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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 hookFactual sentences about lighthouses New vocabCoordinating conjunctions  | Internalise model textClass text map Story sequencing PrepositionsRepetition  | Structure of a journey taleExplore alternate settingsJourney toolkitSenses descriptionShort 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 knownPrediction - 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 evidenceSequence - 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 knownPrediction - 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 evidenceSequence - 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 evidenceSequence - 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 partsHow many more to make 8?Solve problems | **Week 10**Spatial languageBonds to 10Finger patterns/rekenreks | **Week 11**Missing numbersNumber linesFive as a midpoint  | **Week 12**Composing 7Missing parts | **Week 13**Composing 9Arranging 9Missing parts | **Week 14**Odds and evensCompose and subitise odd parts1 part odd, 1 part even | **Week 15**Subitise 5-9Reasoning PartitioningIdentifying 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 |  |  |  |  |