|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LKS2 Medium Term Plan – Autumn Term 1 *‘Celebrations’* | | | | | | | |
|  | Maths | English | Challenge | Community | Individuality | Creativity | Core Words |
| 1 | Number & Place Value:  L.O: To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  Lane 1: I can count up to 3 objects / I can recognise numerals 1-3  Lane 2: I can recognise numerals 1-5 / I can recognise numerals 1-5 consistently.  Lane 3: I count objects to 10 and beginning to count beyond 10. | Fiction: You can’t taste a pickle with your ear  Non-Fiction: Craft books  Reading L.O:  Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.  Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.  Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.  Writing L.O:  Lane 1-2: I can explore and make marks using different tools and materials.  Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.  Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science  5 senses and parts of the body  L.O: I know which parts of my body are linked to my senses  Lane 1: I can use my senses to explore objects, materials, and living things. /I can use single words, signs, pictures, or symbols to name  Lane 2: I can explore objects independently, finding and communicating simply what I notice  Lane 3: I can label a simple diagram e.g. put pictures of body parts on a silhouette or match symbols to pictures | Geography  Where are we?  L.O: I can name, locate and identify characteristics of 4 countries…of UK.  Lane 1: Identify how to get to toilet from class/ Name a place I know e.g. home, school, swimming pool.  Lane 2: Name some common buildings  Lane 3: Comment on different types of buildings and their use e.g. shop. | PE:  Fundamental Movement Patterns:  LO: To explore walking and running with control and spatial awareness.  LO: I can move and balance with agility and coordination.  LO: To maintain simple static and dynamic balance with support  Lane 2: Pupils can link two actions in a sequence eg climbing and jumping, crawling and walking  Lane 3: Begin to develop jumping skills  Lane 4: Move in an increasing number of ways showing awareness of movement and direction.  PSHCE:  LO: I know some of the things that make me feel happy and unhappy.  Lane 4-5: To understand how to identify emotions by how they may present physically. | Music  Introduction to waltz: Waltz of the flowers by Tchaiskovsky.  L.O: I have listened to different types of music, including music from different cultures and can say whether I  like or don’t like a piece of music.  Lane 1: I can listen to a piece of music and offer a simple thought about it e.g. I like/don't like this (may use symbols, signs or words)  Lane 2: I can begin to move expressively to a piece of music, demonstrating how it makes me feel.  Lane 3: I can describe a piece of music in simple terms using phrases or statements combing a small number of words, signs, symbols or gestures. | More |
| 2 | Number & Place Value:  L.O: To count to and across 100, forwards and backwards, beginning  Lane 1: I can count up to 3 objects / I can recognise numerals 1-3  Lane 2: I can recognise numerals 1-5 / I can recognise numerals 1-5 consistently.  Lane 3: I count objects to 10 and beginning to count beyond 10. | Fiction: You can’t taste a pickle with your ear  Non-Fiction: Craft books  Reading L.O:  Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.  Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.  Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.  Writing L.O:  Lane 1-2: I can explore and make marks using different tools and materials.  Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.  Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science  5 senses and parts of the body  L.O: I know which parts of my body are linked to my senses  Lane 1: I can use my senses to explore objects, materials, and living things. /I can use single words, signs, pictures, or symbols to name  Lane 2: I can explore objects independently, finding and communicating simply what I notice  Lane 3: I can label a simple diagram e.g. put pictures of body parts on a silhouette or match symbols to pictures | Geography  Where are we?  L.O: I can name, locate and identify characteristics of 4 countries…of UK.  Lane 1: Identify how to get to toilet from class/ Name a place I know e.g. home, school, swimming pool.  Lane 2: Name some common buildings  Lane 3: Comment on different types of buildings and their use e.g. shop. | PE:  Fundamental Movement Patterns:  LO: To explore walking and running with control and spatial awareness.  LO: I can move and balance with agility and coordination.  LO: To maintain simple static and dynamic balance with support  Lane 2: Pupils can link two actions in a sequence eg climbing and jumping, crawling and walking  Lane 3: Begin to develop jumping skills  Lane 4: Move in an increasing number of ways showing awareness of movement and direction.  PSHCE:  MHM: Meet Your Brain | Music  Exploring the waltz rhythm, Low-high-high.  L.O: I can stand up in front of a group.  Lane 1: I can intentionally make sounds with simple instruments without support e.g. banging, tapping, shaking.  Lane 2: I can copy simple rhythms and musical patterns or phrases with minimal support  Lane 3: I can play a simple pattern or sequence without support. | More |
