Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 1

Theme: Out of this World

Term: Autumn 2

HOOK: space planetarium 18th October 2023.
Nativity

Week	1	2	3	4	5	6	7
	30.10.23 3.11.23 1P Outdoor learning	6.11.23 Open evening 8.11.23 10.11.23 1S outdoor learning	13.11.23 Anti-Bullying week 17.11.23 1P outdoor learning	20.11.23 Y4 assembly/ writing curriculum release 23.11.23 Xmas Fayre 25.11.23 24.11.23 1S outdoor learning	27.11.23 29/30.11.23 Parents Eve	4.12.23 The Glen 4.12.23 SS PPA TB rearranged Wellbeing Café 7.12.23 pm	11.12.23 Nativity 12.12.23 Christmas party 14.12.23
Cross curricular computing	**Purple Mash - space counting**	**Purple Mash Part-whole models up to 10**	**Topmarks addition - one more.**	**Purple mash - sequencing sentences 2**	**BBC Bitesize - buds flower garden (ordering numbers)**	**Purple mash - Christmas colouring.**	**Purple Mash - making sentences**
CHALLENGES 1. Maths 2. Phonics 3. Creative 4. Core subject 5. Writing	**1. addition using cubes** **2. Tricky word flower** **3. Make a pumpkin.** **4. Make a bridge with pegs and lolly sticks.** **5. write a sentence about what you did in the holidays.** **add the correct number of paper clip legs to the spider**	**1. Part-part whole model** **2. match the picture to the word/ dominoes** **3. Draw and write a sentence about BOB.** **4.Provision - Monoprint bonfires – mixing red and yellow with fingers on a printing block and taking a print.** **5.autumn and halloween threading cards**	**1. Fact families** **2. Read the text and write down the tricky words.** **3. number bonds to 10 rockets - how many more star stickers** **4.Leaf rubbings – wax crayons and tracing paper** **5.**	**1. Subtract using a number line.** **2. match the picture to the word.** **3.** **4.Leaf printing – colour wash and printing on a wet background using paint.** **5. Fact file - APOLLO 11.**	**1. Write own subtraction sentences.** **2. match the picture to the word.** **3.Planet drawing – blending pastels and chalks.** **4. Make a boat that will float.** **5. write a sentence about our story.**	**1. Name the 3D shapes.** **2.** **3. Christmas book mark** **4. sort materials into waterproof/not waterproof.** **5. write a question.**	**1. Sort the 2d and 3d shapes** **2. Tricky word santa** **3. Make a Christmas card.** **4.** **5.**
Literacy **Text type being covered:** **Instructions** Correctly ordering Simple sentences Re-reading and editing Reading work in front of an audience. **Class Novel:** **Man on the Moon**	**Phase 1 - Immersion** 1.**Introduce Instructions via games -** activity 1 - Simon Says 2. instructions need to include important information - activity 2 Drawing a face 3. Check Miss Darbyshire's instructions for getting ready for bed - are they in the right order? As a class, read and follow them. **TASK** Children work together to order them correctly. Choose some groups to test their instructions are well organised.	**Phase 2 - Reading like a writer** **Session 1 Monday** Receive a letter from Bob with the book. The letter explains that he has so much to do, he would love some clear instructions to stop him getting in a muddle on busy days. **Class shared writing work** Make a prediction about what Bob does on the moon. **Session 2 - Maybe we should find out a bit more about instructions and how astronauts actually get ready for space travel!** https://www.youtube.com/watch?v=YIT2Up1imWs	**Phase 2 - Reading like a writer continued** **What are Bob's jobs on the moon?** **TASK** - Can we turn this information into instructions? EXAMPLE Bob's jobs on the moon 1. Hoover up the moon dust 2. Pick up the litter 3. Entertain the visitors 4. Show the visitors around 5. Sell gifts for the visitors to take home Check that everyone has gone home GPS 2 - COMPOSITION	**Phase 3 - Writing like a reader** **How does Bob get ready for work?** (first 2 pages of the text) **TASK** GPS Practise and apply Writing and Composition skills to your own instructions about getting ready for school. Focus on getting instructions in the right order (e.g. shower, then get dressed, not the other way round!) COMPOSITION -	**Phase 4 - Hot task Planning** **Drama TASKS** Hot seating alien - how do you feel about starting a new school? Drama based on a picture of a sad and scared alien - what would you do if an alien started our school? Generate word bank together that the children might use in their Hot task next week Draw 4 pictures to show their ideas for their instructions.	**Phase 4 - Hot task Writing** **OUTCOME TASK** Instructions on how to help an alien settle into our school To read aloud their writing clearly enough to be heard by their peers and the teacher.	**Phase 5 - Hotter task** **Editing and improving** Look at WAGOLL and WABOLL, as well as the features of instructions **TASK** Remind children to re-read and edit with purple pen, as we have practised in the lessons.

