

Year: 1

Term: Autumn 1

Learning  
Challenge  
question

What do I know about the UK and where I live in Didsbury?

MTP

	Maths	English			Science			
		Reading	Writing	Speaking & Listening	Working Scientifically			
					Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
NC PoS	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	<ul style="list-style-type: none"> <li>- Re-read books to build up fluency and confidence in word reading.</li> <li>- Discussing word meanings, linking new meanings to those already known</li> <li>- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- Making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives</li> <li>- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>To write features of a non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>- Children saying out loud what they are going to write</li> <li>- Discuss what they have written with the teacher or other pupils</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	Changes in temperature and rainfall throughout the year	Length of daylight throughout the year  Leaf colour and fall at different stages		
	Given a number, identify 1 more and 1 less.							
	Count, read and write numbers to 10 in numerals.							
	Count to and							

	across 10, forwards and backwards, beginning with 0 or 1, or from any given number.	<p>- Predicting what might happen on the basis of what has been read so far</p> <p>To recognise the features of a non-fiction text.</p>						
Key Vocabulary	Counting on Counting back Tens frames Number bonds to 10 Zero Compare amounts More than less than greater than One more One less	A journey story, 'Naughty Bus', drama, adjectives, retell, recount, story map, recount, sequencing 'first', 'next', 'after that', 'finally', 'last', sentence structure, capital letters, finger spaces, full stops, Didsbury Village			Summer Autumn Winter Spring Temperature Weather systems			
1	Counting a variety of objects and manipulatives to 10 ensuring 1:1 correspondence. Verbally counting back from 10 to 1.	Reading holiday news to their teachers	Cold Task Holiday writing - what did the children enjoy about their holidays?  LQ: When do you feel happy? Writing about when we are in the green zone.	Sharing holiday news with others  Discussing personal goals  Standing up in front of others to articulate an opinion  Share ideas with teachers before writing  Reread what they have written out				

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				loud				
2	<p>Ordering numbers to 10 and matching numbers to pictures pre assessment</p> <p>Ordering numbers to 10.</p> <p>Using a variety of objects to represent numbers to 10.</p> <p>Using tens frames to represent numbers.</p>	<p>LQ: What actions can you make for tricky words? Reading tricky words and assigning actions.</p>	<p>Talk about correct sentence structures - capital letters, full stops and finger spaces.</p> <p>LQ: How do you punctuate sentences correctly?</p>	<p>LQ: What is it like on a bus?</p> <p>LQ: Where would you go on a bus?</p>	<p>Pre learning seasons</p> <p>LQ: What are the four seasons?</p>	<p>Observe seasonal changes throughout the term.</p> <p>Record weather and temperature.</p>		
3	<p>Counting a mixed amount of objects to 10 and acknowledging them as a whole regardless of type, size or colour.</p> <p>Understanding the concept of zero. Number formation. Representing numbers in more than one form and context.</p>	<p>Read 'The Naughty Bus'</p> <p>LQ: What happens in the story 'The Naughty Bus'?</p>	<p>A present has been left in our classroom. Where has it come from and what is inside?!</p> <p>LQ: What are the key parts of the story? Whole class and in small groups sequencing pictures from the story and</p>	<p>Discuss events in the classroom – what has the naughty bus done, and why?</p>	<p>LQ: What is it like in autumn?</p>			

	<p><b>Number bonds to 10.</b></p> <p><b>Ordering numbers to 10 and matching numbers to pictures Post assessment</b></p>		<p><b>writing words or simple sentences to go with it.</b></p>					
<b>4</b>	<p><b>Pre assessment more and less.</b></p> <p><b>Comparing groups of different amounts and using mathematical language such as less than, more than, greater than.</b></p> <p><b>Active Maths- Ordering numbers and groups of objects within teams.</b></p>	<p><b>Read the changed version of The Naughty Bus – The Naughty Train</b></p> <p><b>LQ: What tricky words can we find in the Naughty Bus?</b></p> <p><b>Phonics focus, find digraphs within the text.</b></p>	<p><b>Planning changes sheet.</b></p>	<p><b>Teacher retells a new version of the story- LQ What changes will you make?</b></p>	<p><b>LQ: What is it like in winter?</b></p>			
<b>5</b>	<p><b>Comparing numbers and understanding the concept of 1 more, 1 less and representing this with concrete objects. Continue to apply</b></p>		<p><b>Shared write</b></p> <p><b>LQ: What did the Naughty Train do in our innovated story?</b></p> <p><b>Can you input the changes</b></p>		<p><b>LQ: What is it like in spring?</b></p>			

