

Year 2022-2023 Group: Year 1

Theme: Me in my world

Term: Autumn 1

HOOK:

Friday 8th September - 'Once upon a time experience' - Dress up day.

Provision areas:

reading corner – fairy tales

Role play- pigs house/ dress up.





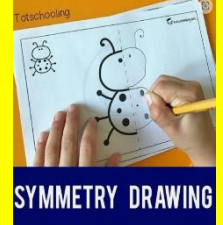




Construction- The Three Little Pigs display.

Junk modelling.

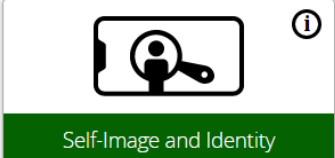
Maths area

Writing area.

Outdoor provision accessed every pm.

Week	1	2	3	4	5	6	7
Thursday mornings PPA Izzy ECT Monday pm (Gill to cover)	4.9.23	11.9.23 Friday morning - Outdoor 1P	18.9.23 Friday morning - Outdoor 1S 22.9.23 Big Walk	25.9.23 Friday morning - Outdoor 1P	2.10.23	9.10.23 Thursday - school photos Friday morning - Outdoor 1S	16.10.23
Library - 1P Wed 2.45, 1S Thurs 11.30	8.9.23 - Once upon a time experience - jam tarts/ decorate biscuits, dark woods in PE					do ART LESSON 1?	do art lesson 2 AUT 2, week 1 - lesson 3 art
<b>MORNING TASKS</b> 	1. Write your name on a whiteboard. 2. Funky fingers/finger gym activities peg boards 3. 2 colour patterns making cubes 4. number counting and matching 5. Play Doh – cookie cutters. 	1. matching CVC pictures and words 2. Finger gym - use the beads to make the shape of numbers to 10 3. cubes make 5 towers of different heights and order them 4. number matching - kites 5.Tracing sheets. 	1.picture cards- write the words that have the 'ee' sound. 2.Finger gym- playdoh number mats. 3. Count and link 4.fine motor-cutting skills. 5. draw and label your favourite food. 	1.Write a list of resources the little pigs need to make their houses. 2. What can you create with one cup of lego? Write what it is on a whiteboard. 3. Symmetry drawing 4. Maths- representing numbers to 10. 5. Funky fingers-Threading beads.  	1.Label the different weathers. 2.Dress the three little pigs- focuses on scissor skills. 3. Sand mark making in trays. 4. sort the shape by colour. 5. STEM challenge – build the bears a bridge. 	1. Label the different seasons. 2. Funky fingers 3. colour and cut the shapes. 4. How many cubes long are the objects? 5. Fine motor skills 	1.Sequence the Three Little pigs story. 2. Funky fingers. 3. write our sentence rules on a whiteboard. 4. Make a pattern out the cubes. 5. Colour by number sheet.
<b>CHALLENGES</b> 1. Maths 2. Phonics 3. Creative 4. Core subject 5. Writing	1. Maths- make 10 using the cubes. 2. Phonics- Playdoh- sound it, make it, say it. 3. Make a birthday card – every child could get one on their birthdays if they make 30? 4. finger gym challenge magic beans in cauldron tweezers 5. name writing/ tracing cards	1.represent numbers using practical resources	1.Count on from any number within 10. 2. Write a sentence using the tricky word 'love' or 'me' 3. Build the three little pigs a house using playdoh and tooth pics. 4. Create a messy map of the classroom. 5. Write a speech bubble from a wolf or pig	1. Count backwards from 10. 2. Match the pictures s to phonic words. 3. Create a sequence of dance outdoors- links to PE. 4. label a compass 5.Write a list of what the three little pigs need to build their houses.	1. Count one more. 2. Write a list of what you would take if you moved house 3. Create a CVCC, CCVC word booklet. 4. Material sorting activity. 5. Create a poster about the three pigs.	1. Count one more one less. 2. Write a sentence using the tricky word 'go' or 'into' 3. Draw and label our class book- links to RE. 4. what would you need in your suitcase for a winter/summer/autumn/spring links to geography.	1. Number bonds to 10. 

