

## Medium Term Planning Autumn Term

## Year 1: Superheroes

**Launch:** Superted arrives in the post with a Welcome letter and missions for the day. The children will receive a superhero badge at the end of the day.

**Landing:** Superhero day at school where children can come to school dressed up

### Essential Opportunities ( Subject content NC coverage + schools )

History	Geography	Art & DT	PE	RE	Music	French
<ul style="list-style-type: none"> <li>• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore weather and climate in the United Kingdom and around the world.</li> <li>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li> <li>• Use fieldwork and observational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use experiences and ideas as the inspiration for artwork.</li> <li>• Share ideas using drawing, painting and sculpture.</li> <li>• Explore a variety of techniques.</li> <li>• Learn about the work of a range of artists, artisans and designers.</li> <li>• use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the main stories of Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Make and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently</li> </ul>

### Essentials for Progress (skills coverage)

<ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts,</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Copy and remember</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an</li> </ul>	<ul style="list-style-type: none"> <li>• Read out loud familiar words and phrases.</li> <li>• Understand a range of spoken phrases.</li> <li>• Understand standard</li> </ul>
--	---	--	--	---	--	---

<p>pictures, stories, online sources and databases to find out about the past.</p> <ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p>do in this place?).</p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul>	<p>moves and positions.</p> <ul style="list-style-type: none"> <li>• Move with careful control and coordination and awareness of space.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul>	<p>instrument.</p> <ul style="list-style-type: none"> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<p>language</p>
---	---	---	---	---	--	-----------------

**Cross – Curricular opportunities ( Basic Skills coverage)**

**Using Communication**

**Using Maths**

## Writing - Cross Curricular Ideas

- Write labels – parts of the body (human and animals), animal names and
- Write lists – write a menu for a carnivore, herbivore or omnivore, writing words beginning with letters of the alphabet
- Write captions – sequencing the events of Guy Fawkes. Using a letter of the alphabet to write a superhero caption.
- Write instructions – how to make a fruit face, how to brush your teeth or have a bath.
- Write poems that use pattern, rhyme and description – link to parts of the body, Autumn and fireworks
- Write stories set in places pupils have been – Superhero story
- Write stories with imaginary settings – Superhero story

Recount of trip to Tesco?

Write a wanted poster for Guy Fawkes

Create a newspaper headline and short report linked to Superhero story

Practise writing common exception words and phonic sounds in different contexts

## Speaking and Listening :

Sharing holiday news

Learn to recite a poem as a class

Talk about superhero headline

Word bank adjectives and verbs

## Maths – Cross Curricular Ideas

- Count and calculate in a range of practical contexts – make lego models using a given number of pieces, counting and sorting animals
- Repeat key concepts in practical ways – play opportunities
- Explore numbers and place value up to 100 – ordering number tiles, writing numbers in shaving foam, chalk numbers, fishing for numbers
- Add and subtract using mental and formal written methods – addition and subtraction activities using animals and objects
- Explore properties of shapes – make a 2D shape face, construct with 3D wooden shapes
- Use and apply in practical contexts a range of measures, including time – shop role play, clock bingo, measuring play dough snakes, ordering days of the week and months of the year

## Computing

### Essential Opportunities

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Use logical reasoning to predict the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.

### Essential for Progress (Skills)

We will use algorithm cards and learn to put instructions in order (link to our work in literacy).

We will be introduced to the basic skills programming through 'Daisy the Dinosaur'. We will learn to control Daisy the dinosaur by dragging and dropping to make her dance.

We will learn how to use word processing to type poems. We will learn how to save and print, change font size and colour, we will use return, back space and caps lock.

We will use the ipads to take photographs of our work during 'Let's Explore' time and learn how to print these to keep as a record of what we have done.

We will discuss what technology we have in the home that helps us with our daily lives.

## Science

### Essential Opportunities

Animals and humans

- Identify, classify and observe.

All living things\*

- Investigate differences.

Earth and space

- Observe seasonal changes.

### Essential for Progress (Skills )

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.

- Observe changes across the four seasons.

We will adopt a tree in the school grounds and look at how it changes during the season of Autumn and Winter.

We will learn the names of the trees found in the school grounds.

We will discuss and learn the four seasons through games and activities.

We will do leaf rubbings and printings to associate ourselves with different trees.

- *Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.*

- *Identify and name a variety of common animals that are carnivores, herbivores and omnivores.*

- *Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).*

We will learn to group and sort animals using pictures and objects.

We will practise drawing and labelling animals.

We will write a menu for a carnivore, herbivore or omnivore.

- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

We will learn the parts of the body by playing bingo style games and Simon says, using pictures as well as our own bodies. We will draw and label the body. We will explore our senses through different activities and discuss how we use each of our senses.

### Personal Development ( PSHE )

We will be following our PSHE programme using the SEAL/Rainbow pack.

During the first half of the Autumn Term we will be looking at 'New Beginnings'

Children will have opportunities to appreciate and celebrate differences and similarities between themselves and to experience how supportive it feels to belong to, and be valued by, the class group. The children will have opportunities to become involved in shaping the classroom environment, helping everyone to get on and learn, making it a

welcoming community and understanding rights and responsibilities in this setting. Children will focus on the comfortable feelings of belonging to a group, celebrating differences and further exploring happiness and excitement, sadness and fear. They will have opportunities to develop empathy for children who are new or feeling sad or scared, and think of ways to support them.

**E-safety**

- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school. Using [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) we will explore safety through the lessons and activities using Lee and Kim’s Adventures

**Curriculum Drivers**

Community	Spiritual and Moral	Risk Taking	Mastery
<p>As members of a community we will:</p> <p>Understand that we have similarities and differences and we respect these. Learn to respect our classroom and follow classroom rules and expectations.</p>	<p>In our spiritual and moral development we will:</p> <p><i>World and beauty:</i> Look at the awe and wonder of our body and investigate how amazing our bodies are. Look at the wonder of different animals and respect the world around us.</p>	<p>As risk takers we will:</p> <p>Learn to work independently and collaboratively on open ended tasks.</p>	<p>In our aim to be mastery learners we will provide plenty of opportunities to revisit skills in different contexts.</p>

**ENRICHMENT OPPORTUNITIES**

Possible trip to Tesco – Farm to Fork

**Implications for next term**

Skills to revisit	Subject Knowledge