| 3 | Number & Place Value:  L.O: To count to and across 100, forwards and backwards, beginning  Lane 1: I can count up to 5 objects / I can recognise numerals 1-5 with some inconsistencies  Lane 2: I can say numbers in order from 1 to 10.  Lane 3: I count an irregular arrangement of up to ten objects. | Fiction: It was a Cold, Dark Night  Non-Fiction: Craft books  Reading L.O:  Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.  Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.  Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.  Writing L.O:  Lane 1-2: I can explore and make marks using different tools and materials.  Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.  Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science/ DT  5 senses and parts of the body. Sight  L.O: Design purposeful, functional, appealing products for themselves and other users  based on design criteria  Science:  Lane 1: I can use my senses to explore textures in my immediate environment, including rocks. /I can communicate preferences about the different textures I explore  Lane 2: I can begin to identify/name single properties of different materials from a small number of options  Lane 3: I can experiment mixing materials in water e.g. pebbles/small rocks, sand, coffee and with support use sieves, colanders, and filters to strain the mixtures  DT:  Lane 1: Demonstrate a preference for products, materials and ingredients  Lane 2: Begin to offer responses to making activities, for example suggesting the colour or shape of a product.  Lane 3: Begin to communicate preferences in their designing and making, for example adding selected felt shapes to a fabric. | History  Jeans for Genes  LO: I have learnt about events beyond living memory that are significant nationally…or events commemorated through festivals or anniversaries.  Lane 1: Demonstrates some understanding of temporal language e.g. now and next, morning and afternoon/ Relates present activities and past experiences e.g. rereading a story.  Lane 2: Communicate using temporal language e.g. I go out to play later/ Talk simply how one day can be different from another e.g. at home or in school.  Lane 3: Sequence 2 pictures of daily events | PE:  Fundamental Movement Patterns:  LO: To explore walking and running with control and spatial awareness.  LO: I can move and balance with agility and coordination.  LO: To maintain simple static and dynamic balance with support  Lane 2: Pupils can link two actions in a sequence eg climbing and jumping, crawling and walking  Lane 3: Begin to develop jumping skills  Lane 4: Move in an increasing number of ways showing awareness of movement and direction.  PSHCE:  LO: I know that other people like and dislike different things from me.  Lane 4-5: To understand that people may feel differently about different situations. | Music  Exploring the waltz rhythm, Low-high-high.  L.O: I can stand up in front of a group.  Lane 1: I can intentionally make sounds with simple instruments without support e.g. banging, tapping, shaking.  Lane 2: I can copy simple rhythms and musical patterns or phrases with minimal support  Lane 3: I can play a simple pattern or sequence without support. | Finished |
| 4 | Number & Place Value:  L.O: To count to and across 100, forwards and backwards, beginning  Lane 1: I can count up to 5 objects / I can recognise numerals 1-5 with some inconsistencies  Lane 2: I can say numbers in order from 1 to 10.  Lane 3: I count an irregular arrangement of up to ten objects. | Fiction: It was a Cold, Dark Night  Non-Fiction: Letters  Reading L.O:  Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.  Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.  Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.  Writing L.O:  Lane 1-2: I can explore and make marks using different tools and materials.  Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.  Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science/ DT  5 senses and parts of the body. Touch  L.O: Design purposeful, functional, appealing products for themselves and other users  based on design criteria  Science:  Lane 1: I can use my senses to explore textures in my immediate environment, including rocks. /I can communicate preferences about the different textures I explore  Lane 2: I can begin to identify/name single properties of different materials from a small number of options e.g. hard/soft, rough/smooth  Lane 3: I can select/identify an item with one given characteristic  DT:  Lane 1: Demonstrate a preference for products, materials and ingredients  Lane 2: Begin to offer responses to making activities, for example suggesting the colour or shape of a product.  Lane 3: Begin to communicate preferences in their designing and making, for example adding selected felt shapes to a fabric. | History  European day of language  LO: I have learnt about events beyond living memory that are significant nationally…or events commemorated through festivals or anniversaries.  Lane 1: Demonstrates some understanding of temporal language e.g. now and next, morning and afternoon/ Relates present activities and past experiences e.g. rereading a story.  Lane 2: Communicate using temporal language e.g. I go out to play later/ Talk simply how one day can be different from another e.g. at home or in school.  Lane 3: Sequence 2 pictures of daily events | PE:  Fundamental Movement Patterns:  LO: To explore walking and running with control and spatial awareness.  LO: I can move and balance with agility and coordination.  LO: To maintain simple static and dynamic balance with support  Lane 2: Pupils can link two actions in a sequence eg climbing and jumping, crawling and walking  Lane 3: Begin to develop jumping skills  Lane 4: Move in an increasing number of ways showing awareness of movement and direction.  PSHCE:  MHM: Meet Your Brain | Music  Performing our own waltz dance as a class.  L.O: I have shown some control, expression and rhythm through dance.  Lane 1: I can listen to a piece of music and offer a simple thought about it e.g. I like/don't like this (may use symbols, signs or words)  Lane 2: I can begin to move expressively to a piece of music, demonstrating how it makes me feel.  Lane 3: I can describe a piece of music in simple terms using phrases or statements combing a small number of words, signs, symbols or gestures. | Help |
| 5 | Number & Place Value:  L.O: Identify and represent numbers using objects and pictorial representations.  Lane 1: I can say some number names in order.  Lane 2: I know that I can count claps and jumps as well as things like apples and buses and dinosaurs.  Lane 3: I can estimate how many objects they can see and check by counting them. | Fiction: The little red hen  Non-Fiction: Letters  Reading L.O:  Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.  Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.  Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.  Writing L.O:  Lane 1-2: I can explore and make marks using different tools and materials.  Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.  Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science/ DT  Harvest festival:  5 senses and parts of the body. Taste  L.O: Design purposeful, functional, appealing products for themselves and other users  based on design criteria  Science:  Lane 1: I can use my senses to explore textures in my immediate environment, including rocks. /I can communicate preferences about the different textures I explore  Lane 2: I can begin to identify/name single properties of different materials from a small number of options  Lane 3: I can experiment mixing materials in water e.g. pebbles/small rocks, sand, coffee and with support use sieves, colanders, and filters to strain the mixtures  DT:  Lane 1: Demonstrate a preference for products, materials and ingredients  Lane 2: Begin to offer responses to making activities, for example suggesting the colour or shape of a product.  Lane 3: Begin to communicate preferences in their designing and making, for example adding selected felt shapes to a fabric. | RE  Harvest Festival  LO: How do Christians show they are thankful for what they have? (Harvest)  Lane 1: I can respond to appropriately to question about a religious event or experience / I can respond to new religious experiences involving — music, colour, food, drama, light or tactile objects.  Lane 2: I can make my own contribution to celebrations and festivals.  Lane 3: I am finding out about religion through stories, music or drama and answer simple questions about it. | PE:  Invasion games:  LO: To apply specific skills to an invasion game.  LO: To move with the ball in a game.  LO: To use throwing and catching to pass and receive the ball in a game.  Lane 2: They throw and kick a ball, but lack direction  Lane 3: Send/kick a ball to a classmate or member of staff / Attempt to catch/receive a ball.  Lane 4: Throw/kick ball to person or target with direction)  They listen to instructions, stop, and start with some accuracy / Receive/catch a beanbag/large ball consistently  PSHCE:  LO: I know that my own actions and behaviour can affect how I feel e.g anger and supporting ways to manage it  Lane 4-5: To learn simple strategies to manage feelings such as anger. | Art  Harvest Festival, discovering Giuseppe Arcimboldo.  L.O: Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Lane 1: I can use glue to join materials together / I can snip with scissors.  Lane 2: I can select the appropriate tool for the task from a choice of 2 / I can cut with scissors when someone holds the paper  Lane 3: I can make my own choices and selections / I can use tools such as scissors, staplers, clay tools, split pins and shape cutters | Want |
