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| C:\Users\sttaylorc\Desktop\OVD_logo_new.jpg**Overdale Community Primary School - Medium Term Planning**  **Year 1 – Autumn 2 2024**  **Mrs Banyard and Miss Wilson** | | | | | | | | | | |
| **Subject:** | **Week 1**  **4.11.24** | **Week 2**  **11.11.24** | **Week 3**  **18.11.24** | **Week 4**  **25.11.24** | **Week 5**  **2.12.24** | **Week 6**  **9.12.24** | **Week 7**  **16.12.24** | | |  |
| **Phonics** | **Phase 5**  /ur/ ir  /igh/ ie  /oo/ /yoo/ ue  /yoo/ u | **Phase 5**  /oa/ o  /igh/ i  /ai/ a  /ee/ e | **Phase 4 review**  /ai/ a-e  /igh/ i-e  /oa/ o-e  /oo/ /yoo/ u-e | **Phase 5**  /ee/ e-e  /oo/ /yoo/ - ew  /ee/ ie  /or/ aw | **Phase 5**  Grow the code | **Assessment**  Recap/plug the gaps | **Assessment**  Recap/plug the gaps | | |  |
| **Literacy** | **Talk 4 writing text – Little Charlie (Fiction)**  **Short Burst Writing – Journey tale** | | | |  | | | | | |
| Cold task - tell me a story about a journey  Creative hook  Factual sentences about lighthouses  New vocab  Coordinating conjunctions | Internalise model text  Class text map  Story sequencing  Prepositions  Repetition | Structure of a journey tale  Explore alternate settings  Journey toolkit  Senses description  Short burst writing | Boxed up planning  Share write  Hot task - to create our own journey tale |  |  |  | | |  |
| **Literacy**  **NC statutory requirements** | **Text structure:** Story map/ story mountain,Whole class re-telling of story  **Understanding of beginning, middle and end, Re-tell simple 5-part story:** once upon a time, first, then, next, but, so, finally, … happily ever after.  **Introduce simple sentences and simple factual sentences based around a theme**  **Word structure/ language:** Introduce determiners: the, a, my, his, her, some  **Prepositions:** up, down, into, to, in  **Adjectives** e.g. old, little, big, small, quiet  **Similes-** using ‘like’  **Adverbs** e.g. always, sometimes, never  **Punctuation:** Finger spaces, full stops, capital letters  **Sentence construction:** Introduce simple sentences using simple connectives: and  **Say a sentence, write and read it back to check it makes sense.**  **Compound sentence using connectives (coordinating conjunctions):** and/ but  **Sentence construction:** Introduce simple sentencesverbally using simple connectives: who, until, but  **Terminology:** word, grapheme, finger spaces, full stops, sentence, capital letter, simile | | | | | | | | | |
| **Whole class Reading** | **Reading strands covered –** Vocabulary - discussing word meanings, linking new meanings to those already known  Prediction - begin to explain these ideas verbally or through pictures  ***Pie Corbett – Fiction*** *– You can’t take an elephant on a bus* | **Reading strands covered –**  Inference - make basic inferences about characters’ feelings by using what they say as evidence  Sequence - Sequence the events of a story they are familiar with  ***Pie Corbett – Fiction*** *– You can’t take an elephant on a bus*  ***Poetry Basket*** *– Shoes* | **Reading strands covered –**  Retrieval - recognize differences between fiction and non-fiction texts.  Retrieve information by finding a few key words.  ***Pie Corbett – Fiction*** *– Stickman*  ***Poetry Basket*** *– Shoes* | **Reading strands covered –** Vocabulary - discussing word meanings, linking new meanings to those already known  Prediction - begin to explain these ideas verbally or through pictures  ***Pie Corbett – Fiction*** *– Stickman*  ***Poetry Basket*** *– Five Little Owls* | **Reading strands covered –**  Inference - make basic inferences about characters’ feelings by using what they say as evidence  Sequence - Sequence the events of a story they are familiar with  ***Pie Corbett – Non-Fiction*** *– Why do leaves fall from trees?*  ***Poetry Basket*** *– Five Little Owls* | **Reading strands covered –**  Retrieval - recognize differences between fiction and non-fiction texts.  Retrieve information by finding a few key words.  ***Pie Corbett – Non-Fiction*** *– Why do leaves fall from trees?*  ***Poetry Basket*** *– Let’s put on our mittens* | **Reading strands covered –**  Inference - make basic inferences about characters’ feelings by using what they say as evidence  Sequence - Sequence the events of a story they are familiar with  ***Poetry Basket*** *– Let’s put on our mittens* | | |  |
