|  |
| --- |
| 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 earNon-Fiction: Craft booksReading 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 bodyL.O: I know which parts of my body are linked to my sensesLane 1: I can use my senses to explore objects, materials, and living things. /I can use single words, signs, pictures, or symbols to nameLane 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.Draw round a pupil on a large piece of paper. (maybe have one large outline for each group) Work in groups to add photos/symbols/words naming the main body parts as well as the senses/sense organs. Note what body parts each pupil recognises and if they can indicate/identify the sense organs &/or what sense they are associated with. | 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 supportLane 2: Pupils can link two actions in a sequence eg climbing and jumping, crawling and walkingLane 3: Begin to develop jumping skillsLane 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. | MusicIntroduction 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, beginningLane 1: I can count up to 3 objects / I can recognise numerals 1-3Lane 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 earNon-Fiction: Craft booksReading 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 bodyL.O: I know which parts of my body are linked to my sensesLane 1: I can use my senses to explore objects, materials, and living things. /I can use single words, signs, pictures, or symbols to nameLane 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 picturesWatch a video of the 5 senses, link each sense to a part of a body for example smell to nose. Can the pupils show the body part on their bodies and a picture? | 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 supportLane 2: Pupils can link two actions in a sequence eg climbing and jumping, crawling and walkingLane 3: Begin to develop jumping skillsLane 4: Move in an increasing number of ways showing awareness of movement and direction.PSHCE:MHM: Meet Your Brain | MusicExploring 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 supportLane 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, beginningLane 1: I can count up to 5 objects / I can recognise numerals 1-5 with some inconsistenciesLane 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 NightNon-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/ DT5 senses and parts of the body. Sight & TouchL.O: Can we identify our classmates?Science:Lane 1: I can use my senses to explore textures in my immediate environment, including rocks. Lane 2: I can begin to identify/name single properties of different materials from a small number of options Celebrate ‘back to school’. Use senses to get to know new classmates and their new classroom. Match names to photos of the pupils and staff – recognising the faces of everyone, using their sense of sight. Can the pupils explore their classmates faces using the sense of touch? Can they identify who they are exploring, if their eyes are covered and they are just using touch? | HistoryJeans 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 supportLane 2: Pupils can link two actions in a sequence eg climbing and jumping, crawling and walkingLane 3: Begin to develop jumping skillsLane 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. | MusicExploring 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 supportLane 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, beginningLane 1: I can count up to 5 objects / I can recognise numerals 1-5 with some inconsistenciesLane 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 NightNon-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/ DT5 senses and parts of the body. TouchSelect and use simple materials such as felt, plastic zip bags or netted material, and tools such as glue, tape and strings to make simple sensory bags for s tactile items. For example, an apple, pumpkin seeds, chocolate powder.L.O: Design purposeful, functional, appealing products for themselves and other users based on design criteriaScience: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 characteristicDT:Lane 1: Demonstrate a preference for products, materials and ingredientsLane 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. | HistoryEuropean 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 supportLane 2: Pupils can link two actions in a sequence eg climbing and jumping, crawling and walkingLane 3: Begin to develop jumping skillsLane 4: Move in an increasing number of ways showing awareness of movement and direction.PSHCE:MHM: Meet Your Brain | MusicPerforming 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 henNon-Fiction: LettersReading 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/ DTHarvest festival:Taste different autumn foods such as pumpkin, pumpkin pie, baked apple, crumble.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 optionsLane 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  | REHarvest 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 directionLane 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 consistentlyPSHCE:LO: I know that my own actions and behaviour can affect how I feel e.g anger and supporting ways to manage itLane 4-5: To learn simple strategies to manage feelings such as anger. | ArtHarvest 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/ DT5 senses and parts of the body. SmellL.O: Explore Autumn/Halloween by using the sense of smell.Autumn candleMelted chocolate from a Halloween chocolate apple.Indicate like/dislike.Idenfity the nose and link the nose to smell using Chooseitmaker | HistoryHarvest 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 directionLane 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 consistentlyPSHCE:MHM: Meet Your Brain | ArtHarvest 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 paperLane 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 huntNon-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. | Make Christmas treats using melted chocolate, biscuits, gingebread and icing. Lane 1: Demonstrate a preference for products, materials and ingredientsLane 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 a shape or material. | REDiwali 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 directionLane 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 consistentlyPSHCE: 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. | ArtExploring 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 blockLane 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 quantitiesLane 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 huntNon-Fiction: Craft booksReading 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. | ComputingCreating labels for our sense items and body parts. L.O: I can create simple documents on a computer using Word/InPrintLane 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. Use a picture of Father Christmas and identify different parts of his body such as nose, ears, eyes, mouth and hands.  | REDiwali 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 directionLane 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 consistentlyPSHCE:MHM: Meet Your Brain | ArtExploring 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 blockLane 2: I can copy a simple pattern with guidanceLane 3: I can make repeating patterns, random or organised, with range of blocks | Look  |