

Year: 1

Term: Autumn 2

Learning  
Challenge  
question

How different was my grandparents' childhood to mine?

MTP

	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	odd and even number knowledge, number bond to 5 and 10 knowledge from Reception, addition from HT1 in Year 1.		Story maps - 5 parts of a story. Children have been exposed to a capital letter and a full stop within a sentence.		I can use my senses to explore the world I know what an observation is.	I know how different materials are more suitable for different jobs	I can describe similarities and differences. I am able to select the most appropriate materials for toy making.	
Pre & post assessments	pre assessment subtraction shape pre assessment Numbers to 20 and place value assessment pre assessment days of the week time		<b>Week 1 Cold Task:</b> Write about your favourite toy?  week 3 Pre-assessment Write down the capital letter that represents each lower case (choose key capital letters)		Pre Task -  Look at different objects on their table - What materials are these objects made from?	Prediction -  What is the best material to make my toy waterproof?		

	post assessment addition post assessment subtraction shape post assessment		<b>Hot Task:</b> What is your lost and found story? (innovated story)  week 7- matching capital letters to lowercase letters		Post Assessment -  I can name an objects material	Evaluation -  I know what is the best material to make my toy waterproof		
Unit assessment								
1	addition by counting on  using a number line  odd and even numbers, pairs  consolidation understanding of equals = commutative addition calculations  counting in 2s	Hook - teacher to pretend to have lost something and to find it in the classroom. Follow clues to the lost toy.  Introduce the story of Dogger by Shirley Hughes.	LQ: What toy is important to you? Cold task  LQ: What are the main events in the story of Dogger?  LQ: What do I know about a character from the story?	Ask relevant questions and speculate what the old toys may be like, share ideas and listen to the ideas of peers.  Verbally retelling Dogger, hot seating characters.  LQ: How do the characters in the story feel?  LQ: What story can I tell using story prompts?	<b>Pre Assessment</b>  Odd One Out materials- which object is the odd one out and why?			
2	odd and even numbers  completing addition calculations- missing numbers	Reading tricky words in a text and applying phonics to new words.	Create a story map for Dogger story Putting the sequence	Children to be able to join in with the story telling. Children to discuss and orally rehearse			<b>LQ: Can I identify and classify objects by the original</b>	

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	<p>addition stories and picture problems</p> <p>Subtraction pre-assessment</p>	<p>Ordering sentences - using reading strategies.</p> <p>Reread new innovated version of the story.</p>	<p>of events into order.</p> <p>LQ: What has changed in my story?</p> <p>LQ: What innovations will I make for my lost and found story?</p> <p>Teacher to model story map for innovated story</p>	<p>their ideas for writing.</p> <p>Retell the shortened version of Dogger with actions in kagan groups.</p> <p>Discuss innovations for new story</p>			<p><b>materials they are made from?</b></p> <p>Observing and classifying different materials through investigation.</p> <p>Greater depth - choose some objects and explain how they were made from their original material.</p>	
3	<p>Maths Week- active maths odd and even numbers.</p> <p>Subtraction pre assessment</p> <p>LQ: How can I use crossing out to subtract?</p> <p>LQ: How can I use number bonds to subtract?</p>	<p>Reading tricky words in a text and applying phonics to new words.</p> <p>Applying phonics to read new words</p> <p>Looking at reading strategies and how these support reading</p> <p>LQ: What strategies can you use to read</p>	<p>Create a story map for new innovated story</p> <p>Teacher modelling writing, shared writing and guided writing.</p> <p>Write a sentence dictated by the teacher.</p> <p>Children to write the opening of their new innovated story</p>	<p>Orally rehearsing sentences to write.</p> <p>Listening to a shared write of a lost and found story.</p> <p>Sharing ideas for shared writing.</p> <p>Children orally rehearsing their sequence of sentences for narrative writing.</p>		<p><b>LQ: Can I observe and name everyday materials?</b></p> <p>Arrange objects made of the same materials and label the materials.</p>		