| **Maths** | **Addition and subtraction (within 10)** | | | | | | | | | |
| Introduce parts and wholes  Part whole Model | Write number sentences  Fact Families – addition facts | Number bonds within 10  Systematic number bonds within 10  Number bonds to 10 | Addition – add together  Addition – add more  Addition problems | Find a part  Subtraction find a part  Fact families – the eight facts | Subtraction – take away/cross out  Subtraction – take away (How many left?)  Subtraction on a number line | Add or subtract 1 or 2  End of unit assessment | | |  |
| **Maths Vocab** | *Whole, part, composition, added, total, equals, first, then, now, fact families, same, different, partition, altogether, number bonds, addition, subtraction, value.* | | | | | | | | | |
| **Mastering Number** | **Week 9**  Composing 8 with two parts  How many more to make 8?  Solve problems | **Week 10**  Spatial language  Bonds to 10  Finger patterns/rekenreks | **Week 11**  Missing numbers  Number lines  Five as a midpoint | **Week 12**  Composing 7  Missing parts | **Week 13**  Composing 9  Arranging 9  Missing parts | **Week 14**  Odds and evens  Compose and subitise odd parts  1 part odd, 1 part even | **Week 15**  Subitise 5-9  Reasoning  Partitioning  Identifying the whole | | |  |
| **Science** | **Seasonal Changes**  **NC ref:**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies   **Skills:** Science enquiry - pattern seeking, research and observation over time.   * Use observation to begin to notice patterns * Asking simple questions and recognizing they can be answered in different ways * Observe closely using simple equipment   **Key Vocabulary:** Seasons, weather, temperature, climate, changes Autumn, spring, summer, winter, buds, frost, leaves, seeds, day, night. | | | | | | | | |  |
| **To understand that there are four seasons**  Identify and discuss the different seasons | **To compare two different seasons**  Identify differences from Summer to Autumn | **To know about weather and understand how it is reported**  Collect and record data to collate a weather report for the week | **To discuss findings from our weather records**  **How day length varies**  Same/different | **To understand why day length varies**  Record hours of sunlight, day length | **To know about changes in winter**  How does winter vary around the world (Southern Hemisphere), changes in nature, clothes | **Assessment**  Quiz and spinners preparation for Spring 1 | | |  |
| **Design & Tech** | **NC ref: Structures - Focus: Constructing a Windmill**  **Skills:**   * Learning the importance of a clear design criteria * Including individual preferences and requirements in a design * Making stable structures from card, tape and glue * Learning how to turn 2D nets into 3D structures * Following instructions to cut and assemble the supporting structure of a windmill * Making functioning turbines and axles which are assembled into a main supporting structure   **Knowledge:**   * To understand that the shape of materials can be changed to improve the strength and stiffness of structures * To understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses) * To understand that axles are used in structures and mechanisms to make parts turn in a circle * To begin to understand that different structures are used for different purposes * To know that a structure is something that has been made and put together   **Key Vocabulary:** axle, bridge, design, design, criteria, model, net, packaging, structure, template, unstable, stable, strong, weak | | | | | | | | |  |
| Week 1:  To know what a windmill is and it’s purpose. Look at Windmill structures and design our own. | Week 2:  Kapow – to create a stable structure | Week 3:  Kapow – to use tools safely to make the sails of a windmill | Week 4:  Kapow – to join parts of a structure | Week 5:  Kapow – to evaluate a structure | Week 6:  Making Christmas cards, calendars and crafts | | **Week 7:**  Making Christmas cards, calendars and crafts | |  |