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	<p>mathematical language when comparing numbers- more than, less than.</p> <p>Active Maths- Finding one more and one less</p> <p>Post assessment more and less</p>		<p>onto your story map?</p> <p>Hot task</p> <p>LQ: What is the innovated problem of your story?</p>					
6	<p>Number bonds to 10.</p> <p>Active Maths- applying number bond knowledge to team based game.</p> <p>Using tens frames to count and representing different numbers on 10s frames.</p>	<p>Participate in discussions about what is read to them.</p> <p>E.g. form opinions based on information that has been read</p> <p>Taking turns and listening to what others have said.</p>	<p>Recognise features of a non-fiction text.</p> <p>Write a list of features that we might see in the local environment.</p>	<p>Forming and sharing opinions - what do the like children about Didsbury Village?</p> <p>Children encouraged to share stories with others about their own experiences in and around Didsbury.</p>	<p>LQ: What is it like in summer?</p>			

7	<p>Fluency and number sense.</p> <p>Odd and even numbers.</p>	<p>Read a factual text about seasons.</p> <p>Read a seasons poetry book.</p>	<p>LQ: What happens in the Seasons?</p> <p>Adjectives</p> <p>Senses</p> <p>Describing a setting.</p> <p>Children to write a fact file about the local area.</p>	<p>LQ: What happens in the seasons?</p> <p>Actions</p> <p>Seasons Song</p>				
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<p><b>End point</b></p>	<p>Children can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Given a number children can identify 1 more and 1 less.</p> <p>Children can count, read and write numbers to 10 in numerals.</p> <p>Children can count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number.</p>	<p><b>Read 'The Naughty Bus'</b></p> <p>Understand and discuss the author intent in terms of structure of 'The Naughty Bus'</p> <p>Listen to and participate in discussions about Didsbury, forming their own opinions as they go</p> <p>Sequencing texts, and understanding the purpose behind the order something is written</p>	<p>Children to write in proper sentences using capital letters, finger spaces and full stops.</p> <p>Descriptive piece of writing based on 'The Naughty Bus'.</p> <p>Focus on adjectives in their writing.</p> <p>Children to write a recount tour of Didsbury Village.</p> <p>Children to write about their favourite thing about Didsbury Village.</p>	<p>Participate in drama activities based on 'The Naughty Bus'</p> <p>Retell the story of 'The Naughty Bus'</p> <p>Discuss adjectives and how they are used to describe different objects and settings</p> <p>Form and share opinions about likes and dislikes</p>	<p>Know the main differences between the four seasons.</p>			
<p><b>Assessment</b></p>								

Week	<b>Week 1</b> <b>Active maths</b> <b>Number recognition and matching numbers to quantities</b>  <b>Week 2: Ordering numbers to 10 and matching numbers to pictures pre assessment</b>  <b>Week 3 Ordering numbers to 10 and matching numbers to pictures Post assessment</b>  <b>Week 4: Pre assessment more and less.</b>  <b>Week 5 : Post assessment more and less.</b>   <b>Week 7</b> <b>What number bonds do you know?</b>		<b>Week 1</b> <b>Cold Task</b> <b>Holiday writing</b> <b>- what did the children enjoy about their holidays?</b>  <b>Week 6</b> <b>Hot task</b> <b>LQ: What could the Naughty Bus do next?</b>  <b>Assessing sentence writing</b>		<b>Week 1</b> <b>Seasons pre learning</b>  <b>Week 4</b> <b>Pre Assessment</b> <b>- Materials</b> <b>Assess what the children know prior to next term.</b>  <b>Week 7</b> <b>Seasons post learning</b>			

