



Aintree Davenhill Medium Term Planning

Year Group: 1

Term: Autumn 2

Maths	Science	English
Number and Place Value (Mental Maths) - Read and write numbers to 50 in figures - Count on and back in 1s from any one or two-digit number - Count on and back in multiples of 2 - Order a set of random numbers to 50 - Recall addition and subtraction facts for each number up to 10 - Recall doubles of numbers to 10 + 10 - Recall halves of even numbers to 20 - Add a single digit number to any number up to 20 by counting on - Take away a single digit number from any number up to 20 by counting back - Identify number patterns on number lines and hundred squares Sorting and Sequencing - Count in fives—identify patterns and sort - Count in twos—identify patterns and sort - Odd and even - Arrange even amount into groups of 2 to check - Recognise and create repeating patterns of numbers or shapes (two and three items repeated) - Identify criteria that objects, shapes or numbers have in common - Sort objects, shapes or numbers to a given criterion Fractions - Use concrete materials to explore part and whole (that a fraction is part of a whole) - Importance of equal parts to name the fraction - Fraction of 2-D shapes including equal and non-equal parts - Recognise and name one half of a shape or object - Find one half of a shape or object - Recognise and name one quarter of a shape - Find one quarter of a shape - Find one quarter of different objects Capacity and Volume - Compare and describe a capacity or volume by using more/less, full/empty, half full, nearly full, nearly empty - Measure and record capacity and volume using uniform non-standard units (cups) Money - Recognise coins to 20p by colour, shape, size and words - Use the correct number of 1p coins for 2p, 5p, 10p and 20p coins - Order coins by value - Link to number line - Represent an amount using coins (At the Shop) - Adding two prices (some bonds to 10 within) Time - Days of the week and sequencing—before, after, next, morning, afternoon, evening - Months of the year—before, after, next, first - Use birthdays, festivals - Compare the duration of two events use language of quicker and slower, i.e. which activity is quicker to do? - Measure and compare time using seconds - Compare the duration of two events use language of quicker and slower, i.e. Pete was quicker than Tim at tying his shoelaces	Seasonal Changes- Autumn Programme of Study - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies Working Scientifically - Make tables and charts about the weather - Make displays of what happens in the world around them, including day length, as the seasons change	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 lessons - 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 the days of the week - Use the spelling rule for adding –s or –es (i.e. when the word has a /z/ sound) - Use the prefix un– for words without any change to the spelling of the root word - Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words - 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 - Vowel digraphs and trigraphs - Words ending ‘y’ - Compound words - Common exception words 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
The Gun Powder Plot Chronology Show their emerging knowledge and understanding of the past by: - Recognising the distinction between past and present - Identifying <i>some</i> similarities and differences between their own present and aspects of the past - Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>) Communication - Understand and use simple historical concepts such as now/then and same/different - To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>) - Understand historical concepts and use them to make simple connections and draw contrasts Enquiry, Interpretation and Using Sources - Use sources to answer <i>simple</i> questions about the past - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources	- Seasonal and daily weather patterns in the UK (Science) - Weather charts (Science)	Modern Tales (DL) (DL) To understand the term digital device and where they are used (DL) To understand that digital devices and apps can use the internet (online) (IT) To sort digital and non-digital items (DL) Do understand that technology can make us can sometimes make us unhappy and even sad (DL/IT) To open a browser (DL) To use a search engine to find and save images (IT) To insert images into a document (DL) To understand that apps and games have age restrictions. (DL) To understand that not everyone online always tells the truth (DL) To give examples of personal information (DL) To explain whom we can trust and whom we can ask for can help (IT) To understand the term animation (IT) To use a digital device to take photographs (IT) To create and save a simple stop-frame animation (IT/DL) To create a simple script for an animation (IT) To set up a digital device ready to photograph still frame animation (IT) To record audio on a digital device (IT/DL) To create a simple script for an animation (IT) To set up a digital device ready to photograph still frame animation (IT) To record audio on a digital device
D.T	Art	Music
	Drawing: Make Your Mark Exploring Line To know how to create different types of lines. - Children will describe the lines in the work of an artist and in my own work. - Children will understand that there are different types of lines and can experiment with different resources to create them. - Children will hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist. Making Waves To explore line and mark making to draw water. - Children will use drawing materials to make different lines and marks reflecting what Children will hear in music. - I know there are many different ways of drawing lines, that they feel different to make, and that they look different. - Children will add plants and creatures to bring art to life. - Children will evaluate my art and the work of others using the language I have learnt. Experimenting with Media (Christmas Themed) To apply features of abstract art. - Children will explain what abstract art means. - Children will draw shapes and straight lines. - Children will overlap lines and place paper shapes to make new shapes. - Children will create artist-inspired abstract art. Mark Making To develop an understanding of mark making. - Children will experiment with different marks and use marks to show texture. - Children will understand the importance of looking carefully and closely when I am drawing. - Children will use one type of drawing tool in lots of different ways. Drawing from Observation To apply an understanding of drawing materials and mark making to draw from observation. - Children will look carefully at an object to identify shapes, lines and textures. - Children will control a pen/pencil to create different types of lines. - Children will use a range of drawing tools to create different marks. - Children will layer different materials to experiment creating effects.	Tempo: The snail and the Mouse To explore using voices and bodies expressively. - To move own body in different ways when music is played. - To use own voice to start to reflect different music speeds. - To use own body to start to reflect different music speeds. To practice a rhyme using fast and slow beats on instruments. - To use own voice to say a rhyme. - To say “Ready, steady, off we go,” using slow and fast beats. - To use fast and slow beats when saying a rhyme. - To use an instrument to demonstrate fast and slow beats. To use voices to perform a song with a fast and slow beat. - To explore fast and slow beats - To use a singing voice. - To perform a song showing fast and slow beats. To use singing voices and an instrument to perform a song with a fast and slow beat. - To use own singing voice to sing fast and slow beats. - To use own instrument and voice to perform a song with fast and slow beats. To demonstrate fast and slow beats within the context of a story. - To use own singing voice to play fast and slow beats. - To use own body to play fast and slow beats. - To use own instrument to play fast and slow beats. - To sing and play at the correct time in a story.

P.E	P.S.H.E	R.E
Games (Run Jump Throw)/Gymnastics - To start and stop moving with speed - To use your arms when running at different speeds - To take off on two feet to jump at distance - To use correct technique to throw different objects for distance - To show improvement in our throwing - To take part in a competition using running, jumping and throwing skills Gymnastics - To perform 'like' actions in a sequence - To carry and set up apparatus safely - To perform shapes on large and small body part - To take off and land and use shape in our jumps - To travel on our feet, showing good body tension - Create levels in our performance	Health and Well-Being - To explain what voting is and why it is important (Link to Student Council Elections) - To identify different types of bullying and explain what to do if they are being/witness bullying (Link to Anti-Bullying Week) - To identify and explain a range of positive and negative emotions - To understand how to share feeling - To understand how to keep my body and mind healthy	1.7 What does it mean to belong to a faith community? 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).