

Year: 1

Term: Autumn 1

Learning
Challenge
question

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

MTP

	Maths	English			Science			
		Reading	Writing	Speaking & Listening	Working Scientifically			
					Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	say finger numbers up to 5 Solve real world problems up to 5 Recite numbers past 5 Link numerals and amounts	Show an understanding of what has been read by retelling events. Read simple sentences and books consistent with phonics knowledge. Use and understand newly introduced vocabulary.	Write recognisable letters, most of which are correctly formed. Spell words by identifying and representing sounds. Write simple phrases and sentences that can be read by others.	Listen attentively and make comments and respond with relevant questions and comments. Hold conversation with adults and peers. Express ideas and feelings in full sentences. Participate in small group and class discussions.	Children who have met the ELG at an expected level will - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
Pre & post assessments	Ordering numbers to 10 and matching numbers to pictures up to 10 pre learning More or less	Retell a familiar story with actions. Use familiar vocabulary from the text within hot task writing.	Cold Task: Write a sentence (initial writing assessment) Cold Task: Recall events from the Naughty Bus		What are the four seasons? Order/ match pictures to the seasons. Can you describe each season?			

			Hot Task: Write the problem for your innovated story					
1	<p>Counting a variety of objects and manipulatives to 10 ensuring 1:1 correspondence. Verbally counting back from 10 to 1.</p>	Reading their sentence to their teachers	<p>Cold Task: Write a sentence</p> <p>LQ: When do you feel happy? Writing about when we are in the green zone.</p>	<p>Sharing holiday news with others</p> <p>Discussing personal goals</p> <p>Standing up in front of others to articulate an opinion</p> <p>Share ideas with teachers before writing</p> <p>Reread what they have written out loud</p>				
2	<p>Ordering numbers to 10.</p> <p>Using a variety of objects to represent numbers to 10.</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. LQ: How do you punctuate sentences</p>	<p>LQ: What is it like on a bus? 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. Record weather and temperature.</p>		

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	Using tens frames to represent numbers.		correctly?					
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. Number bonds to 10.</p> <p>Ordering numbers to 10 and matching numbers to pictures Post assessment</p>	<p>Read 'The Naughty Bus'</p> <p>LQ: What happens in the story 'The Naughty Bus'?</p> <p>LQ: How can I retell the story of Naughty Bus?</p>	<p>A present has been left in our classroom. Where has it come from and what is inside?</p> <p>LQ: How can I retell the story of Naughty Bus? Whole class and in small groups sequencing pictures from the story and writing words or simple sentences to accompany</p>	Discuss events in the classroom – what has the naughty bus done, and why?	LQ: What is it like in autumn?			

4	<p>Pre assessment more and less.</p> <p>Comparing groups of different amounts and using mathematical language such as less than, more than, greater than, the same as.</p> <p>Active Maths- Ordering numbers and groups of objects within teams.</p>	<p>Read Naughty Bus, rehearsing story sequence and actions</p> <p>LQ: What HRS words can we find in the Naughty Bus?</p> <p>Phonics focus, find digraphs within the text.</p>	<p>What happens in the story of Naughty Bus? Mind map the story and retell</p> <p>Cold Task Recall events from the story.</p>	<p>Share events from the text and discuss.</p> <p>Likes and dislikes.</p>	<p>LQ: Can I compare and contrast weather and day length across the seasons?</p> <p>(create a pictogram and identify patterns.)</p> <p>c</p>			
5	<p>Comparing numbers and understanding the concept of 1 more, 1 less and representing this with concrete</p>	<p>LQ: What did the Naughty Train do in our innovated story?</p>	<p>Shared write LQ: What changes will we make to the Naughty Bus story?</p> <p>LQ: How will</p>			<p>Can I observe and record the weather over time?</p> <p>Gather and record data like a climatologist. Record</p>		