		a text?	<p>with support.</p> <p>LQ: What will the opening to your story be?</p> <p>LQ: How do we represent these lower case letters as capital letters?</p>					
4	<p>LQ: How can I subtract by counting back on a number line?</p> <p>subtraction stories</p> <p>addition and subtraction post assessment</p>	<p>Read aloud my writing for my teachers/ peers</p> <p>Re-read my sentences to check what I have written makes sense and to edit and improve.</p>	<p>Shared write - continue the class story, adding the problem.</p> <p>Children continue to write opening and build up of their new innovated story.</p> <p>LQ: What will the opening to your story be?</p> <p>LQ: What will the build up to your story be?</p> <p>Hot Task LQ: What is your lost and found story?</p>	Retell their new innovated story		<p><b>LQ: What materials are old toys made of?</b></p> <p>Observing which materials Victorian toys are made from and why these materials were used. .</p>		

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5	<p>numbers 10-20 and place value, pre assessment and introduction.</p> <p>Reading, writing and exploring numbers 10-20</p> <p>Comparing and ordering numbers to 20.</p> <p>shape pre assessment</p>	<p><b>Non - Fiction Family Life (tell me what you remember) by Sarah Ridley</b></p> <p>Reading the book and Discussing new vocabulary in the book. Recapping on what fact and fiction books are.</p> <p>Apply phonics knowledge and skills, using reading strategies to read words and sentences from the book.</p>	<p><b>Hook -</b> Children to find a range of photographs around the room showing different special moment and celebrations</p> <p>What has changed and what has stayed the same?</p> <p>LQ: What is History?</p> <p>Children to write about their favourite memory. LQ: What is your favourite holiday memory?</p> <p>Teacher to read out a memory from a grandparent.</p> <p>LQ: What has changed and what has stayed the same?</p>	<p>Children to discuss the pictures in the book. What are their thoughts and feelings on the book? What does the book prompt them to think about?</p> <p>Children to share their ideas on What is important to them?/ what celebrations do they have (links to PSHE/RE)</p>		<p><b>LQ: How can we test materials?</b></p> <p>Devising a fair and simple test to investigate the properties of everyday materials.</p> <p><b>Gather and record data</b> in tables that describe the properties of materials.</p>		
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6	<p>LQ: To be able to recognise four basic 3D solid shapes: spheres, cubes, cuboids and pyramids.</p> <p>LQ: To be able to recognise 2D shapes in the everyday environment.</p> <p>LQ: To be able to group shapes using different criteria.</p> <p>Shape post assessment</p>	<p>Apply phonics knowledge and skills, using reading strategies to read words and sentences from the book.</p>	<p>LQ: What are the features of a letter?</p> <p>LQ: How can I persuade the king that childhood now is better than long ago?</p> <p>LQ: How can I make a piece of writing better?</p> <p>Children write a letter to the King to persuade him that childhood now is better than it was for our grandparents.</p> <p>Information/ persuasion</p> <p>To know that we can use our writing to persuade and share facts and opinions.</p>	<p>Discuss opinions on whose childhood is the best?</p> <p>how and why we should look after the sea.</p> <p>Whose childhood would you prefer?</p> <p>Children to debate which is better- childhood long ago or childhood now?</p> <p>Explore difference between now and then? What has changed?</p> <p>Differences- toys, school, food, monarchy, transport.</p>		<p><b>LQ: How can we test materials?</b></p> <p>Devising a fair and simple test to investigate the properties of everyday materials.</p> <p><b>Gather and record data</b> in tables that describe the properties of materials.</p>		<p><b>LQ: What materials will you use to make a Christmas card?</b></p> <p>Children apply knowledge to design and make a festive card, making moving parts if able to. Children explain why they have chosen certain materials.</p> <p><b>*THIS IS DONE THROUGH DESIGN &amp; TECHNOLOGY*</b></p>
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7	<p>pre assessment days of the week time</p> <p>LQ: What are the days of week?</p>	<p>Read the Christmas story and put the events in order.</p>	<p>Children to write about their favourite part of the school pantomime. (12th Dec)</p> <p>Write the insert for a festive card, linking to DT moving card.</p>	<p>Retell what happened in the pantomime. Act out your favourite scene.</p>		<p><b>Post Assessment</b></p> <p>Odd One Out materials- which object is the odd one out and why? Can children explain their reasoning?</p>		<p><b>LQ: What materials will you use to make a Christmas card?</b></p> <p>Children apply knowledge to design and make a festive card, making moving parts if able to. Children explain why they have chosen certain materials.</p> <p>*THIS IS DONE THROUGH DESIGN &amp; TECHNOLOGY*</p>
End of unit assessment	<p><b>End of half term addition, subtraction and place value quiz.</b></p>		<p><b>Children to write a letter to the king explaining whose childhood is best. Children to use capital letters, fingers spaces, phonics etc</b></p>			<p><b>Post Assessment</b></p> <p>Odd One Out materials- which object is the odd one out and why? Can children explain their reasoning?</p>		