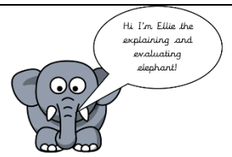
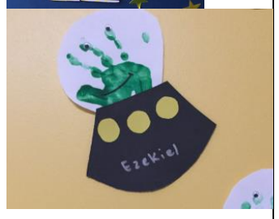
Sandal Primary School Medium Term Planning and Weekly Overview

		WAGOLL instructions - Look at Features of instructions - Title Numbered steps Punctuation Complete sentences Session 3 GPS 1 **WRITING TASK** History cross curricular link. Write what you know about space. Write on paper and add some to the Curriculum Explorer Big Book Pre learn for forthcoming GPS in English - To demarcate a sentence with punctuation - full stop, finger spaces and capital letter at the start	To compose a sentence orally before writing it. To sequencing sentences to form short narratives What is a sentence? Write a GD extension - to write a question To re-read what they have written to check that it makes sense. Discuss and improve work together. Show children to correct their work neatly and use Purple Polishing pens	To re-read what they have written to check that it makes sense. Discuss and improve work together. Show children to correct their work neatly and use Purple Polishing pens			
Maths - White Rose Maths **Fluency** **Explaining/ reasoning** **Problem solving** (PROVISION – ordering and forming numbers to 20)	**<u>Addition and subtraction</u>** 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) **Addition symbol Fluency** **Step 3 – write number sentences.** **Step 4 – fact families – addition facts** **Step 5 – number bonds within 10**.	**<u>Addition and subtraction</u>** **Step 6 systematic number bonds within 10** **Step 7 – number bonds to 10.** **Step 8 – addition – add together**	**<u>Addition</u>** **Step 9 addition – add more** **Step 10 – addition problems** **Step 11 – find a part**	**<u>Subtraction</u>** **Step 12 – subtraction find a part.** **Step 13 – fact families – the eight facts** **Step 14 – subtraction – take away**	**<u>Subtraction</u>** **Step 15 – subtraction take away** **Step 16 – subtraction on a number line** **step 17 – add or subtract 1 or 2**	**<u>Recognise and name 3D shapes.</u>** Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] **Step 1 – recognise and name 3d shapes.** **Step 1 – recognise and name 3d shapes.** **Step 2 – sort 3d shapes**	**<u>Recognise and name 3D shapes.</u>** **Step 3 – recognise and name 2d shapes.** **Step 4 – sort 2D shapes** **Step 5 – patterns with 2D and 3D shapes**

Sandal Primary School Medium Term Planning and Weekly Overview

Science Everyday Materials	**<u>Materials</u>** LO: To describe the simple physical properties of a variety of everyday materials by observing and handling different objects. **shiny/dull** Investigation - Sort the Earth Artefacts for the aliens! **Skills** Identifying and classifying 	**<u>Materials</u>** LO: To describe the simple physical properties of a variety of everyday materials by observing and handling different objects. **opaque/transparent** Which materials would be best for the windows on a rocket? **Skills** Identifying and classifying Evaluating and explaining	**<u>Materials</u>** LO: To describe the simple physical properties of a variety of everyday materials by observing and handling different objects. **absorbent/not absorbent**; Which materials would be best for mopping up spills on the moon? **Skills** Observing – ordering the materials from most to least waterproof Fair testing	**<u>Materials</u>** **<u>Outdoor Learning session</u>** LO : Sort materials based on properties **waterproof/not waterproof** **Skills** Identifying and classifying 	**<u>Materials</u>** Investigation – which material would make the best umbrella for Bob the spaceman? LO: To sort the materials into waterproof and not waterproof and evaluate which would make the best umbrella. **Skills** Observing – ordering the materials from most to least waterproof Fair testing	Outdoor Learning session Autumn or Winter LO - to observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies	