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	<p>objects. Continuing to apply mathematical language when comparing numbers- more than, less than, equal to. Active Maths- Finding one more and one less</p> <p>Post assessment more and less</p>		<p>you create a story map of your innovated story?</p>			<p>weather findings for a week by making a daily picture table to show findings.</p>		
6	<p>Number bonds to 10. 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>Re-read Naughty Bus and Naughty train and discuss.</p>	<p>LQ: How will I write the opening to my innovated story?</p> <p>LQ: How will I write the build up to my innovated story?</p> <p>What features do I need to include in my writing?</p>	<p>Taking turns and listening to what others have said.</p> <p>Read my work aloud to others and share my innovated story ideas.</p>		<p>Can I make and present a weather report?</p> <p>Use weather recording from the previous week to record a weather report on Seesaw.</p>		

7	<p>Fluency and number sense.</p> <p>Odd and even numbers.</p>	<p>Which HRS words and graphemes can I spot when reading?</p>	<p>Hot Task: LQ: How will I write the problem to my innovated story?</p> <p>LQ: How can I check my work carefully?</p>	<p>Read my work aloud to others and share my innovated story ideas.</p>	<p>Post Assessment - seasons</p> <p>LQ: Can I make a calendar to plan different activities that would be appropriate for different seasons? Give reasoning for your suggested plan.</p>			
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End of unit Assessment	<p>Ordering and writing numbers to 10</p> <p>Matching numerals to objects to 10</p> <p>Comparing numbers using more, less, is the same as, equals.</p> <p>Representing numbers on a tens frame.</p>							
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Week	<p>Week 1 Active maths Number recognition and matching numbers to quantities</p> <p>Week 2: Ordering numbers to 10 and matching numbers to pictures pre assessment</p> <p>Week 3 Ordering numbers to 10 and matching numbers to pictures Post assessment</p> <p>Week 4: Pre assessment more and less.</p> <p>Week 5 : Post assessment more and less.</p> <p>Week 7 What number bonds do you know?</p>		<p>Week 1 Cold Task Holiday writing - what did the children enjoy about their holidays?</p> <p>Week 6 Hot task LQ: What could the Naughty Bus do next?</p> <p>Assessing sentence writing</p>		<p>Week 1 Seasons pre learning</p> <p>Week 7 Seasons post learning</p>			
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	Geography	History	DT	RE/ PSHE	Computing
Prior learning	In reception children walked around the local area and have visited the local park.			<p>RE: Understanding that families have different faiths or no faith, and that we all have important celebrations throughout the year</p> <p>PSHE: Naming and understanding emotions and feelings; learning how we can resolve conflicts through restorative practices, and build friendships. Knowing what a class charter is and what children's rights are.</p>	
Pre and post assessments	<p>Week 2- Graffiti wall for what I know about the UK and where I live.</p> <p>week 3 pre-assessment- What do i know about the UK and where i live. Label the countries of the UK and the seas</p> <p>Week 4- post assessment quiz activity on seas surrounding uk</p> <p>week 5-mini</p>			<p>RE: Gathering children's knowledge about Christianity through discussion, at the beginning of term. At the end of the half term, they will show what they have learnt through drawings and writing.</p> <p>PSHE: Gathering children's knowledge about rights and class charters through discussion, and through making a Class Charter. At the end of the half term,</p>	

	assessment uk countries.			children will show what they have learnt through drawings and writing.	
Unit assessment	<p>Graffiti wall- children to tell everything they know about UK.</p> <p>Children to draw what they see on their way to school.</p>			<p>Drawings and writing demonstrate knowledge about the elements of RE and PSED that we are learning about this half term</p>	
1	<p>LQ: Where have I travelled to during the holiday?</p> <p>Children to talk about where they have been during the holiday.</p> <p>Children becoming familiar with the class environment and location in the school.</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</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>LQ: What are the countries that make up the UK?</p> <p>LQ What are the four capital cities of the countries in the UK? Children to explore the different countries of the United Kingdom</p> <p>LQ: Where do I live? LQ: Where is Manchester?</p> <p>I live in a house, in Didsbury and this is my address</p> <p>Challenge – what type of house do I live in? terraced, semi-detached etc</p>			<p>PSHE Rights champs voting Enjoyment of break times and playground Global goals week - what are global goals?</p>	<p>Learning Question: How do we stay safe on the internet?</p> <p>Learn the golden rules of staying safe on the internet.</p> <p>Practise logging on to the computers and using the mouse to navigate</p>