	Geography	History	DT	Art	Computing	PSHE
Prior Learning		In reception children Looked at themselves and how they have changed since they were little. Children have looked at toys from when their parents and grandparents were little. Children were introduced to concept of continuity and change. In reception children used language to describe history.			Children will develop their understanding of a range of tools used for digital painting.	We know about our emotions and how they affect others. We know how to have a healthy body and healthy mind. We know we are all different and it is okay for everyone to have their own views.
Pre & post assessments		<b>Week 1: Pre Assessment</b>  What was life like when your grandparents were children?			Children to Seesaw a piece of artwork created at the start of the unit and again at the end for comparison.	
		<b>Week 8: Post Assessment</b>  What was life like when your grandparents were children?	<b>Can you make part of Father Christmas move?</b> Children to explore making parts move using a range of different materials			



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Unit assessment		Retrieval and revisit Mini assessments throughout the unit.			Exhibition of children's work in the Computing Suite at the First School.	
1		<p><b>Topic WOW!</b></p> <p>Children receive a letter to their class, from a grandparent saying how things have changed since they were a child.</p> <p>LQ: What is our childhood like and has it always been the same?</p>	<p><b>Prior to lesson 1 the children will be asked to bring in a pop up greetings card or pop up story book to share and explore with their peers.</b></p> <p><b>Pre Assessment - Can you make part of Father Christmas move?</b></p>		<p><b>How can we paint using computers?</b></p> <p>To describe what different freehand tools do: Can I make marks on a screen and explain which tools I used?</p> <p>Can I draw lines on a screen and explain which tools I used?</p> <p>Can I use the paint tools to draw a picture?</p>	<p>Emotions and feelings linked to character emotions in the story of dogger. Expression using body language and link to zones of regulation.</p>
2		<p>LQ: What has happened since I was born? Timeline of children's lives since they were born.</p> <p>LQ: How different were our</p>	<p><b>LQ: What makes it move?</b></p> <p><b>Children to explore different pop up books and cards. What mechanisms make things move?</b></p>		<p><b>How can I use shape and lines?</b></p> <p>To describe what different freehand tools do:</p> <p>Can I make marks on a screen and explain</p>	<p>Mental health &amp; wellbeing. Feelings experienced over time especially those associated with change/grief/loss.</p>