		 <p>2. phonics word writing inc phonemes from last week ai ee igh oa oo ar or ur oo ow oi ear</p> <p>3. collage</p> <p>4. science - sort wood, plastic, metal</p>  <p>5. Write a sentence from our 'Once Upon A Time' day or a list of how we made our jam tarts.</p>				<p>5. Write a list/sentence about where we live and what do we have in our playground.</p>	<p>2.Match the phonic pictures to the words.</p> <p>3. Create a sculpture in the tuff tray inspired by Andy Goldsworthy.</p> <p>4. Make a weather chart.</p> <p>5. Write a list- what do we see in autumn? Links to Andy Goldsworthy.</p>
<p><b>Provision Opportunities</b></p>	<p>role play, three little pig's masks.</p> <p>Tuff tray- Can you make the little pigs a house using the bricks?</p> <p>paint picture of pig or wolf</p>	<p>role play- three little pig's masks.</p> <p>Creative station- can you make the three little pigs a house using junk modelling.</p>	<p>role play, story spoons and book, act out the story using the resources.</p> <p>Playdough – can you make a pig using playdoh? Write a list of what they need. Eg tail, nose, eyes, ears,legs.</p> <p>Creative station- can you build a house that the big bad wolf cant blow down? Toothpicks, lolly sticks, q tips, pipe cleaners using playdough.</p>	<p>creative station- make three houses using straw, sticks and bricks (red paper)</p> <p>Tuff tray- Can you retell the story of the three little pigs.</p>	<p>Creative station- paint the wolf.</p> <p>Maths tuff tray- one more one less.</p>	<p>Outdoor Focus Task: Use Outdoor construction as a focus to re-tell the story. Is the house strong enough? How do you know? Is the house waterproof? How can you tell? What would you use to build a safe, strong house? Encourage story book language.</p>	<p>using the different props to talk about what happens in each part of the story. Model and encourage language of beginning, next, after, later, at the end. Children to draw their own pictures of what happened in the story.</p>
<p><b>Homework</b></p> <p>Daily reading (at least 10 minutes per day where possible).</p> <p>A weekly letter is sent home detailing the maths focus for the week, containing suggested websites, activities, and games to support learning. Purple mash QR code to be added to allow access to computing.</p>	<p>Little Wandle phonics</p>						
<p><b>Cross curricular computing</b></p>	<p>Purple Mash Fairytale counting</p>	<p>Purple Mash Paint projects</p>			<p>Purple Mash paint projects</p>		<p>Purple Mash Guess the material quiz</p>

		Three little pigs houses			Materials		
<b>English</b> <b>Text type being covered:</b>  <b>Class Novel:</b> <b>The Three Little Pigs.</b>	<u><b>Phase 1 - immersion</b></u>  1.Listen to story of 3 little pigs  2. Draw picture to go with the story and add a speech bubble to show characters views  3. Once upon a time experience day 8.9.23   I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	<u><b>Phase 2 – Reading like a writer</b></u>  1.show a WAGOLL of labels - picture of the pigs' village - look at features and purpose of labels  2.Modelled, shared, guided writing opportunities using GPS skills - blending and segmenting to write labels for their labels - links to geog label map of classroom/ label objects for science  1 x recorded activity per child per week	<u><b>Phase 3 – GPS – writing like a reader</b></u>  1.Share WAGOLL of a list - features and purpose  2.Modelled, shared, guided opportunities using GPS skills - blending and segmenting to write a list of things that the pigs might need to build a home - also links to geog what we can find in our school grounds  1 x recorded activity per child per week	<u><b>Phase 4 – Hot Task List</b></u>  What would you take if you moved house?   <u><b>Phase 5 – Hotter task Editing and improving</b></u>  Introduce purple polish pens.	<u><b>Phase 1 - Immersion</b></u>  1. <b>watch non fiction video</b>  <a href="https://www.youtube.com/watch?v=v1-fv-0LY9A">https://www.youtube.com/watch?v=v1-fv-0LY9A</a>  appearance  die  <u><b>Phase 2 – Reading like a writer</b></u>  WAGOLL - features of non chronological true factsshare book <a href="https://www.amazon.co.uk/Wolves-Usborne-Beginners-James-Maclaine/dp/1409530698">https://www.amazon.co.uk/Wolves-Usborne-Beginners-James-Maclaine/dp/1409530698</a>	<u><b>Phase 2 – Reading like a writer</b></u>  GPS - writing sentences  sentence rules  capital letters, fingers spaces, full stops.   <u><b>Phase 3 – GPS – writing like a reader</b></u>	<u><b>Hot task - wolves</b></u>  Information poster about wolves to share with the pigs! and other animals!  <u><b>Phase 5 – Hotter task Editing and improving</b></u>  purple polish.
<b>Little Wandle</b>	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 thicker	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	Assessment interventions made.



