10.	Number: Place Value within 10.	Number: Place Value within 10.	Number: Place Value within 10.	Number: Addition and Subtraction within 10	Number: Addition and Subtraction within 10	Number: Addition and Subtraction within 10 Number bonds to 10
	Sort objects	Represent	1 more	Compare	Compare			Addition – add
	Count objects	objects	Count	groups by	numbers	Introduce	Fact families –	together
	Count objects	Represent	backwards	matching	Order objects	parts and	addition facts	Addition – add more
	from a larger	nmbers	within 10		and numbers	wholes	Number bonds	
	group	Count on	1 less	Fewer, more,	The number	Part-whole	within 10	
		from any		same	line	model	Systematic	
		number		Less than,		Write number	numbers	
				greater than,		sentences	bonds within	
				equal to			10	
Literacy	Lost and Found	-						
	_			ry based on the str				
	· ·	_	ne: To write an	adventure story ba	sed on the struct	cure of 'Lost and F	ound' with two ne	ew characters and
	details about th	•						
	·		orally before w	riting it				
	 Combir 	ne words to ma	ake sentences					
	Use cap	oital letters for	names of peop	ole and the persona	al pronoun 'l'			
	• Leave s	paces betwee	n words					
	 Begin t 	o use capital le	etters and full s	tops				

	Discuss word	Begin to	Compose a	Introduce	Leave finger	Use a capital	Listen and	Discuss what they
	meanings,	leave	sentence	capital letter	spaces	letter for the	respond Retell	have written with the
	linking new	finger	orally before	for names of	between	pronoun 'I'	stories and	teacher or other
	meaning to	spaces	writing it	people. Spell	words	Spell some	consider their	pupils
	those already	between	Combine	some words	Combine	words	particular	Re-read what they
	known Make	words	words to	containing	words to	containing	characteristics	have written to check
	inferences on	Compose a	make	phonemes	make	phonemes	Sequence	that it makes sense
	the basis of	sentence	sentences	already taught	sentences	already taught	sentences to	Read aloud their
	what is being	orally	Spell some	ancady taught	Begin to	Spell some	form short	writing clearly enough
	said and done	before	common		punctuate	common	narratives	to be heard by their
	Predict what	writing it	exception		sentences	exception	Compose a	peers and the teacher
	might happen	Introduce	words		using a capital	words	sentence	peers and the teacher
	on the basis	capital	Words		letter and a	Words	orally before	
	of what has	letters and			full stop		writing it	
	been learned	full stops			Tuli stop		Willing it	
	so far Discuss	to						
	title	demarcate						
	titic	sentences						
Science	Who am I?	Who am I?	Who am I?	Who am I?	Who am I?	Who am I?	Who am I?	Who am I?
30101100	Identify,	Identify,	Say which	Say which part	Say which	Say which part	Say which	Seasonal Change –
	name, draw	name,	part of the	of the body is	part of the	of the body is	parts of the	Sept activity –
	and label the	draw and	body is	associated with	body is	associated	body is	Link to senses.
	basic parts of	label the	associated	each sense.	associated	with each	associated	Seasonal walk – what
	the human	basic parts	with each	Sight – observe	with each	sense.	with each	can we
	body. Observe	of the	sense.	eyes – eye	sense.	Describe and	sense	hear/smell/see/touch?
	closely, using	human	Identify and	colour	Describe and	compare the	3333	Page 81
	simple	body.	name a	pictogram.	compare the	structure of a		1 486 01
	equipment.	Observe	variety of	Blindfold	structure of a	variety of	Recap quiz	
	1 – children in	closely,	common	children and	variety of	common		
	groups to	using	garden	give them an	common	animals.		
	draw around	simple	plants.	object to feel	animals.	Identify and		
	body and put	equipment	Senses –	and guess.	Identify and	name a		
	the body		which body	S	name a	variety of		

	parts in the right place.	4 – write body parts.	part is linked to which sense?	TOUCH 1 – using my hands – describe how things feel without seeing them.	variety of everyday materials, including wood, plastic, glass, metal, water and rock. SMELL 4 – smelly herbs. Children to smell different items and discuss if they like/can guess what they are.	everyday materials, including wood, plastic, glass, metal, water and rock. 2 – Where is the sound? Teddy bear challenge 3 – match the sound – find partner with same sound as you.		
	Seasonal change observ	/, name, draw <u>se</u> e and describe		ated with the seas	•		ne body is associat	eed with each sense.
Computing Teach Computing	Technology around us To identify	Using technology To identify	Developing mouse skills To use a	Using a computer keyboard	Developing keyboard skills	Using a computer responsibly	Internet safety Smartie the penguin – lesson 1	Internet safety Smartie the penguin – lesson 2
	technology	a computer and its main parts	mouse in different ways	To use a keyboard to type on a computer	To use the keyboard to edit text	To create rules for using technology responsibly		