		grandparents school days?			<p>which tools I used?</p> <p>Can I draw lines on a screen and explain which tools I used?</p> <p>Can I use the paint tools to draw a picture?</p>	
3		<p>LQ:How different were the toys that our grandparents played with?</p> <p>LQ:What games did our grandparents play?</p>	<p><b>LQ: What is a slider?</b></p> <p>The children will be introduced to the terms mechanisms and sliders. They will learn how to make a slider.</p>		<p><b>Can I make careful choices?</b></p> <p>To make careful choices when painting a digital picture</p> <p>Can I choose appropriate shapes?</p> <p>Can I make appropriate colour choices?</p> <p>Can I create a picture in the style of an artist?</p>	<p><b>Keeping safe.</b> Understand the need to stay safe whilst playing at home or at school. Stranger Danger</p> <p><b>Anti-Bullying Week</b></p>
4		<p>LQ: How did our grandparents use to shop?</p> <p>LQ:What was a trip to the shops like for Grandma?</p>	<p><b>LQ: What is a lever?</b></p> <p>Children will be introduced to levers. Can you make something move using a lever?</p>		<p><b>Can I explain why I chose to use a certain tool?</b></p> <p>Can I explain that different paint tools do different jobs?</p> <p>Can I choose appropriate paint tools and colours to recreate the work of an artist?</p> <p>Can I say which tools were helpful and</p>	<p>Family, wellbeing, relationships - Understand about family networks</p>

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					why?	
5		<p>LQ: What foods would our grandparents have eaten?</p> <p>LQ: Was grandad's home like mine?</p>	<p><b>LQ: How will I design a pop up/moving Christmas card?</b></p> <p>The children will research traditional and contemporary designs for Christmas cards.</p> <p>They will design their own card and explain which parts of their card will move and how. Children will decide between using sliders or levers.</p>		<p><b>Can I show greater independence in my use of colours, brush size and brush tools?</b></p> <p>To use a computer on my own to paint a picture</p> <p>Can I make dots of colour on the page?</p> <p>Can I change the colour and brush sizes?</p> <p>Can I use dots of colour to create a picture in the style of an artist on my own?</p>	<p><b>Keeping safe.</b></p> <p>Understand the need to stay safe whilst playing at home or at school.</p> <p>Road Safety Rail, water &amp; fire Safety</p>

		<p>LQ - What were TV and radio like when our grandparents were children?</p> <p>How has radio and television changed? Why do you think they have changed? Do you think it is good that they have changed?</p> <p>LQ - What was family time like when your grandparents were little?</p> <p>Relating to their own family. What did their grandparents do as a child? What would they do to entertain them? How is this different to family time now?</p>	<p><b>LQ: How can I demonstrate my ability to make a moving Christmas card?</b></p> <p>This week the children will make their Christmas card following their design selecting the appropriate tools and media required.</p>		<p><b>Can I compare computer art and painting?</b></p> <p>Can I explain that pictures can be made in lots of different ways?</p> <p>Can I spot the differences between painting on a computer and on paper?</p> <p>Can I say whether I prefer painting using a computer or using paper?</p>	<p>Relationships and Sex Education.</p> <p>What are the similarities between boys and girls?</p>
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7		<p>LQ:How did our grandparents enjoy going on holiday?</p> <p>LQ:How did our grandparents celebrate birthdays?</p>	<p><b>LQ: How will I evaluate my completed product?</b></p> <p>The children will finish their Christmas cards. They will peer assess and then evaluate their own work against the design criteria.</p>		<p><b>Post assessment:</b></p> <p>Children to Seesaw evidence of a piece of work that showcases some of the skills they have learnt over the unit.</p>	<p><b>Healthy Lifestyles</b></p> <p>What is a healthy lifestyle?</p> <p>How can I be responsible for my own health and wellbeing?</p> <p>What helps to keep me physically healthy?</p> <p>How can I look after my teeth?</p> <p>What foods should I eat?</p>
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**Topic evaluation  
and  
answering the topic  
question.**

***LQ: How was my  
grandparents'  
childhood  
different from  
mine?***

Discuss the  
differences  
between your  
childhood and  
grandparents'  
childhood.  
Children draw  
and label pictures  
of their childhood  
& their  
grandparents'  
childhood.

When would you  
prefer to be a  
child, now or  
then? Children  
draw a picture to  
show when they  
would like to be a  
child. Write a  
sentence  
explaining why.  
\*Lesson to be  
covered in  
English\*

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End of Unit assessment		How was my grandparents' childhood different from mine?	To design and make a pop up/moving Christmas card / greetings card.			
			To understand how simple mechanisms and sliders work			
			To select appropriate media and tools in order to complete a given task.			
			To be able to improve upon work where needed.			
			To evaluate their own and other people's work against design criteria.			