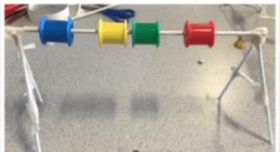


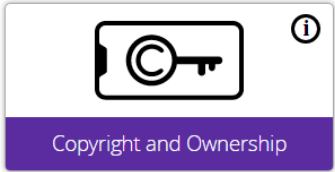
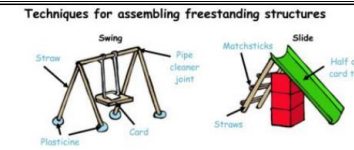


## Sandal Primary School Medium Term Planning and Weekly Overview

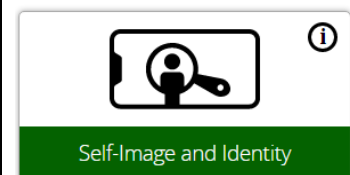





<b>Reading</b>  3x guided reading sessions per week.  Anne? Read with 1S Wednesday 9:30 - 10:30 1P 10:30- 12	1-1 phonics interventions	1-1 phonics interventions	1-1 phonics interventions	1-1 phonics interventions	1-1 phonics interventions	1-1 phonics interventions	1-1 phonics interventions
<b>Maths</b> White Rose planning <b>Fluency</b> <b>Explaining/ reasoning</b> <b>Problem solving</b>  <b>2x provision activities</b> <b>1x workbook sheet + photo</b>	<u><b>Place Value within 10.</b></u>  <b>National Curriculum links:</b> •Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. •Count, read and write numbers to 10 in numerals and words.  <b>LO: To fluently count to 10 when counting objects</b>  <b>LO: To count a specific number of objects from a larger group</b>	<u><b>Place Value within 10.</b></u>  <b>LO: To represent real-life objects such as apples, leaves and sweets using number lines and manipulatives such as counters, cubes and ten frames.</b>  <b>LO: To recognise numbers and words to 10.</b>  <b>LO: Count on from any number within 10.</b>	<u><b>Place Value within 10.</b></u>  <b>LO: To understand one more.</b>  <b>LO: To count backwards from 10.</b>  <b>LO: To count one less.</b>	<u><b>Place Value within 10.</b></u>  <b>LO: To compare groups by matching.</b>  <b>LO: To compare numbers.</b>	<u><b>Place Value within 10.</b></u>  <b>LO: To order objects to 10.</b>  <b>LO: The number line to 10.</b>	<u><b>Addition and subtraction within 10</b></u>  Represent and use number bonds and related subtraction facts within 10.  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  LO: Number bonds to 10.  LO: Add together, add more.  altogether, Total, Sum	<u><b>Addition and subtraction within 10.</b></u>  <b>National Curriculum links:</b>  Add and subtract one digit numbers to 10, including zero.  LO: Addition problems
<b>Maths Fluency Bee</b> <b>DAILY 15 min lesson IN ADDITION to the Maths lesson - start Sept 2023</b>  <div> <ul style="list-style-type: none"> <li>Each year is broken down into stages</li> <li>Each stage is broken into blocks</li> <li>Each block is broken into small steps</li> </ul> </div>	1. 2. 3. 4. 5.						
<b>Science</b>	<u><b>Materials</b></u> <u><b>What Materials can we find ?</b></u> <u><b>Part 1</b></u> <u><b>Hamilton</b></u>  LO: To investigate everyday materials.	<u><b>Materials</b></u> <u><b>What Materials can we find?</b></u> <u><b>Part 2</b></u> <u><b>Hamilton</b></u>	<u><b>Materials</b></u> <u><b>Sorting Objects</b></u> LO: To distinguish between an object and the material from which it is made.	<u><b>Materials</b></u> <u><b>Sorting Objects</b></u> LO: To distinguish between an object and the material from which it is made.	<u><b>Seasonal Change:</b></u> LO: To describe the changes that Autumn brings. (Art of noticing.)  National Curriculum links:	<u><b>Seasonal Change:</b></u> LO: To describe the changes that Autumn brings. (Art of noticing.)	<u><b>Consolidation of learning</b></u> Finishing off any uncompleted work.


