

Medium term plan- Autumn 1

Continuous provision challenges whole class

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| Wow | | Find footprints leading into classroom – find pictures of human skeleton parts around the classroom we that can piece together. Baby photos | | Hidden animals around the grounds (pictures or cuddly toys) | | Find the wrapped up book...or animal clues in bag. | |
| Maths | Unit 1 | Unit 1 | Unit 1/2 | Unit 2. | | | |
| English | Me and my family- all kinds of families | Dem-bones | Where do I live? | British animals fact files | British animals | Ugly five Lifesize | |
| Wordwise | | | | | | | |
| Handwriting | i, l | j, t | r, n | h, m | b, p | k, r | v,w |
| Spellings | | | | | | | |
| Time for us/ Health and Relationships | See KS1 planning To explore key themes raised by the book such as loneliness, empathy and caring for our environment and others | | | | | | |
| Science | | Label my body How we have changed since being babies 5 sense experiments | Seasons-find a special tree in school to observe through the year- class photo each season | British animals Animal groups label | Explorify | Non-british animals | |
| | <ul style="list-style-type: none"> → Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. → Observe changes across the four seasons. | | | <ul style="list-style-type: none"> → Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets) → Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. → Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. | | | |
| Computing | <ul style="list-style-type: none"> → I know how to use technology safely and respectfully. Introduce using the ipads- establish class/e-safety rules. | | | <ul style="list-style-type: none"> → I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | | |

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| | | | | Take a picture of my model using a camera. Add a caption using j2e software. | |
| Art | My families sketches Portrait picture Class animal drawings | Build a body using pipe cleaners and foil. style of Giacometti. Take photos of children in positions to inspire their figures pose. Mood monster puppets- paint a picture using only the mood colour- eg green picture of me eating cake. | Emotion diary Ipad to draw themselves/ animals | Drawing animals- sketching-Draw animal illustrations in the style of Rob Biddulph. Camouflage pictures Animal habitats-construction- make a clay animal e.g hedgehog made from parts and learn how to join together. (body/ head/ legs) -Record exploration of line in sketchbooks. -Make observational drawing of fruit and vegetables for healthy eating day. Add shading with hatching and stippling. | Animal meals Recreate African patterns when learning about African animals and 'Ugly Five' book |
| | <ul style="list-style-type: none"> → Be able to draw a self-portrait capturing detail and accurate characteristics of themselves. E.g hair colour/ style, ears, eyebrows, eyelashes. → Explore how bodies and faces are portrayed in art. | <ul style="list-style-type: none"> → Understand that colour can be used to represent emotion and express feeling or mood. → Explore scale. → Colour in neatly, following the lines very carefully. | <ul style="list-style-type: none"> → Understand that drawing can be used as an expression. → Use simple drawing programmes on computers and ipads. | <ul style="list-style-type: none"> → Understand different styles/ genres of drawing and the function/ characteristics. E.g self portrait, illustration, cartoon, sketching, map drawing, lettering/ fonts. → Understand different techniques for using clay. E.g pinch pot, and making a model with separate parts learning how to join clay. → Understand horizontal/ vertical/ diagonal → Explore cross mark making hatching, stippling. → Elizabeth Frink (animal sculptures) | <ul style="list-style-type: none"> → Create artworks using repeated designs and motifs. |
| D&T | Introduce construction area with mark making- designing and labelling. | Making moving skeletons | | Creating habitats Moving animals | |
| | <ul style="list-style-type: none"> → generate ideas by drawing on their own experiences → use knowledge of existing products to help come up with ideas | | | <ul style="list-style-type: none"> → develop and communicate ideas by talking and drawing → talk about their design ideas and what they are making | |
| Geography | | | Chaddesden – local area- Uk on maps Exploring maps- where do we and our families come from? | | African Animals |

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| | | | British wildlife- seasons photo- annotate with weather | | | | |
| | | | → I will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | → I will begin to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator. | | → I will use world maps, atlases and globes to identify the continents at this key stage. | |
| History | | How have we changed- baby photos | | | | | |
| | | → To be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | | | | | |
| RE | How our actions effect others. Morals | Harvest festival | Christian stories in R-time | Judaism- Sukkot festival | | | |
| | → Talk about some simple ideas about Christian beliefs about God and Jesus (A1). | → Identify some ways Christians celebrate Harvest and some ways a festival is celebrated in another religion (A1). | → Talk about issues of good and bad, right and wrong arising from the stories (C3). | Re-tell a story that shows what Jewish people at the festivals of Sukkot, | → | | |
| Construction | Build your house and create your family | | | | | | |
| Real Maths shop | Ice cream shop | | Pet shop | | | | |
| Music | Sing songs – hello, dem bones Hello, How are You?_See Music curriculum resources on Teachers. | | | go on a listening walk around school and outside. Listen for high and low sounds. | | | |
| | I can use my voice expressively and creatively by singing songs. I can use my voice expressively and creatively by speaking chants and rhymes. | | | I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. | | | |