4	<p>LQ What are the important places in my local area?</p> <p>Look at the places of significance in our local area, what do we know about Didsbury? What significant buildings do we have? Share ideas with Kagan group and record on a poster.</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>Links to how has Didsbury changed over time in Geography lesson</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>What is old and what is new?</p>		<p>LQ What do Christians believe about God? Discuss simple ideas about Christian beliefs about God and Jesus.</p> <p>PSHE Friendships and relationships</p>	<p>LQ: How do you use Microsoft Paint to create a picture?</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 – picture of a bus</p>
5	<p>LQ: What are the human and physical features of our local environment and what do I like and not like?</p> <p>Children to understand the different human and physical features of the local</p>	<p>Introduce Black history month</p> <p>Read Get up stand up book as the hook for Black history month</p> <p>LQ: Who was Bob marly and why is he a</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>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</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>

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	environment and discuss what they like or dislike in the local area.	significant figure?	Exploring materials and their strengths, testing a simple bridge for Naughty Bus to cross the pond. Pre assessment opportunity for science- Materials	Diversity and inclusion	Open Paint and explore - practise using the mouse to make different patterns and pictures – typing words to link to topic about bus
6		LQ: Where did Bob Marly come from and what Black history project to start		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 good, bad, right and wrong from the story. PSHE Sharing and giving	LQ: How do you open a document and save it? Develop basic keyboard skills. Developing skills in opening up a computer programme and saving a document.
7	LQ: What is the purpose of a map, and what do the symbols mean? Follow a road map around Didsbury. What do road signs tell us? What characteristics of the local area do we see?	Black history project to be continued.	LQ: Which materials will I use to construct a strong bridge? Children to construct a bridge and evaluate to change and strengthen the bridges.	LQ Why do Christians pray? To understand what it means to pray and why it is important to Christians. Return to the bag from the first lesson to recap who is a Christian? PSHE Diversity and inclusion	LQ: How do you open a document and save it? Develop basic keyboard skills. Developing skills in opening up a computer programme and saving a document.

End of unit assessment	<p>Week 7 children to label the countries of the UK, capital cities and seas surrounding the UK. Children to identify where they live.</p>				
Week	<p>Week 2 Pre-learning Quick sorting activity Where would you find these features? X6 pictures Supermarket, motorway, farm, skyscrapers, fields.</p> <p>Week 7 Draw a picture of where you live? What do you know about where you live? What is address? Draw, write or tell an adult.</p> <p>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</p> <p>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.</p>	<p>Children to gain knowledge and understanding of how Didsbury has changed over time.</p> <p>Children to develop understanding and opinions based on whether places of significance in their locality have changed over time.</p>	<p>Children to gain understanding of planning, designing and making.</p> <p>Understanding of how combining a variety of materials can make a structure.</p>	<p>Who is a Christian? 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.</p>	<p>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.</p> <p>Children will be able to explain what the computer programmes Microsoft Paint and Microsoft Word are and how to use them.</p> <p>Children will understand why we need to be safe on the internet.</p> <p>Speak to Gary about computing this half term</p>

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	Music	Art	PE		Languages
			Games	Dance & Gymnastics	
Prior learning	Clapping along rhythmically to songs and feeling the pulse; clapping the rhythm of words and sentences, in EYFS	Using a variety of materials to create art; use a variety of tools and techniques, represent people and things, from reality and from imagination, using increasing skill and control.		Children will have demonstrated strength, balance and coordination through play. Children will have moved energetically through dance.	
Pre and post assessments	<p>"All About Me"</p> <p>LQ: Can I keep the pulse and create a rhythm?</p> <p>Pre Assessment: Do the children know what a pulse is? Can they represent their name through clapping syllables?</p> <p>Post assessment: Short videos of pulse and rhythm performances</p>	<p>Pre Assessment:</p> <p>Children create spiral art in sketch books</p> <p>Post Assessment: Observational drawings of shells in sketchbooks, demonstrating skills learned over this half term.</p>		Can I dance to the beat?	
1	Learn the class and school songs	<p>Introducing the children to their sketchbooks and discussing sketchbook expectations.</p> <p>Children explore swirl patterns and spiral shapes on the first page of their sketchbooks.</p>	<p>LQ: Which ways can I travel?</p> <p>Active maths – relay matching numicon to digits and ordering to 10.</p>	LQ: Can I move safely and creatively in a space?	