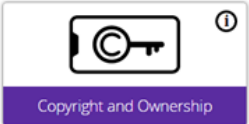







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	<p>Distinguish between an object and the material from which it is made</p> <p>Discuss, identify, label and record the materials they spot in the classroom Glass, plastic, metal, wood, glass, rock</p>	<p>LO: To identify properties of materials – glass, plastic, metal and wood</p> <p>Sort the objects according to properties (what material is this made of? What is its useful property?) <b>Hard, soft,</b> rough, smooth, stretchy, stiff,</p> <p>Play Material Snap, placing objects on the table and seeing if their properties are the same</p> <p>Discuss the differences between an object and the material from which it is made</p> <p>Use scientific words to identify the materials: wood, plastic, glass and metal</p> <p>Consider the questions: What would the classroom be like if the tables were made of jelly? Or the chairs were chocolate? Why are certain materials used to make these items?</p>	<p>Sort objects in the classroom according to these criteria: Hard, soft, <b>rough, smooth,</b> stretchy, stiff,</p> <p>Consider the question: if everything I touched became flexible (floppy), how would my life be different? Tell stories to each other about an average day in a world where nothing was rigid</p>	<p>Sort objects in the classroom according to these criteria: Hard, soft, rough, smooth, <b>stretchy, stiff, or rigid and flexible</b></p> <p>Play 'Odd One Out' (identify and discuss the materials/properties of objects on a table)</p>	<p>i) Observe changes across the four seasons.</p> <p>ii) Observe and describe weather associated with the seasons and how day length varies.</p> <p>- Autumn walk around school (Autumn bingo, write a list)</p> <p>-Name the four seasons.</p> <p>- Describe Autumnal weather</p> <p>- Explore how day length varies</p>		
<b>Geography Key vocabulary to cover:</b>	<p>Where in the world are we?</p> <p>LO: To locate the school on an aerial photograph.</p> <p>National Curriculum Links:</p> <p>Use basic geographical language to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>What can we see in our classroom?</p> <p>LO: To create a map of the classroom.</p> <p>National Curriculum Links:</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p>	<p>What can we find in our school grounds?</p> <p>LO: To locate key features of the playground.</p> <p>National Curriculum Links:</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Where are the different places in our school?</p> <p>LO: To draw a simple map.</p> <p>National Curriculum Links:</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>How do we feel about our playground?</p> <p>LO: To investigate how we feel about our playground.</p> <p>National Curriculum Links:</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Can we make our playground even better?</p> <p>LO: To create a design to improve our playground.</p> <p>National Curriculum Links:</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	Consolidation- Time to finish off any uncompleted work.