	<b>Music</b>	<b>RE</b>	<b>PE</b>		<b>Languages</b>
			Games	Dance / Gymnastics	

Prior Learning	<p><b>Timbre and rhythmic patterns</b></p> <p><b>Fairy Tales</b></p>		<p><b>Introduction to Hockey in reception.</b></p>	<p><b>Introduction to gymnastics in reception.</b></p>	
Pre & post assessments	<p><b>Do the children understand the concepts of timbre and rhythm?</b></p>		<p><b>Children play a game of Hockey to see what prior learning they have of the sport.</b></p>	<p><b>Can children demonstrate how to use parts of their body to create stillness in balance?</b></p>	
	<p><b>Can they use their voices expressively, and use instruments to create interesting rhythms and timbre?</b></p>		<p><b>Children play the same game. Teachers will review their performance in comparison with week 1.</b></p>	<p><b>Can children demonstrate a 3 movement sequence, showing control at different levels.</b></p>	
Unit assessment	<p><b>Composing and playing a rhythm</b></p>			<p>Children perform a sequence of moves with a partner; working in curled, long and narrow shapes and moves.</p>	
1	<p><b>SESSION 1 REPLACED WITH PHONICS DUE TO INSET FRIDAY</b> Character voices: Use voices expressively to speak and chant</p>	<p><b>SESSION 1 REPLACED WITH PHONICS DUE TO INSET FRIDAY</b> Our Wonderful World LQ: What makes the world special?</p>	<p>Hockey - Introduction into the game of Hockey. The children will familiarise themselves with a stick. Learning on how to hold and travel around with it. Moving onto working with the ball. <b>LQ: How many hands do we use on the Hockey stick and where are they positioned?</b></p>	<p><b>Introduction to gymnastics</b></p> <p>Showing children the equipment and walking through how to use this safely, reminding them of the expectations and rules in the hall. <b>Allow children to explore equipment in small groups .</b></p>	
2	<p>Starting with instruments: Select suitable instrument sounds to represent a character</p>	<p>LQ: What is the Jewish, Islamic and Christian creation story?</p>	<p>Hockey - Working individually the children are going to travel slowly around the astro-turf keeping the ball close. Looking into changing direction, keeping head up looking for space. <b>LQ:</b></p>	<p><b>PE Passport Lesson 1</b> <b>Know :</b></p> <ul style="list-style-type: none"> <li>To control my moves and move elegantly from one move to the next</li> <li>To work at different levels and with changes of direction</li> </ul> <p><b>Show :</b></p>	



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			When travelling with the ball what must we do?	<ul style="list-style-type: none"> <li>Travel and balance with my body in a wide shape</li> <li>Take up wide balances and spin in wide body positions</li> </ul> <p>Grow :</p> <ul style="list-style-type: none"> <li>Grow in confidence by attempting new activities in PE</li> </ul>	
3	Rhythms: Compose and play a rhythm	LQ: What is the Hindu creation story?	Hockey - Working with a partner can children begin to travel around the astro-turf (passing and moving). Can the children then move towards goals and shoot into an empty net. LQ: When you pass the ball what should you do next?	<p><b>PE Passport Lesson 2</b></p> <p>Know :</p> <ul style="list-style-type: none"> <li>What inversion is</li> <li>How to feedback to a partner</li> </ul> <p>Show :</p> <ul style="list-style-type: none"> <li>Take my own body weight and move in tight curled shapes</li> <li>Create a sequence of curled movements on the floor and apparatus</li> </ul> <p>Grow :</p> <ul style="list-style-type: none"> <li>Students will understand how outside of PE being active can make them healthier and happier</li> </ul>	
4	Rhythms: Compose and play a rhythm (continuation from last week - make videos)	LQ: What do people believe about the sky and heaven?	Hockey - Children will gain the knowledge of how to defend. Introducing tackling. LQ: What do we need to do in order to gain possession of the ball from the opposition?	<p><b>PE Passport Lesson 3</b></p> <p>Know :</p> <ul style="list-style-type: none"> <li>To find a good starting position on the floor or apparatus</li> <li>To control my movements</li> </ul> <p>Show :</p> <ul style="list-style-type: none"> <li>Form a sequence of long shapes whilst in balance, motion and flight</li> <li>Transfer some of my floor work onto the apparatus</li> </ul>	