| **Geography** | **Local Geography – Where do I live?** | | | | | | | | |  |
| **Where do I Live?**    **Skill –** To know that they live in a town  **Implementation –** To use a map to identify Eastfield and that it is in Scarborough and that is in N Yorkshire  **Vocabulary –**  City, town,   map, symbols | **What is my address?**    **Skill –** To know their address including postcode.  **Implementation –** To address an envelope to post to themselves at the local post office  **Vocabulary –** town, house | **My School**    **Skill –** To know the name of their school.  **Implementation –** To look at aerial photos and photos of the development of the new Overdale. To draw a map of the school grounds.  **Vocabulary –**school, observe, map | **My Journey to School**    **Skill -** To know their journey to and from school.  **Implementation –** To look at a map of Eastfield and plot how the children get to/around school using directional language  **Vocabulary –**school, shop, forward, backwards, up, down, right, left, above, around, below, near, inside, opposite, outside | **Homes**    **Skill –** To know different housing types.  **Implementation –** To look at different types of housing in the local area and discuss the differences, spot different houses in their environment  **Vocabulary –** City, town, village, house, Observe, features | **Human and physical features**    **Skill –** To know the differences between the features  **Implementation –** To complete a sorting activity  **Vocabulary –** human, physical, features | | **Aerial Maps**    **Skill** – To know how to draw an aerial map of the local area with simple symbols.  **Implementation –** To look at an aerial map of the area and draw our own, give directions  **Vocabulary –** house, school, shop, church, Observe,  map, symbols, key, features, opposite | |  |
| **Music** | **Exploring Rhythm 1: Playing and Copying** | | | | | | | | | |
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| **PE** | **Coaches –** fundamental movement skills | | | | | | | | | |
| **RE** | **Natre Unit 8 – Why does Christmas matter to Christians?**  **Vocabulary:** Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Secular, Religious, Birth, Celebration. | | | | | | | | | |
| Incarnation – God coming to earth as a human and as God | Revisit key events from the Christian Christmas story | Preparing for the birth of baby Jesus | Significance of the advent wreath | Who are we thankful for at Christmas | Recap knowledge | | |  |  |
| **Computing** | **Data Handling**  **Vocabulary:** Data, Sort, Categorise, Identify, Click and drag, branching database, Creatures, Done, Process, Play, Edit | | | | | | | | | |
| **Zoo data**  To show data in different ways | **Picture data**  To use technology to represent data | **Minibeast hunt**  To collect and record data | **Animal branching databases**  To sort data into a branching database | **Interventions**  To design an invention to gather data |  | | |  |  |
| **PSHE/RSE** | **Health and Wellbeing**  **oVocabulary**: allergy, emotions, feelings, germs, ill, poorly, qualities, relax | | | | | | | | | |
| **Understanding my emotions**  Identifying different ways to manage feelings. | **What am I like?**  Identifying personal strengths and qualities. | **Ready for bed**  Exploring positive sleep habits. | **Relaxation**  Exploring two different methods of relaxation: progressive muscle relaxation and laughter | **Handwashing and personal hygiene**  Learning how to wash my hands properly. | **Allergies**  Learning how to deal with an allergic reaction. | | | **People who keep us healthy**  Exploring health-related jobs and people who help look after our health. |  |
| **Happy Minds** | **Celebrate**  What character is/how it makes us special | **Celebrate**  Character strengths and how to use them | **Celebrate**  Which character strengths do we use the most? | **Celebrate**  How to use our strengths more |  |  | | |  |  |