History							
<b>Art</b> To draw lines, shapes and patterns using a variety of media.  To create pictures linked to the topic/curriculum.						Introduce Andy Goldsworthy.  Go and collect resources and make their own sculptures in the outdoor area.	.Introduce Andy Goldsworthy.  Go and collect resources and make their own sculptures in the outdoor area.
<b>Design Technology</b>  		<b>IDEAs</b> The pigs lived happily ever after - what might they have needed or wanted to have nearby to their homes? <b>PLAYGROUND!</b> let's build them something to play on! Visit the PPG equipment or Oakleigh view playground, plus look at photos of other playground equipment to conduct IDEA activities  LO - to relate the way things work to their intended purpose  Lo - to how materials and components have been used, people's needs, and what other users say about them to collect and sort information	<b>Focussed Tasks</b> Show the children how to construct a square or rectangular frame using construction kit framework components. Show them how they could make the frames more stable and able to withstand greater loads eg by adding further kit parts or materials such as string or card, or by adding supports.  LO - to assemble, join and combine materials and components together using a variety of temporary methods  LO - to make their structures more stable and able to withstand greater loads        LO - to recognise shapes and their application in simple structures	<b>Designing and Making</b> Discuss the intended user eg the little pigs, and the type of equipment that the user would like eg the playground could be either traditional, adventure style or based on a particular theme.  LO - to draw on their own experience to help generate ideas  LO - to use the appropriate vocabulary for naming and describing the equipment, materials and components they use  LO - to make models which reflect their ideas.    I can name my work so that others know it belongs to me.	<b>Evaluating</b> Encourage the children to evaluate their own work and that of others in a positive manner. Is the equipment that you have made suitable for the intended user? Is the model stable? Is it fun to use?  LO - to evaluate their products as they are developed, identifying strengths and possible changes they might make	 	
<b>P.E</b> DANCE  <b>HALL 1P Monday 11-12</b> <b>HALL 1S Wednesday 11-12</b>	LO: To explore movement ideas and respond imaginatively to a range of stimuli LO: To move confidently and safely in their own space using changes of speed, level and direction	LO: To show control in stopping and starting an action or pathway LO: To travel using long and short, curved and straight pathways	LO: To show clear body shapes and use a variety of transitional movements	LO: To show awareness of a variety of levels. LO: To vary the speed of movements	LO: To improvise, create and select movement	LO: To repeat and link a range of actions with co-ordination	LO: To practise short sequences/ dance phrases, linking movements fluently

<p>BALL SKILLS</p> <p><b>GYM Friday afternoon</b> <b>1P 1.10-2.10</b> <b>1S 2.10-3.10</b></p>	<p>LO: To follow instructions To find space. To use space effectively</p>	<p>LO: To practise different ways of sending and receiving a ball.</p>	<p>LO: To perform basic catching skills.</p>	<p>LO: To show an awareness of the immediate space around our bodies whilst using a ball with accuracy.</p>	<p>LO: To perform basic actions with a ball using different body parts</p>	<p>LO: To use hands and feet to send and receive a ball.</p>	<p>LO: To hit a target with a ball.</p>
<p><b>Music</b></p>	<p><b>Introductory lesson:</b> Theme “all about me”</p>	<p><b>Pulse and rhythm: My favourite things</b></p> <p>Children learn how to feel the pulse in music and experiment with percussion instruments.</p> <p><b>Learning objective</b></p> <p>L.O: To use my voice and hands to make music.</p>	<p><b>Pulse and rhythm: You've got a friend</b></p> <p>Children learn to play rhythms on untuned percussion instruments to deepen their understanding of pulse and rhythm.</p> <p><b>Learning objective</b></p> <p>L.O: To clap and play in time to the music</p>	<p><b>Pulse and rhythm: Dance, dance, dance</b></p> <p>In this lesson, children develop their ‘thinking voice’ by internalising the pulse when listening to music.</p> <p><b>Learning objective</b></p> <p>L.O: To play simple rhythms on an instrument</p>	<p><b>Pulse and rhythm: Happy</b></p> <p>Using the 'call and response' method, pupils listen out for rhythms and then repeat them</p> <p><b>Learning objective</b></p> <p>L.O: To listen to and repeat short rhythmic patterns</p>	<p><b>Pulse and rhythm: Practice makes perfect</b></p> <p>After identifying the pulse in several songs, pupils practise performing either the pulse or rhythm to highlight the differences between the two</p> <p><b>Learning objective</b></p> <p>To understand the difference between pulse and rhythm</p>	<p>Consolidation</p>
<p><b>PSHE</b></p>	<p>Help others to feel welcome. I can feel special and safe in my classroom.</p>	<p>To make our school community a better place. My class- I understand the rights and responsibilities as a member of my class.</p>	<p>Think about everyone’s right to learn. I understand the rights and responsibilities for being a member of my class.</p>	<p>Care about other people’s feelings. I know that my views are valued, I am aware of rewards and how my actions can make me feel proud.</p> <div data-bbox="1484 1024 1810 1186">  <p>Self-Image and Identity</p> </div> <p>I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Work well with others. Consequences. I can recognise the choices I make and understand the consequences.</p>	<p>Owning our learning Charter. I understand my rights and responsibilities on our class learning charter.</p>	
<p><b>Computing</b></p>	<p>Unit 1.1 Online safety and exploring Purple Mash LO: To log in safely LO: To introduce the chn to the idea of ‘ownership’ over their work.</p> <div data-bbox="379 1612 602 1724">  <p>Online Reputation</p> </div> <p><u>Online reputation</u></p> <p>I can recognise that information can stay online and could be copied.</p>	<p>Unit 1.1 Online safety and exploring Purple Mash LO: To find saved work in the Online Work Area and find teacher comments. LO: To know how to search PM to find resources.</p> <div data-bbox="730 1671 952 1785">  <p>Online Reputation</p> </div> <p><u>Online reputation</u></p> <p>I can recognise that information can stay online and could be copied.</p>	<p>Unit 1.1 Online safety and exploring Purple Mash LO: To become familiar with – Types of resources available/ icons used in Topics Section LO: To start to add pictures and text to work.</p>	<p>Unit 1.1 Unit 1.1 Online safety and exploring Purple Mash LO: To explore the Tools section and icons used for Save, Print, Open, New. LO: To explore the Games section LO: To understand the importance of logging out when they have finished.</p> <div data-bbox="1484 1734 1706 1845">  <p>Managing Online Information</p> </div> <p><u>Managing online information</u></p> <p>I can give simple examples of how to find information using</p>	<p>Unit 1.2. Grouping and Sorting LO: To sort items using a range of criteria.</p> <div data-bbox="1849 1581 2095 1705">  <p>Online Reputation</p> </div> <p><u>Online reputation</u></p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>Unit 1.2. Grouping and Sorting LO: To sort items on the computer using the ‘Grouping’ activities in Purple Mash.</p>	<p>Cross Curricular learning opportunity.</p> <div data-bbox="2591 1518 2837 1642">  <p>Online Reputation</p> </div> <p><u>Online reputation</u></p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>

