








Medium Term Planning 2022-2023

<p>Year Group: 1 Term: Autumn</p>					
<p>RE Beginnings Signs and Symbols Abraham/Shabbat Preparations</p> <p>To recognise religious stories. To retell, in any form, a narrative that corresponds to the scripture source used. To describe some religious beliefs. To recognise that people act in a particular way because of their beliefs. To describe some of the actions and choices of believers that arise because of their belief. To recognise key figures in the history of the People of God. To describe different roles of some people in the local, national and universal Church. To recognise religious signs and symbols used in worship. To describe some religious symbols and the steps involved in religious actions and worship, including the sacraments. To use religious words and phrases. To say what they wonder about. To ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer.</p>	<p>English</p> <p><u>Writing:</u> Labels, Lists and Captions Entertain: Narrative (3 weeks) Inform: Recount (3 weeks) Entertain: Poetry – Rhyme and Patterns (1 week)</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To consider what they are going to write before beginning.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear. To leave spaces between words.</p> <p>To begin to punctuate sentences using a capital letter and full stop.</p> <p><u>Reading:</u> Read, Write Inc. Phonics</p>	<p>Maths Number and Place Value (within 10) Addition and Subtraction (within 10) Geometry (shape) Number and Place Value (within 20)</p> <p>To count, read and write numbers.</p> <p>To identify and represent numbers.</p> <p>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>To recall names and properties of 2D and 3D shapes.</p> <p>To compare quantities and numbers using language such as 'greater than,' 'fewer than' and 'equal to.'</p> <p>To use reasoning and problem-solving skills to solve practical problems.</p>	<p>Science My body and identifying animals</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>		



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<p>To talk about their own feelings, experiences and the things that matter to them.</p> <p>To ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>Reading for Pleasure</p> <p>To develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To respond speedily the correct sound to graphemes for all taught phonemes.</p> <p>To blend sounds in unfamiliar words containing GPCs that have been taught.</p>		
<p>History I'm making History</p> <p><u>Chronology</u> Develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework.</p> <p><u>Historical terms</u> Begin to use a vocabulary of historical terms such as recently, younger, years, decade.</p> <p><u>Enquiry</u> Ask questions about events, begin to understand some ways we find out about the past.</p>	<p>Geography What is my place like?</p> <p><u>Knowledge of locations, places and their features, human and physical processes and key terminology:</u> Pupils will develop simple knowledge about their locality. Pupils will develop basic locational knowledge related to their school and homes. Key terms for common features will be introduced and used in annotations, discussions and writing. Simple sorting of human and physical features will be introduced as well as weather observation.</p>	<p>Art Drawing, collage and sculpture: Human form</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Be taught about the work of a range of artists, craft makers and designers,</p>	<p>DT Moving Pictures (Mechanisms)</p> <p><u>Design</u> Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate ideas.</p> <p><u>Make</u> Select and use a range of tools and equipment, materials and components.</p> <p><u>Evaluate</u> Evaluate a range of existing products Evaluate their own ideas</p>



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<p><u>Continuity and Change</u> Discuss change in as aspect of life.</p> <p><u>Similarity and difference</u> Identify similarities and differences between ways of life in different periods.</p> <p><u>Significance</u> Talk about what was important at a particular time.</p>	<p><u>Understanding of similarities and differences, interaction of people, processes and places.</u> Pupils will consider how people and places interact by considering how places make them feel and what positive/negative things they observe in a place.</p> <p><u>Working like a geographer: use of geographical information from maps, atlases, globes etc.</u> Pupils will use aerial photographs and maps to inform their investigation of the school, the grounds and the local area.</p> <p><u>Working like a geographer: use of fieldwork and observational skills to observe, measure and record.</u> Pupils will use simple fieldwork and observational skills to measure and record features/processes in their school and the grounds including the weather.</p>	<p>describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
<p>Music Durham Charanga – Hands, feet, heart; Ho, ho, ho To use voices expressively.</p> <p>To play tuned and untuned instruments.</p> <p>To listen with concentration and understanding.</p>	<p>PE Games: Kick rounders Dance: Themes and Dreams</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To perform dances using simple movement patterns.</p>	<p>Computing Online safety Develop Keyboard Skills Exploring Purple Mash Introduction to Coding Spreadsheets</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>MFL (Spanish) European day of languages Basic greetings Numbers to 30 Months Days Colours Birthdays To listen to and repeat basic greetings, numbers and days of the week.</p> <p>To join in with rhymes and songs.</p>



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