		·	•	e, organise, store, i	•	etrieve digital cor	ntent	
	• use tec	hnology safely	and respectfull		ıl information pri		ere to go for help	and support when they
History	NA	NA	NA	NA	NA	NA	NA	NA
Geography Adapted from Naughty Bus plan- Chris Trevor	What does the Naughty Bus look like from different views? Read the start of 'The Naughty Bus' by Jan and Jerry Oke. Use the model Naughty Buses (1 bus per table). Children draw their bus from different views – top, side, etc. Children discuss and compare what their bus	What is an aerial view? What is a map? What is a plan view? How do things look different from above? What buildings would you see? Labelling an aerial view of the school.	What is a route? Children walk and draw routes on simple maps. Make routes around school and use directions. Introduce left, right, forwards, backwards.	Local area walk Checklist of things we see on our journey. Discuss human/physical features.	How do things look different from above? What buildings and areas of the school do you know? Use NLS map to find aerial views.	What kind of transport would we see in our local area? What kind of area do we live in? How do you travel to school? What are the key modes of transport we will find in the area around our school? Why do people use buses? What symbols can you see on the tally chart? What do you think they	How can we show local features on a map? What is a plan? What buildings and areas of the school do you know? What is a symbol? What is a key? Children look at maps and satellite views of the school grounds. Use NLS Maps and zoom right in. Children this to make their own map of the school building and grounds. Print	How can we find out how our school has changed? What does similarities mean? What does differences mean? Does anyone know what was on this site before the school was built? Show NLS maps (change the dates on the left hand side of the side by side view). Print off so children can annotate maps/photos. Discussed what has changed over time. Children record similarities, differences and changes over time, including human and physical features.

looks likes		represent?	a copy of the
from different		Why do we	screen to help
		sometimes	them and
views.		use symbols	some children
		instead of	can annotate
		words?	the print
		The Naughty	screen
		Bus is from	version.
		London –	Children add
		where many	basic map
		buildings are	symbols in a
		tall, and	key.
		streets are	
		busy.	
		Consider	
		roads in our	
		locality -	
		children go	
		outside and	
		watch the	
		traffic/ other	
		methods of	
		travel. They	
		record on	
		their tally	
		chart the	
		number of	
		vehicles they	
		see (traffic	
		flow survey).	
Human and ph	hysical geography	, , ,	· ·

• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation

to the Equator and the North and South Poles

	use sim locationuse sim physicause aer	ple compass on of features a ple fieldwork I features of it ial photograph	directions and lo nd routes on a r and observation as surrounding e	map nal skills to study th nvironment pectives to recogr	tional language [f	or example, near	and far; left and r	right], to describe the key human and es; devise a simple map;
Art	Self-portraits for red book.	Lesson 1 – Exploring line To know how to create different types of lines.	Lesson 2 – Making waves To explore line and mark making to draw water.	Lesson 3 – Experimenting with media To draw with different media.	Lesson 3 – Experimenting with media To draw with different media.	Lesson 4 – Mark making To develop an understanding of mark making.	Lesson 5 – Drawing from observation To apply an understanding of drawing materials and mark making to draw from observation.	Lesson 5 — Drawing from observation To apply an understanding of drawing materials and mark making to draw from observation.
DT	NA							
RE	How am I special? Why do Christians believe that people are special?	What does it mean to belong? Symbols of Christianity	What different religions are there in the world? Which of the symbols are associated with Christianity?	What symbols can I see in a baby's baptism?	How was Jesus baptised?	Trip to church	Why do adults choose to be baptised?	What is special about belonging?