	Geography	History	DT	RE/ PSHE	Computing
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<p><b>NC PoS</b></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p>	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Evaluate their ideas.</p>	<p>Who is a Christian and what do they believe?</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>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><b>Key Vocabul ary</b></p>	<p>Street, road signs, office, supermarket, post office, church, map symbol, address, postcode, urban, rural.</p> <p>England, Wales, Northern</p>		<p>Design, build, make, test, strength, materials, properties, evaluate, model</p>	<p><b>Christianity Beliefs God Jesus</b></p>	<p>digital research computer programme Microsoft Word Microsoft Powerpoint Microsoft Paint Online safety</p>

	Ireland, Scotland, Capital city, London, Cardiff, Belfast and Edinburgh. Physical geography				Google Kiddle Digital content
1	<p>LQ: Where have I travelled to during the holiday? Children to talk about where they have been during the holiday.</p>			<p>PSHE</p> <p>LQ: What are our feelings and how can we manage them?</p> <p>LQ: How can we work together to achieve a goal?</p> <p>LQ: What are our rights?</p> <p>LQ: What is expected of me in Year 1?</p> <p>Children to talk about the zones or regulation, Kagan games, working in groups and pairs. Making a class charter.</p>	
2	<p>Pre-learning Quick sorting activity Where would you find these features? X6 pictures Supermarket, motorway, farm, skyscrapers and fields.</p> <p>LQ: Where would you go on a bus?</p> <p>Children to discuss their understanding and experience of going on a bus. Discuss where a bus might go in Didsbury.</p>			<p>PSHE</p> <p>LQ: What are our rights?</p> <p>LQ: What is expected of me in the playground?</p> <p>RE</p> <p>LQ Who is a Christian and what do they believe? Key beliefs that Christians have about God.</p>	

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3	<p><b>Topic WOW- The Naughty Bus has left</b></p> <p><b>LQ: Where do I live?</b></p> <p>I live in a house, in Didsbury and this is my address</p> <p><b>Challenge – what type of house do I live in? terraced, semi-detached etc</b></p>			<p><b>PSHE</b></p> <p><b>Rights champs voting</b></p> <p><b>Enjoyment of break times and playground</b></p> <p><b>Global goals week</b></p>	<p><b>Learning Question:</b></p> <p><b>How do we stay safe on the internet?</b></p> <p><b>Learn the golden rules of staying safe on the internet.</b></p> <p><b>Practise logging on to the computers and using the mouse to navigate</b></p>
4	<p><b>LQ What are the important places in my local area?</b></p> <p>Mind map the places of significance in our local area, what do we know about Didsbury? What significant buildings do we have? Share and mind map ideas.</p> <p><b>LQ What are the places that I do and do not like in my local area?</b></p> <p>Children to share ideas/look at pictures- what</p>	<p><b>LQ How has Didsbury changed over time?</b></p> <p>Children to look at pictures of Didsbury from the past and discuss how it has changed. Look at similarities and differences.</p> <p><b>What is old and what is new?</b></p>		<p><b>LQ What do Christians believe about God?</b></p> <p><b>Discuss simple ideas about Christian beliefs about God and Jesus.</b></p> <p><b>PSHE</b></p> <p><b>Friendships and relationships</b></p>	<p><b>LQ: How do you use Microsoft Paint to create a picture?</b></p> <p><b>Develop basic mouse skills.</b></p> <p><b>Understand what the computer programme Microsoft Paint is and what we use it for.</b></p> <p><b>Open Paint and explore - practise using the mouse to make different patterns and pictures – picture of a bus</b></p>

	<p>did we see? What do we like? What don't we like? Why?</p>				
5	<p>LQ: Where is Manchester?</p> <p>LQ: What are the main differences between a city, town and village? Look at Manchester and the differences between a town/ village.</p>		<p>LQ: Which materials are strong enough to make a bridge?</p> <p>Discuss different materials such as metal, wood etc and think of things that they are used to make.</p> <p>Exploring materials and their strengths, testing a simple bridge for Naughty Bus to cross the pond.</p> <p>Pre assessment opportunity for science- Materials</p>	<p>LQ What does the bible teach us about God? Tell a bible story, children to be able to retell key points of the story. Children to ask some questions about believing in God and offer their own ideas.</p> <p>PSHE Diversity and inclusion</p>	<p>LQ: How can you use a keyboard to type a sentence?</p> <p>Develop basic mouse skills. Understand what the computer programme Microsoft Paint is and what we use it for.</p> <p>Open Paint and explore - practise using the mouse to make different patterns and pictures – typing words to link to topic about bus</p>
6	<p>LQ: What are the countries that make up the UK?</p> <p>LQ What are the four capital cities of the</p>	<p>LQ Have the important places in my local area changed over time?</p> <p>What is important to people in 2020?</p>		<p>LQ: What do the miracles of Jesus teach us? Discuss simple ideas and beliefs about God and Jesus, share a miracle story, talk about issues of</p>	<p>LQ: How do you open a document and save it?</p> <p>Develop basic keyboard skills. Developing skills in opening up a computer</p>

