

Medium term plan- Autumn 1

Continuous provision challenges whole class

Week	1	2	3	4	5	6	7/8
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	
Little Wandle	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear		air er /z/ s –es words with two or more digraphs e.g. queen thicer	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	review longer words	Assessment
Handwriting	i, l	j, t	r, n	h, m	b, p	k, r	v,w
Spellings	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have lie so do some come love were there little one when out what says here today						
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 TAF activity	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	<p>→ I know how to use technology safely and respectfully. Introduce using the ipads- establish class/e-safety rules. Drawing a self portrait, animal pictures.</p>			<p>→ I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content. Take a picture of my model using a camera. Add a caption using j2e software.</p>	
Art	<p>My families sketch Portrait picture Class animal drawings</p>	<p>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.</p>	<p>Emotion diary I-pads to draw themselves/ animals</p>	<p>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.</p>	<p>Animal meals Recreate African patterns when learning about African animals and 'Ugly Five' book</p>
	<p>→ 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.</p>	<p>→ Understand that colour can be used to represent emotion and express feeling or mood. → Explore scale. → Colour in neatly, following the lines very carefully.</p>	<p>→ Understand that drawing can be used as an expression. → Use simple drawing programmes on computers and ipads.</p>	<p>→ 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)</p>	<p>→ Create artworks using repeated designs and motifs.</p>
D&T	<p>Introduce construction area with mark making- designing and labelling. Making moving skeletons</p> <p>→ generate ideas by drawing on their own experiences → use knowledge of existing products to help come up with ideas</p>		<p>Creating habitats Moving animals</p> <p>→ develop and communicate ideas by talking and drawing → talk about their design ideas and what they are making</p>		
Geography	<p>Chaddesden – local area- Uk on maps Exploring maps- where do we and our families come from?</p>			<p>African Animals</p>	

			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	Christian stories in R-time	Judaism- Sukkot festival	Harvest festival	
		→ Talk about some simple ideas about Christian beliefs about God and Jesus (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,	Identify some ways Christians celebrate Harvest and some ways a festival is celebrated in another religion (A1).	
Construction	Build your house and create your family					
Real Maths shop	Ice cream/food 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.		