

Aintree Davenhill Medium Term Planning



Year Group: 1

Term: Autumn 1

Maths	Science	English
Number and Place Value - Counting items 0-9 - Value of 0 - Read and write numbers - Use blocks to create a block graph - Counting items 10-19 by making tens and ones (balloons,biscuits, pens in pots etc.) - Recognise quantities on a 10 frame - Counting items 10-19 by making tens and ones (straws,multilink, 10 frames) - Group of ten - Counting items 10-19 by making tens and ones (10 frames and base 10) - Counting items 20-29 by making tens and ones(all prior equipment) - Groups of ten and numbers not in groups of 10 - Counting and representing numbers 0-30 - Read and write numbers - Structured equipment - Concrete patterning - Counting and representing numbers 0-30 - Patterning on number track/hundred square alongside concrete - One more and one fewer 0-30 focus on bridging 10 frame and number track - Comparing quantities to 20 More, fewer, equal to - Different sizes of items, lining up, different orientations of lines Measurement - Compare and describe objects by length and height using, longer/shorter (long/short) and taller/shorter (tall, short) - Measure and record lengths and heights using body parts, including the teacher - Measure and record lengths and heights using uniform non-standard units (multilink) - Compare and describe objects by mass/weight using, lighter/heavier, light/heavy - Measure and record masses using uniform non-standard units Addition and Subtraction - Bonds for 10–10 frame, addition and subtraction facts relationships - Part–part–whole language - Counting all - Part–part–whole including diagram - Include adding 0 - Adding 10 and a single digit - Counting on practically including part–part–whole diagram - Solving one step addition problems–language focus - Subtract single digit from another using take away concrete items including subtracting 0 - Subtract single digit from another using take away, concrete items on part–part–whole diagram - Subtract 10 from teens number, subtract ones from teens number concrete 10 frames, base 10 - Solving one step subtraction problems–language focus Shape - Name circles and triangles–different sizes, orientations, colours, examples and non-examples - Name square rectangles and oblong rectangles–different sizes, orientations, colours, examples and non-examples - Name spheres and pyramids–different sizes, orientations, colours, examples and non-examples - Name cubes and cuboids–different sizes, orientations, colours, examples and non-examples	Animals, including humans Programme of Study - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense - Recognise that humans are animals - Compare and describe differences in their own features (eye, hair, skin colour, etc) - Recognise that humans have many similarities Working Scientifically - Compare and contrast animals (humans) at first hand or through videos and photographs - Use their senses to compare different textures, sounds and smells - Describe how they identify and group them - Grouping animals according to what they eat	Reading Word Reading - Respond speedily with the correct sound to grapheme for the 44 phonemes - Recognise and use the different ways of pronouncing the same grapheme, e.g. <i>ow in snow and cow</i> - Read accurately by blending sounds in unfamiliar words - Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings - Split two and three syllable words into the separate syllables to support blending for reading - Read words with contractions e.g. <i>i'm, i'll, we'll</i> and understand that the apostrophe represents the omitted letter - Automatically recognise approximately 150 high frequency words (see bottom) - Apply phonic knowledge for reading - Read aloud accurately books that are consistent with their developing phonic knowledge - Develop fluency, accuracy and confidence by re-reading books Read more challenging texts using phonics and high frequency word recognition Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems - Identifying and discuss the main events in stories - Identifying and discuss the main characters in stories - Recalling specific information in texts - Recognising and join in with language patterns and repetition - Use patterns and repetition to support oral retelling - Reciting rhymes and poems by heart - Relating texts to own experiences - Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i> - Make personal reading choices and explain reasons for choices Understand both the books they can already read accurately and fluently and those that they listen to by: - Introducing and discussing key vocabulary - Activating prior knowledge e.g. <i>what do you know about minibeasts?</i> - Checking that texts make sense while reading and self-correct - Making predictions based on what has been read so far - Make basic inferences about what is being said and done - Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i> Participating in discussion about what is read to them, taking turns and listening to what others say by: - Listening to what others say - Taking turns - Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket</i> - Explaining clearly their understanding of what is read to them - Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how Writing Vocabulary, Spelling and Punctuation - Say, and hold in memory whilst writing, simple sentences which make sense - Write simple sentences that can be read by themselves and others - Separate words with finger spaces - Punctuate simple sentences with capital letters and full stops - Use capital letter for the personal pronoun - Use capital letters for names of people, places and days of the week - Identify and use question marks and exclamation marks - Use simple connectives to link ideas, e.g. and - Pluralise nouns using 's' and 'es', e.g. dog, dogs; wish, wishes - Add suffixes to verbs where no spelling change is needed to the root word, e.g. helping, helped, helper - Add the prefix 'un' to verbs and adjectives to change the meaning, e.g. untie, unkind Composition - Orally compose every sentence before writing - Re-read every sentence to check it makes sense - Orally plan and rehearse ideas - Sequence ideas/events in order - Use formulaic phrases to open and close texts - Use familiar plots for structuring the opening, middle and end of their stories - Write in different forms with simple text type features, e.g. instructions, narratives, recounts, poems, information texts - Discuss their writing with adults and peers - Read aloud their writing to adults and peers