2	Refresh some familiar songs and learn a new one	<p>Introducing our Artist for this half term - Molly Haslund.</p> <p>Children discuss what they see in various pieces of her art and make annotations in their sketch books, collaging with prints of her work.</p>	The children are going to be develop their technique of sprinting. They will understand the three phases of a running race (beginning, middle & end). LQ: When sprinting what are the key things you need to do?	Responding to stimulus of 'transport' – LQ: How can we move like a mode of transport?	
3	<p>Lesson 1: My favourite things -</p> <p>Children use their voice and hands to make music</p>	Children use their whole bodies to create large scale spiral artwork, inside and/or outside. They draw inspiration from Molly Haslund's work.		<p>Begin to plan key motifs and movements into a choreographed dance to a piece of music.</p> <p>LQ: Can I move creatively to a piece of music?</p>	LQ: How do you greet someone in Spanish?
4	<p>Lesson 2: You've got a friend</p> <p>Children clap and play in time to the music</p>	<p>Creating "snail shells":</p> <p>Mark marking exploratory lesson in sketchbooks. Adding in additional materials that they have previously used. Exploring tight, loose spirals, exploring colours and patterns within their spirals. Annotate what they think are successful, what worked well.</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. LQ: How do you increase your jumping distance?	<p>Implement my own choreographed movements into a 16 beat dance as a class. Discuss what works within peer feedback.</p> <p>LQ: Can I work with a partner?</p> <p>LQ: Can I move creatively to a piece of music?</p>	
5	<p>Lesson 3:Dance, dance, dance -</p> <p>Play simple rhythms on an instrument</p>	<p>Drawing from observation:</p> <p>Modelling of drawing from observation, showing how important it is to look carefully and notice detail. Children to draw from observing real shells, in sketchbooks.</p>		<p>Create 2nd 16 beat dance and 32 beat dance as a class. Discuss what works within peer feedback.</p> <p>LQ: How do you give effective peer feedback?</p>	LQ: What is your name in Spanish?
6	Lesson 4: Happy - Focus on Music By Bob Marley as part of Black history month- Reggae Listen to and repeat short rhythmic patterns and beats	Children to refine and finish off work from last week. This is their final assessment for this half term. They can improve their work and/or create a second piece. At the beginning of the session, each child to state what they	The children are to develop their understanding of throwing underarm. They will throw underarm to partners and objects to develop accuracy. LQ:	<p>Rehearse dance performance. Children give feedback and improve their dances.</p> <p>LQ: Do I understand what makes a good</p>	

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		like and what they can add to/improve about their work.	How do we hit targets?	performance?	
7	Lesson 5: Practise makes perfect - Understand the difference between pulse and rhythm	Revisit and discuss all work from this half term. Children can “show and tell” anything that they are proud of and can offer each other constructive feedback		Perform routine to music and to an audience. Self evaluate – what worked really well and what could have been better. LQ: What could I improve on?	LQ: How do you ask and say that you feeling good in Spanish?
End of unit assessment	Put short videos on seesaw of the children demonstrating what they have learned about pulse and rhythm through simple performances, alone or in small groups of 2 to 5. Feel free to edit together to make one video to post to class. These can be done using percussion instruments or clapping	Snail shell observational drawing in sketchbook is the final post assessment piece. Teacher to give written feedback about what is good and demonstrates that learning has taken place, and to offer suggestions for moving forward.	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.