PE – Feet 1	The focus of	The focus	The focus of	The focus of	The focus of	The focus of	The focus of	The focus of learning
	learning is to	of learning	learning is to	learning is to	learning is to	learning is to	learning is to	is to develop pupils
	_	is to	apply	consolidate	consolidate	explore	explore kicking	kicking (passing)
	recap the	develop	dribbling	pupils	pupils	kicking	(passing) a	technique applying
	different ways	using our	with our feet	understanding	understanding	(passing) a	ball.	this into a game to
	of using our	feet to	into games.	of where to	of where to	ball.		score points.
	feet to move	move with		dribble and	dribble and		Pupils will	
	with a ball.	a ball.	Pupils will	why.	why.	Pupils will	work with a	Pupils will develop
			apply their	,	,	work with a	partner and	their understanding of
	Pupils will	Pupils will	dribbling	Pupils will	Pupils will	partner and	begin to	why we need to be
	develop their	develop	technique,	develop their	develop their	begin to	understand	accurate when kicking
		using the	keeping the	dribbling	dribbling	understand	how to kick a	(passing) a ball.
	understanding	inside and	ball away	technique	technique	how to kick a	ball towards a	5,
	of the	outside of	from their	keeping the ball	keeping the	ball towards a	target.	Pupils will be able to
	meaning of	their feet	opponents.	away from their	ball away	target.		collaborate and work
	the word,	to dribble		opponents and	from their		Pupils will	together in a team.
	'control,' and	the ball.		begin to	opponents	Pupils will	begin to	
	why it is			understand the	and begin to	begin to	understand	
	important to			consequences	understand	understand	why we need	
				of what	the	why we need	to be accurate	
	keep the ball			happens if they	consequences	to be accurate	when kicking	
	close to them.			do not dribble	of what	when kicking	(passing) a	
				into space,	happens if	(passing) a	ball.	
				keeping the ball	they do not	ball.		
				close to them.	dribble into			
					space,			
					keeping the			
					ball close to			
					them.			
PE – Hands 1	Recap prior	The focus	The focus of	The focus of	The focus of	The focus of	The focus of	The focus of learning
	learning from	of learning	learning is to	learning is to	learning is to	learning is to	learning is to	is for pupils to use
	EYFS, what do	is to	explore and	develop	explore	develop	develop	their prior knowledge
		explore	develop	different ways	different ways	different ways	different ways	to combine their

	pupils remember? The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender. Pupils will explore different ways of sending (passing) the	and develop different ways of sending a ball (passing) using our hands. Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a	different ways of sending a ball (passing) using our hands. Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.	of sending a ball using our hands. Pupils will continue to develop their understanding of why we aim when sending a ball. Pupils will learn why we need to send a ball using different force and speeds.	of stopping a ball with our hands.	of stopping a ball with our hands, preventing pupils from passing the ball. Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.	of stopping a ball with our hands, preventing pupils from passing the ball. Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.	sending and receiving skills to keep possession of the ball.
	(passing) the ball to their partner.	when sending a ball.						
	ordinati	ion, and begin	to apply these	inning, jumping, th in a range of activit g simple tactics for	ties		veloping balance,	agility and co-
Music Kapow	Pulse and rhythm: My favourite things	Pulse and	Pulse and rhythm:	Pulse and rhythm: Happy	Pulse and rhythm: Happy	Pulse and	Pulse and	Review and assess.

То	use my voice	You've	dance,	To listen to and	To listen to	rhythm:	rhythm:	I
and	d hands to	got a	dance	repeat short	and	Practice	Practice	I
ma	ake music.	friend	To play	rhythmic	repeat short	makes	makes	I
		To clap	simple	patterns.	rhythmic	perfect	perfect	I
		and play	rhythms on		patterns.	То	To understand	I
		in time to	an			understand	the	I
		the	instrument.			the	difference	I
		music.				difference	between	I
						between	pulse and	I
						pulse and	rhythm.	I
						rhythm.		
	use their vo	oices express	sively and crea	tively by singing so	ngs and speaking	chants and rhym	nes	

- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

P4C	DREAM TEAM	FAMILY	FAMILY	GLOBAL	GLOBAL	COMMUNITY	CHANGES	CHANGES
	School Rules	Belonging	Belonging	WARMING	WARMING	Society	Ageing	Ageing
	Behaviour	Support	Support	Recycling	Recycling	Caring	Responsibility	Responsibility
	Right and Wrong	Caring	Caring	Sustainability	Sustainability	Responsibility	Progress	Progress
	Respect	Who is in	Who is in	Nature	Nature	Ageing	Nature	Nature
	Teamwork	your family?	your family? Are	Responsibility Disaster	Responsibility Disaster	Charity	Is change a good thing?	Is change a good thing?
		Are some families	families					
		different?	different?					

Why should we	Continued	Who recycles?	Who recycles?	How do	
be kind to each		Why do we	Why do we	people help	
other?		recycle?	recycle?	each other?	
			Continued		