		Spelling – RWI/English lesson - Name the letters of the alphabet in order - Use letter names to distinguish between alternative spellings of the same sound - Spell words containing each of the phonemes already taught - Be able to encode the sounds they hear in words - Be able to read back words they have spelt - Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings) - Spell common exception words - Spell the days of the week - Use the spelling rule for adding –s or –es (i.e. when the word has a /ɪz/ sound) - Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document - Write from memory simple sentences dictated by the teacher that include words taught so far Spelling lesson - Sounds 'f', 'l', 's', 'z' and 'k' spelt 'ff', 'll', 'ss', 'zz' and 'ck' - Division of words into syllables 'tch' - Adding 's' and 'es' to words (plural of nouns and the third person singular of verbs) - Adding the endings 'ing', 'ed' and 'er' to verbs where no change is needed to the root word Handwriting - Hold a pencil with an effective grip - Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented - Have clear ascenders ('tall letters') and descenders ('tails') - Form capital letters correctly
History	Geography	Computing
Changes in my lifetime – my family and my own personal history	My Home, My School Place Knowledge - Know the name of my school, the roads around it, the address of where I live Human and Physical Geography - Use basic geographical vocabulary to refer to: key physical features: soil, vegetation key human features: village, house, school, farm, road, shop, address Mapping - Use vocabulary such as bigger/smaller, near/far - Know that maps give information about places in the world (Where? What?) - Use large scale maps and aerial photos of the school - Recognise simple features on maps, e.g. buildings, roads and fields - Follow a route on a picture map of school - Recognise that maps need titles - Recognise landmarks and basic human features on aerial photographs - Draw a simple map, e.g. the school playground - Know that symbols mean something on maps - Use and construct basic symbols in a map key - Begin to realise why maps need a key - Look down on objects and make a plan, e.g. of the classroom Fieldwork - Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds - Use cameras and audio equipment to record geographical features, changes, differences, e.g. buildings - Use simple compass directions, e.g. NSEW - Use locational and directional language to describe features and routes, e.g. left/right, forwards/backwards Enquiry and Investigation - Ask simple geographical, 'Where?', 'What?' and 'Who?' questions about the school environment - Investigate through observation and description - Recognise differences between their own and others' lives	My Online Life (DL) (DL) To understand what the term 'online' means. (DL) To identify different emotions. (DL) To understand what to do if something online makes us feel uncomfortable. (DL) To understand who we can ask for help? (DL & IT) To explain how technology is used to communicate. (DL) To discuss who we should communicate with. (DL) To understand some personal information should not be shared. (DL) To use a digital device to communicate. (DL) To understand the term 'online bullying'. (DL) To discuss making good choices online. (DL & IT) To use a digital device to express my ideas. (DL) To discuss why and how online safety rules help us stay safe. (DL) To contribute to creating a set of class online safety rules. (IT) To use a digital device to create short video clips. (DL) To understand types of personal information. (DL) To understand who can help with online issues. (DL) To create a secure password. (DL & IT) To create an avatar. (DL) To use a digital device to search the internet. (DL) To understand how keywords can be used. (DL & IT) To save images from the internet and insert them into a document.
D.T	Art	Music
Structures: Windmills Windmills To create a stable structure. - Children will find the centre of an object. - Children will puncture a hole. - Children will add weight to a structure. Making the Sails To use tools and equipment accurately to make part of a structure. - Children will hold scissors correctly. - Children will begin to estimate equal distances. - Children will cut carefully. - Children will fold to make the shape of the structure. Attaching the Sails To join parts of a structure. - Children will widen a hole. - Children will join parts together. - Children will attach a supporting structure. - Children will test a structure.		Pulse and Rhythm- All about Me To use my voice and hands to make music. - To say and clap a rhythm. - To clap in time to the music. - To know what the pulse is. - To sing their favourite food. To clap and play in time to the music. - To say and clap own name. - To clap in time to the music. - To sing (say) my friend's name. To play simple rhythms on an instrument. - To play the rhythm of own name and my friend's name. - To clap in time to the music. - To hold the pulse. To listen to and repeat short rhythmic patterns. - To hear rhythmic patterns.

Testing and evaluating To evaluate their project and adapt their design. - Children will evaluate their windmill according to the design criteria. - Children will test whether their structure is strong and stable and reinforce it if necessary. - Children will test whether their turbine turns in the structure and alter the parts if it does not. - Children will test whether their turbine turns freely in the wind/when blown on.		- To repeat short rhythmic patterns. - To play in time to the music. - To create a rhythm. To understand the difference between pulse and rhythm. - To play the pulse. - To play a rhythm. - To create a rhythm.
P.E	P.S.H.E	R.E
Games (Hit Catch Run) - Select a space to throw or roll a ball into - Track and collect a rolling ball - Catch a ball to stop an opponent from scoring - Use your hands to hit a ball - Run between bases to score points - Work as a team to score points Dance - to show moods and feelings we would experience in the jungle. - to move as if we were living in the jungle. - to create and perform movements which show friendship. - to perform leading and following movements. - to perform a short dance with a clear start, middle and end. 6. to use repeated actions in our dance	Health and Well-Being - To set a goal - To understand and explain how to keep teeth healthy - To understand the importance of food - To understand the difference between healthy and unhealthy foods - To understand the importance of variety on a diet - To explain how to use medicine safely	<u>1.7 What does it mean to belong to a faith community?</u> In this unit, the children will: - Talk about what is special and of value about belonging to a group that is important to them (B2). - Show an awareness that some people belong to different religions (B1). - Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). - Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). - Identify two ways people show they belong to each other when they get married (A1). - Respond to examples of co-operation between different people (C2) Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). - Identify some similarities and differences between the ceremonies studied (B3).