| 6 | Number & Place Value:  L.O: Identify and represent numbers using objects and pictorial representations.  Lane 1: I can give you the right number of objects from a collection when you say "please give me one", "please give me two".  Lane 2: I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate.  Lane 3: I can count the number of things on a page in a book or on a birthday card | Fiction: The little red hen  Non-Fiction: Letters  Reading L.O:  Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.  Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.  Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.  Writing L.O:  Lane 1-2: I can explore and make marks using different tools and materials.  Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.  Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science/ DT  5 senses and parts of the body. Smell  L.O: Design purposeful, functional, appealing products for themselves and other users  based on design criteria  Science:  Lane 1: I can use my senses to explore textures in my immediate environment, including rocks. /I can communicate preferences about the different textures I explore  Lane 2: I can begin to identify/name single properties of different materials from a small number of options.  Lane 3: I can experiment mixing materials in water e.g. pebbles/small rocks, sand, coffee and with support use sieves, colanders, and filters to strain the mixtures  DT:  Lane 1: Demonstrate a preference for products, materials and ingredients  Lane 2: Begin to offer responses to making activities, for example suggesting the colour or shape of a product.  Lane 3: Begin to communicate preferences in their designing and making, for example adding selected felt shapes to a fabric. | History  Harvest Festival (Sequencing Making Bread)  LO: How do Christians show they are thankful for what they have? (Harvest)  Lane 1: Demonstrates some understanding of temporal language e.g. now and next, morning and afternoon/ Relates present activities and past experiences e.g. rereading a story.  Lane 2: Communicate using temporal language e.g. I go out to play later/ Talk simply how one day can be different from another e.g. at home or in school.  Lane 3: Sequence 2 pictures of daily events | PE:  Invasion games:  LO: To apply specific skills to an invasion game.  LO: To move with the ball in a game.  LO: To use throwing and catching to pass and receive the ball in a game.  Lane 2: They throw and kick a ball, but lack direction  Lane 3: Send/kick a ball to a classmate or member of staff / Attempt to catch/receive a ball.  Lane 4: Throw/kick ball to person or target with direction)  They listen to instructions, stop, and start with some accuracy / Receive/catch a beanbag/large ball consistently  PSHCE:  MHM: Meet Your Brain | Art  Harvest Festival, discovering Giuseppe Arcimboldo.  L.O: Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Lane 1: I can use glue to join materials together / I can snip with scissors.  Lane 2: I can select the appropriate tool for the task from a choice of 2 / I can cut with scissors when someone holds the paper  Lane 3: I can make my own choices and selections / I can use tools such as scissors, staplers, clay tools, split pins and shape cutters | Like |
| 7 | Number & Place Value:  L.O: Identify and represent numbers using objects and pictorial representations.  Lane 1: I can give you the right number of objects from a collection when you say "please give me one", "please give me two".  Lane 2: I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate.  Lane 3: I can count the number of things on a page in a book or on a birthday card | Fiction: We’re going on a pumpkin hunt  Non-Fiction: Craft books  Reading L.O:  Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.  Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.  Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.  Writing L.O:  Lane 1-2: I can explore and make marks using different tools and materials.  Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.  Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Science/ DT  5 senses and parts of the body. Sound  L.O: Design purposeful, functional, appealing products for themselves and other users  based on design criteria  Science:  Lane 1:I can show curiosity about different sounds I hear  Lane 2: I can make sound on a familiar instrument / I can imitate sounds e.g. in action rhymes  Lane 3: I can point to my ear on request  DT:  Lane 1: Demonstrate a preference for products, materials and ingredients  Lane 2: Begin to offer responses to making activities, for example suggesting the colour or shape of a product.  Lane 3: Begin to communicate preferences in their designing and making, for example adding selected felt shapes to a fabric. | RE  Diwali  LO: How and why do Hindus celebrate Diwali?  Lane 1: I can respond to appropriately to question about a religious event or experience / I can respond to new religious experiences involving — music, colour, food, drama, light or tactile objects.  Lane 2: I can make my own contribution to celebrations and festivals.  Lane 3: I am finding out about religion through stories, music or drama and answer simple questions about it. | PE:  Invasion games:  LO: To apply specific skills to an invasion game.  LO: To move with the ball in a game.  LO: To use throwing and catching to pass and receive the ball in a game.  Lane 2: They throw and kick a ball, but lack direction  Lane 3: Send/kick a ball to a classmate or member of staff / Attempt to catch/receive a ball.  Lane 4: Throw/kick ball to person or target with direction)  They listen to instructions, stop, and start with some accuracy / Receive/catch a beanbag/large ball consistently  PSHCE:  LO: I know why it is important to wash my hands after going to the toilet and before touching or eating food. I know that brushing my teeth is important for keeping them healthy.  Lane 4-5: To describe ways to clean ourselves as well as understand how germs can spread. | Art  Exploring the artist Lynn Flavvel.  L.O: To improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials.  Lane 1: I can use one colour of paint or ink on a block  Lane 2: I can copy a simple pattern with guidance  Lane 3: I can make repeating patterns, random or organised, with range of blocks | Not |
| 8 | Number & Place Value:  L.O: To explore and use marks, drawings and pictures to represent numbers and quantities  Lane 1: I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.  Lane 2: I am interested in making marks and calling them numbers.  Lane 3: I can use marks and pictures to show you my counting. | Fiction: We’re going on a pumpkin hunt  Non-Fiction: Craft books  Reading L.O:  Lane 1-2: I can explore and show interest in books, rhymes, and print in my environment.  Lane 2-3: I can listen to and join in with familiar stories, showing understanding through actions and talk.  Lane 3-4: I can use my knowledge of sounds and letters to read simple words and sentences with understanding.  Writing L.O:  Lane 1-2: I can explore and make marks using different tools and materials.  Lane 2-3: I can use a writing tool with increasing control to form shapes, letters, and give meaning to marks.  Lane 3-4: I can use recognisable letters and words to communicate meaning through writing. | Computing  Creating labels for our sense items and body parts.  L.O: I can create simple documents on a computer using Word/InPrint  Lane 1: Touches a specific image on a screen  Lane 2: Clicks icon to start familiar apps  Lane 3: Uses single click of mouse to make a selection. / Finds letters on a QWERTY keyboard. | RE  Diwali  LO: How and why do Hindus celebrate Diwali?  Lane 1: I can respond to appropriately to question about a religious event or experience / I can respond to new religious experiences involving — music, colour, food, drama, light or tactile objects.  Lane 2: I can make my own contribution to celebrations and festivals.  Lane 3: I am finding out about religion through stories, music or drama and answer simple questions about it. | PE:  Invasion games:  LO: To apply specific skills to an invasion game.  LO: To move with the ball in a game.  LO: To use throwing and catching to pass and receive the ball in a game.  Lane 2: They throw and kick a ball, but lack direction  Lane 3: Send/kick a ball to a classmate or member of staff / Attempt to catch/receive a ball.  Lane 4: Throw/kick ball to person or target with direction)  They listen to instructions, stop, and start with some accuracy / Receive/catch a beanbag/large ball consistently  PSHCE:  MHM: Meet Your Brain | Art  Exploring the artist Lynn Flavvel.  L.O: To improve their mastery of art and design techniques, including drawing, painting and printing with a range of materials.  Lane 1: I can use one colour of paint or ink on a block  Lane 2: I can copy a simple pattern with guidance  Lane 3: I can make repeating patterns, random or organised, with range of blocks | Look |