				<p><b>Grow :</b></p> <ul style="list-style-type: none"> <li>Students will know why good posture and balance are important in everyday life</li> </ul>	
5	<p>Responding to Music: Recognise how timbre is used to represent characters in a piece of music.</p>	<p>LQ: What do people believe about the creation of plants?</p>	<p>Hockey - Children will be introduced to dribbling/ shooting. Can the children travel around the pitch effectively negotiating space and shooting using both dribbling and passing?  <b>LQ: What must we do in order to move with the ball?</b></p>	<p><b>PE Passport Lesson 4</b></p> <p><b>Know :</b></p> <ul style="list-style-type: none"> <li>What a contrast is</li> <li>Why changing level and direction are important</li> </ul> <p><b>Show :</b></p> <ul style="list-style-type: none"> <li>Move from narrow shapes, to tight curled shapes and back, to form a sequence</li> <li>Change the direction and level of my work</li> </ul> <p><b>Grow :</b></p> <ul style="list-style-type: none"> <li>Grow in confidence by attempting new activities in PE</li> </ul>	
6	<p>Keeping the pulse: Keep the pulse using untuned instruments.</p>	<p>LQ: What do people believe about the creation of humans and animals?</p>	<p>Hockey - Children will be introduced to the technique of shooting. Pairing children up standing in a goal each, one person will shoot and the other will stop the ball. <b>LQ: How do we gain more power when shooting?</b></p>	<p><b>PE Passport Lesson 5</b></p> <p><b>Know :</b></p> <ul style="list-style-type: none"> <li>How to share the apparatus</li> <li>To give constructive feedback</li> </ul> <p><b>Show :</b></p> <ul style="list-style-type: none"> <li>Form a sequence to include a curled shape, a narrow shape and a wide shape</li> <li>Perform at different levels</li> </ul> <p><b>Grow :</b></p> <ul style="list-style-type: none"> <li>Students will understand how outside of PE being active can make them healthier and happier</li> </ul>	

7	Revisit any areas of the unit that children need reinforcement with	LQ: How and why do Christians celebrate Christmas?	<b>7 v 7 game... Children will play a game and try to link in all prior learning.</b> <b>LQ: What are the rules of the game of Hockey?</b>	<b>PE Passport Lesson 6</b> Know : <ul style="list-style-type: none"> <li>How to work with a partner to agree a sequence</li> <li>Different ways of performing with a partner</li> </ul> Show : <ul style="list-style-type: none"> <li>Perform a sequence of moves with a partner</li> <li>Work in curled, long and narrow shapes and moves</li> </ul> Grow : <ul style="list-style-type: none"> <li>Students will know why good posture and balance are important in everyday life</li> </ul>	
End of Unit Assessment	<b>Compose and play a rhythm. Demonstrate an understanding of the concepts "rhythm" and "timbre". Use voice expressively to depict a particular character.</b>	To be able to explain what makes the world special.  To know a creation story.  To understand that people have different beliefs about how the world was created.  To understand why Christians celebrate Christmas.	<b>Hockey - All children should have a good understanding of how to play the game and be able to demonstrate. In addition, they should be able to list basic rules when attacking and defending.</b>	<b>The children should have a thorough understanding of balances and spins.</b>  <b>They should be able to perform a routine with a partner incorporating all their learning from this term which includes curled, long &amp; narrow shapes and moves, on different levels.</b>  <b>They should be able to demonstrate success at working with a partner. collaboratively, showing confidence and agility.</b>  <b>They should be able to recognise success in themselves and others.</b>	