	 <p><u>Privacy and security</u></p> <p><i>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</i></p> <p><u>Privacy and security</u></p> <p><i>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</i></p> <p><i>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. I can explain that passwords are used to protect information, accounts and devices.</i></p>  <p><u>Copyright and ownership</u></p> <p><i>I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</i></p> <p><i>I can save my work so that others know it belongs to me (e.g. filename, name on content).</i></p> <p><i>I understand that work created by others does not belong to me even if I save a copy.</i></p>	 <p>Copyright and ownership</p> <p>Copyright and ownership</p> <p>I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy.</p>		<p><i>digital technologies, e.g. search engines, voice activated searching).</i></p>	 <p>Online Relationships</p> <p><u>Online relationships</u></p> <p><i>I can give examples of when I should ask permission to do something online and explain why this is important.</i></p>  <p>Managing Online Information</p> <p><u>Managing online information</u></p> <p><i>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</i></p>  <p>Privacy and Security</p> <p><u>Privacy and security</u></p> <p><i>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</i></p>		 <p>Online Bullying</p> <p><u>Online bullying</u></p> <p><i>I can describe how to behave online in ways that do not upset others and can give examples.</i></p>
RE	1. Why are books special? Which books are special to religious believers? How are special books treated?	2. How do we know that the Bible is a special book for Christians?	3. How do we know that the Qur'an is a special book for Muslims?	4. How do stories have 'morals' and meanings? What are special stories for Christians? What are	5. How do stories have 'morals' and meanings? What are special stories for Christians? What are the	6. What are special stories for Muslims? What are the morals/meanings of these stories?	7. What messages can we learn from special books?