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	<p><b>countries in the UK?</b> Children to explore the different countries of the United Kingdom</p>	<p><b>What places might have been important to our grandparents? Are they the same/different?</b></p>		<p><b>good, bad, right and wrong from the story.</b></p> <p><b>PSHE</b> <b>Sharing and giving</b></p>	<p><b>programme and saving a document.</b></p>
<b>7</b>	<p><b>LQ: What is the purpose of a map, and what do the symbols mean?</b> <b>Follow a road map around Didsbury.</b></p> <p><b>What do road signs tell us?</b> <b>What characteristics of the local area do we see?</b></p>		<p><b>LQ: Which materials will I use to construct a strong bridge?</b></p> <p><b>Children to construct a bridge and evaluate to change and strengthen the bridges.</b></p>	<p><b>LQ Why do Christians pray?</b> <b>To understand what it means to pray and why it is important to Christians.</b></p> <p><b>Return to the bag from the first lesson to recap who is a Christian?</b></p> <p><b>PSHE</b> <b>Diversity and inclusion</b></p>	<p><b>LQ: How do you open a document and save it?</b></p> <p><b>Develop basic keyboard skills.</b> <b>Developing skills in opening up a computer programme and saving a document.</b></p>
<b>End point</b>	<p><b>Children can tell someone their address. They can describe their locality using words/ pictures. They can name key features associated with a town or village</b></p> <p><b>Children should know the names of the four countries that make up the UK and their capital cities. They should be able to describe some of the geographical characteristics of these places.</b></p>	<p><b>Children to gain knowledge and understanding of how Didsbury has changed over time.</b></p> <p><b>Children to develop understanding and opinions based on whether places of significance in their locality have changed over time.</b></p>	<p><b>Children to gain understanding of planning, designing and making.</b></p> <p><b>Understanding of how combining a variety of materials can make a structure.</b></p>	<p><b>Who is a Christian?</b> <b>Develop an understanding of Christianity, and understand what represents the Christian faith. Children can talk about simple ideas of Christian beliefs, God and Jesus. Children can talk about issues of good, bad, right and wrong arising from Christian stories. Children can ask relevant questions about believing in God and offer some of their own ideas.</b></p>	<p><b>Children will be able to log on to the computers and understand how to use a mouse to navigate a screen and a keyboard to enter information.</b></p> <p><b>Children will be able to explain what the computer programmes Microsoft Paint and Microsoft Word are and how to use them.</b></p> <p><b>Children will understand why we need to be safe on the internet.</b></p>

Assessment					
Week	<b>Week 2</b> <b>Pre-learning Quick sorting activity</b> <b>Where would you find these features? X6 pictures</b> <b>Supermarket, motorway, farm, skyscrapers, fields.</b>  <b>Week 7</b> <b>Draw a picture of where you live? What do you know about where you live? What is address? Draw, write or tell an adult.</b>				

	Music	Art	PE		Languages
			Games	Dance & Gymnastics	
NC PoS	Sing songs and chants from memory Appraise Music Improvise simple songs and chants Explore pitch on instruments Use body percussion and percussive instruments	to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line,	Master basic movements including, running, jumping, throwing, catching, as well as developing agility, balance and coordination, and begin to apply these in a range of activities.	Perform dances using simple movement patterns.	

