



Medium Term Plan	Year One	Autumn 1 2019
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	Week 1 4.9.19	Week 2 9.9.19	Week 3 16.9.19	Week 4 23.9.19	Week 5 30.9.19	Week 6 7.10.19	Week 7 14.10.18	Week 8 21.10.19
Events	<b>Getting to know you</b>		<b>Saltaire walk-houses</b>	<b>Cartwright Hall 24.09.19</b>			<b>Art exhibition 17.10.19</b>	
English		Three Little Pigs	Three Little Pigs	Three Little Pigs	The real story	The real story	Three Little Wolves	Three Little Wolves
	Assessments and intro to areas of provision. Class rules and routine setting.	Stories about homes <b>Writing:</b> Oral storytelling, <b>Reading</b> Exploring characters in the stories. <b>Spoken Language</b> Oral story telling Vocabulary building Drama– participate in performances and role play. speak audibly and fluently with an increasing command of standard English.	<b>Writing:</b> Oral storytelling, Role on the wall Character description + feelings and posters <b>Reading</b> Exploring characters in the stories <b>Spoken Language</b> Oral story telling Vocabulary building Drama– participate in performances and role play. speak audibly and fluently with an increasing command of standard English.	<b>Writing:</b> Oral storytelling, Role on the wall Character description + feelings Letter writing and posters <b>Reading</b> Exploring characters in the stories <b>Spoken Language</b> Oral story telling Vocabulary building Drama– participate in performances and role play. speak audibly and fluently with an increasing command of standard English.	<b>Writing:</b> Oral storytelling, Questions for the wolf- Hot seating <b>Reading</b> Exploring characters in the stories <b>Spoken Language</b> Oral story telling Vocabulary building Drama– participate in performances and role play. speak audibly and fluently with an increasing command of standard English.	<b>Writing:</b> Debating -Who is telling the truth? Pig/Wolf Write up. <b>Reading</b> Exploring characters in the stories <b>Spoken Language</b> Oral story telling Vocabulary building Drama– participate in performances and role play. speak audibly and fluently with an increasing command of standard English.	<b>Writing:</b> Oral storytelling, Compare stories- characters and materials <b>Reading</b> Exploring characters in the stories <b>Spoken Language</b> Oral story telling Vocabulary building Drama– participate in performances and role play. speak audibly and fluently with an increasing command of standard English.	<b>Writing:</b> Compare the pig-beginning and end. <b>Reading</b> Exploring characters in the stories <b>Spoken Language</b> Oral story telling Vocabulary building Drama– participate in performances and role play. speak audibly and fluently with an increasing command of standard English.



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<b>Grammar Punctuation</b>	on Finger spaces, Capital letters and full stop. Making sentences make sense. Beginning to use question mark. Begin to use adjectives. Suffixes s and es																							
	<b>Spelling</b> Tricky words of the week																							
<b>Guided Reading</b>	Carousel activities based around phase 5																							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"><b>Number and Place Value:</b></th> <th style="width: 10%;"><b>Number and Place Value:</b></th> <th style="width: 10%;"><b>Number: addition and subtraction</b></th> <th style="width: 10%;"><b>Number: addition and subtraction</b></th> <th style="width: 10%;"><b>Number: addition and subtraction</b></th> <th style="width: 10%;"><b>Number: addition and subtraction</b></th> <th style="width: 10%;"><b>Number: addition and subtraction</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"> <b>Maths</b>             Assessments and intro to areas of provision.            Class rules and routine setting.         </td> <td style="padding: 5px; vertical-align: top;">           Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.            Count, read and write numbers to 10 in numerals and words.         </td> <td style="padding: 5px; vertical-align: top;">           Given a number, identify one more or one less.            Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.         </td> <td style="padding: 5px; vertical-align: top;">           Represent and use number bonds and related subtraction facts within 10.         </td> <td style="padding: 5px; vertical-align: top;">           Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.         </td> <td style="padding: 5px; vertical-align: top;">           Add and subtract one digit numbers to 10, including zero.         </td> <td style="padding: 5px; vertical-align: top;">           Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.         </td> <td style="padding: 5px; vertical-align: top;">           Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.         </td> </tr> </tbody> </table>										<b>Number and Place Value:</b>	<b>Number and Place Value:</b>	<b>Number: addition and subtraction</b>	<b>Number: addition and subtraction</b>	<b>Number: addition and subtraction</b>	<b>Number: addition and subtraction</b>	<b>Number: addition and subtraction</b>	<b>Maths</b>  Assessments and intro to areas of provision. Class rules and routine setting.	Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words.	Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	Represent and use number bonds and related subtraction facts within 10.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Add and subtract one digit numbers to 10, including zero.	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
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Science								
	<p><b>Materials</b>            Identify materials in homes and houses            Describe properties of materials            Compare and group materials            Testing materials            Link to 'The Three Little Pigs'</p> <p><b>Seasonal Changes-Big book!</b>            Signs of Autumn-observe leaves and trees-I think the leaves on the trees are changing. Is there a pattern to how the leaves change?            Collect and sort fallen leaves-link to Leaf man/maths.            (Identify and classify)            Do taller trees lose their leaves first?            Conker science-Is it true that the bigger the hand the more conkers you will grasp?</p> <p><b>Plants</b>            Leaves-identify and observe            Evergreen and deciduous.</p>							
Humanities								
	<p><b>History:</b>            Old and new houses in Saltair            The Mill            Sir Titus Salt            Vocabulary relating to the passing of time such as before, after, past, present, then and now.            Ordering photos of houses            Comparing photos present and past            Field trip around local area            Who was Sir Titus Salt?</p> <p><b>Geography:</b>            Use simple fieldwork and observational skills to study the Geography of our school and the key human and physical features of its surrounding environment.</p>							



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	<p>Use related vocabulary: city, town, village, factory, house, office, shop          Mapping- school grounds, the way home and Saltaire village. (using a key and drawing a simple map.)          Contrast between city and country homes.          Saltaire village          Robert's Park          Salts Mill          River Aire</p>							
Art/DT								
	<p><b>Use a range of materials to make products.</b>          Weaving (linked to Salts Mill)  <b>Seasonal art-</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  <u>Develop techniques</u>          Graphite and water colour -Houses in style of Lowry-match stick men.          Paper bag houses.          Colour mixing          Textures          Patterns          Drawing to sounds/music  <b>The work of artists</b>          L. S Lowry          Henri Matisse          Wassily Kandinsky</p>							
PE								
	<p>Dance: Seasons.          Perform dances using simple movement patterns.</p> <p>Master basic movements including running, jumping, <b>throwing and catching</b>, as well as developing balance, agility and <b>co-ordination</b>, and begin to apply these in a range of activities.</p>							
Computing								
	<p>Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.          Create and debug simple programs          Use logical reasoning to predict the behaviour of simple programs.          Recognise common uses of information technology beyond school</p>							



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Music	Active Music—rhythm and pulse
	Use their voices expressively by singing songs, speaking chants and rhymes– Nursery rhymes, woman who lives in a shoe, man who built house upon the rocks, Gonna build a house.
RE	Myself: special books
PSHE	Golden rules Circle time <b>Healthy lifestyle</b> -Good friends. <b>Healthy relationships</b> -Our feelings.
Safety	School safety Internet safety Road safety