	<p>Adult to show a book which is special to them e.g. a photo album, a favourite book from childhood etc. Pupils can ask questions.</p> <p>Ask pupils which is their favourite book? What is it about? Why do you like it? How do you show that you care for it?</p> <p>Draw a picture of a special book and say why it is important to them. How is it looked after?</p> <p>Discuss how books are special for different people. e.g. a favourite story, a gift, passed down from a family member etc.</p> <p>Which books are special for believers? Show pictures of Bible, Qur'an and Torah scrolls and any others as appropriate. A special book for believers is called a holy book.</p>	<ul style="list-style-type: none"> <li>• Talk about why it is so special – it teaches Christians about God and how they should behave.</li> <li>• Talk about how it should be treated – shown respect and great care taken with it although not revered as an object.</li> <li>• Talk about how it is used – in church – read from the lectern during church services, at home read by individuals and groups (See resource pack)</li> <li>• Talk about the Old and New Testaments in the Bible and that Christians learn about the time before Jesus. (This could be linked to the later unit on Covenant)</li> </ul>	<ul style="list-style-type: none"> <li>• To show how important it is, Muslims keep it covered with a cloth when not in use and on the highest shelf – above all other books.</li> <li>• If a Muslim is going to read the Qur'an he/she will first wash their hands and prepare their minds by saying a short prayer. The Qur'an will then be unwrapped and placed on a stand to be read – rather than putting it on the floor.</li> <li>• The Qur'an is written in Arabic, which is written from right to left. The first page of the Qur'an is, therefore, at the back of the book.</li> </ul> <p>*Fold sheet into 4. in each quarter write or draw how Muslims prepare to read a special book;</p> <ul style="list-style-type: none"> <li>- keep covered</li> <li>- high shelf</li> <li>- wash hands</li> <li>- use a special stand</li> </ul>	<p>the morals/meanings of these stories?</p> <p>Choose a story, fable or myth. Through questions, discussion and role play, explore how your chosen story has a meaning behind it.</p> <p>Questions might include:</p> <ul style="list-style-type: none"> <li>• What is the story about?</li> <li>• Why is the story told?</li> <li>• What is a moral?</li> <li>• What moral is taught from it?</li> </ul>	<p>morals/meanings of these stories?</p> <p>Look at one or more stories in the Bible, exploring the deeper questions that these raise. Choose stories that can be understood by this age group.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The parable of the Good Samaritan (Caring, kindness) Luke ch.10</li> <li>• The parable of the lost sheep (caring, being lost) Luke ch.15</li> <li>• Stories about Jesus e.g. healing the paralysed man (Luke ch.5), the blind man (Luke ch.18) (Illness, Friendship)</li> </ul> <p>Retell the stories and explore key questions and meaning with pupils. Questions might include:</p> <ul style="list-style-type: none"> <li>• What is the story about?</li> <li>• Why is it in the Bible?</li> <li>• What is a moral?</li> <li>• What moral is taught from it?</li> <li>• What would you have done?</li> </ul>	<p>Look at one or more stories from the Muslim tradition, exploring the deeper questions that these raise.</p> <p>Four examples are:</p> <ul style="list-style-type: none"> <li>• Prophet Muhammad and the Camel (care and compassion)</li> <li>• The thief and the water pot (honesty)</li> <li>• Good Advice (truth)</li> <li>• Walnuts and Watermelons (accepting things as they are)</li> </ul> <p>Retell the stories and explore key questions and meaning with pupils. Questions might include:</p> <ul style="list-style-type: none"> <li>• What is the story about?</li> <li>• Why is the story told?</li> <li>• What is a moral?</li> <li>• What moral is taught from it?</li> <li>• What would you have done?</li> </ul>	<p>Think about all the stories that we have heard and read in this unit. Ask the children can they remember any of the morals to the stories. What were the big ideas e.g. care, love, forgiveness, honesty etc.? Can the children describe how these can apply to their time in school and at home? Use examples of playtime events to help them think about morals etc.</p> <p><b>Assessment idea:</b> Ask the children to write a wish for a wish tree/ display on how we should live our lives based on the morals/ big ideas from the stories. How can we make them happen in our class/school/at home?</p>
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## Year 1 challenges/ tuff tray/ tabletop activities:

Phonics - sound it, make it, say it.

English – tuff tray hidden letters.

Finger gym/ funky fingers – split pin animals

Creative – draw and label fruit

Maths – I have fewer than 6 cubes, show me my cubes.



## **Sandal Primary School Medium Term Planning and Weekly Overview**

Phonics - sound it, make it, say it.

English – Write me a shopping list.

Finger gym/ funky fingers – thread the beads on the pipe cleaner

Creative – leaf pictures

Maths – Can you match the numicon.

Phonics - sound it, make it, say it.

English – in autumn what do we see?

Finger gym/ funky fingers – roll the dice use the pincer groups to get the sticks.

Creative – window catchers

Maths – pegs and dinosaurs