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		shape, form and space			
Key Vocabulary	Pitch Tempo Pulse Rhythm Texture	Drawing Mark making Line, shape, texture, tone, sketchbook,	Sprinting, hurdles, Balance, co-ordination, agility, throw, jump,	Movement Motif Warm up 8 count sequence Vehicles Transport Levels Choreography Feedback Performs routine	Greetings feelings
1	LQ: What counting songs do I know?	LQ: What did I do on my holiday? Children to paint/ collage an image of their holiday  LQ: What is a class charter? Children to make sweets or bees for their charter.	LQ: Which ways can I travel? Active maths – relay matching numicon to digits and ordering to 10.		
2	LQ:- Can I appraise and respond to a piece of music? Ch will listen to a song and think about the instruments they can hear and comment about whether they like or dislike the music and why. Musical Vocabulary will be encouraged. They will consider the meaning of the song by picking out some lyrics and think how movements could represent these ideas.	LQ:How can I represent the lines, shapes, forms, textures and colours of teddy bears and toy animals using a variety of drawing media?  Children will explore the use of a variety of drawing materials to create observational drawings of real teddy bears.	The children are going to be develop their technique of sprinting. They will understand the three phases of a running race (beginning, middle & end). <b>LQ: When sprinting what are the key things you need to do?</b>	Responding to stimulus of 'transport' – LQ: How can we move like a mode of transport?	

		Children will use a wide variety of drawing techniques including continuous line and blind contour drawing .			
3				<p>Begin to plan key motifs and movements into a choreographed dance to a piece of music.</p> <p>LQ: How do you move to a piece of music?</p>	LQ: How do you greet someone in Spanish?
4	<p>LQ:- Can I explore pitch of instruments? Ch will have a variety of tuned and untuned instruments and consider the pitch of each. They will be encouraged to classify each into 2 groups of high and low pitch and explain why, comparing to other instruments. Ch will work in small groups to create a rhythmic piece, using both instruments and body percussion. Ch will be challenged to think about how high and low pitched instruments and body percussion could be layered (texture)</p>	<p>LQ:How can I represent the lines, shapes, forms, textures and colours of teddy bears and toy animals using a variety of drawing media?</p> <p>Children will explore the use of a variety of drawing materials to create observational drawings of real teddy bears. Children will use a wide variety of drawing techniques including continuous line and blind contour drawing.</p>	<p>Children are going to develop their ability to jump for distance. They will understand and be able to demonstrate how to increase their jumping distance. They will also understand how to land appropriately. <b>LQ: How do you increase your jumping distance?</b></p>	<p>Implement own choreographed movements into a dance as a class. Discuss what works within peer feedback.</p> <p>LQ: How do you give effective peer feedback?</p>	
5				<p>Rehearse dance performance.</p> <p>LQ: How do you perform well?</p>	LQ: What is your name in Spanish?
6	<p>LQ:- Can I improvise a song or chant? Ch will learn a simple chant then decide how this could</p>	<p>LQ:How can I represent the lines, shapes, forms, textures and colours of toy animals and</p>	<p>The children are to develop their understanding of throwing underarm. They will throw underarm to</p>	<p>Perform routine to music and to an audience. Self evaluate – what worked really well and what could have been better.</p>	



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	be adapted to suit a new theme. In groups ch will use both percussive instruments and bodypercussion to add rhythm to the chant. Ch will be challenged to consider how these different sections could be textured / layered together.	toy animals using a variety of drawing media?  Children will explore the use of a variety of drawing materials to create observational drawings of real toy animals. Children will use a wide variety of drawing techniques including continuous line	partners and objects to develop accuracy. <b>LQ: How do we hit targets?</b>	LQ: What could I improve on?	
<b>7</b>					LQ: How do you ask and say that you feeling good in Spanish?
<b>End point</b>	Ch will be able to use both tuned and untuned instruments and their own bodies as percussive instruments. They will appreciate different instruments used to create music by their own live and recorded performances. They will know about pitch and the difference in pitch between different instruments.	Children will learn how to use a sketchbook.They will experiment with a wide variety of materials to create drawings of teddy bears and toys animals. They will learn new skills in creating line, tone, texture and mark making through observational drawing	The children should of gained a good understanding of what to do in the three phases of sprinting. Be able to incorporate running, jumping & landing correctly and be able to throw with accuracy at targets.	Children will create a dance that represents 'transport'.  They will understand what a motif is, and how to respond to feedback to improve their dance.	Children know how to greet someone in Spanish, say how they feel and what their name is.
<b>Assessment</b>					

Week					
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