Sandal Primary School Medium Term Planning and Weekly Overview

							
Geography							
History **Space centre in provision.**	**Space immersion** Art work Space provision 	**Spiralling opportunity** Can you remember the lady who went to space who we learnt about for Black History Month? **Pre-learn** ENGLISH CROSS CURRICULAR LINK To write a sentence using capital letters, finger spaces and full stops. Write what you know about space travel Oral work - questions Ask questions about what you would like to find out.	**Inquiry based learning:** Explore and ask questions about pictures of space travel and from Apollo 11 Health, well being and lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. Managing Online information I can talk about how to use the internet as a way o finding information online. I can identify devices I could use to access information on the internet.	**Key space events – timeline** Key points in the history of space travel – use real pictures/interviews and video footage. Skills ● Talk about the past and present ● Order a few people, objects and events according to when they happened	**Write information text** Write information about Neil Armstrong and the Apollo Moon landing. Skills ● Write and draw about the past ● Use books, stories, objects, people and places to find out about the past Managing information online I can use simple keywords in **search engines**. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what **voice activated searching** is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	**Introduction to Apollo 11 Moon landing.** Skills ● Talk about the past and present ● Use books, stories, objects, people and places to find out about the past	Consolidate the learning
Art **Cross curricular links** LO: To draw lines, shapes and patterns using a variety of media. To create pictures linked to topic/ curriculum.	Layers and levels – Use objects to create texture, shapes and height.	Andy Goldsworthy final piece. Comment on artworks giving personal opinions and linking them to prior experiences. Respond to ideas and given starting points.				Make Christmas cards and calendars.	Make Christmas cards and calendars

Sandal Primary School Medium Term Planning and Weekly Overview

	 (Evaluate work – What looks good? How could you make it better?) Link to pictures of Andy's work LO - Respond to ideas and given starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Use a combination of shapes and materials to form a structure.	• Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. Use a combination of shapes and materials to form a structure.					
Design Technology							
PE Health and Well-being	The focus of the learning is to introduce agility. Pupils will understand what agility means and explore ways of being more 'agile' when moving. Pupils will understand why we need to be agile when playing sport.	The focus of the learning is to explore ways of being balanced and to understand why we need to be balanced when playing sport.	The focus of the learning is to introduce coordination (hand eye coordination). Pupils will understand what hand eye coordination means and will start to develop their throwing, bouncing and rolling skills to refining their hand eye coordination skills. Pupils will understand why we need to have good hand eye coordination when playing sport.	The focus of the learning is to understand the importance of being 'agile'. Pupils will perform a circuit to develop their application and understanding of agility.	The focus of the learning is to understand the importance of being balanced. Pupils will perform a circuit to develop their application and understanding of balance.	The focus of the learning is to understand the importance of being coordinated. Pupils will perform a circuit to develop their application and understanding of coordination.	

Sandal Primary School Medium Term Planning and Weekly Overview

PE Gymnastics	What do pupils remember from foundation stage? The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.	The focus of learning is to apply 'champion gymnastics' to everything pupils do. The class will explore movements and balances in a narrow way on the floor and on apparatus.	The focus of learning is to apply 'champion gymnastics' to everything pupils do. The class will explore movements and balances in a curled way on the floor and on apparatus.	The focus of learning is to allow pupils to continue to explore the three theme words: narrow, wide and curled. Pupils will explore different ways of transitioning between each shape using apparatus.	The focus of learning is for pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.'	The focus of learning is to link two movements together. Pupils will explore the concept of 'linking.'	.
Music	**Vocal and body sounds (Theme: By the sea)** Seaside sounds are listened to, moved to, represented, written and performed in this fun and engaging topic. Children are encouraged to feel pieces of music by moving in ways they think convey its mood. They should also make links between music, sounds and environments. These skills are then used to help them represent calm or stormy seas using vocal and body sounds as well as percussion instruments	**Lesson 1: The sea: Vocal and body sounds** Children move expressively to music, before moving on to create the sounds of a stormy sea using their voices and bodies **Learning objective** To understand that music can be used to represent an environment **National curriculum** - Listen with concentration and understanding to a range of high-quality live and recorded music - Use their voices expressively and creatively	**Lesson 2: Vocal and body sounds: Embodying the sea** Children consider different musical features to adapt their vocal and body sounds to suit a contrasting seascape to the previous lesson **Learning objective** To understand how music can represent changes in an environment **National curriculum** - Listen with concentration and understanding to a range of high-quality live and recorded music - Use their voices expressively and creatively	**Lesson 3: Vocal and body sounds: Musical treasure hunt** After sharing their own seaside photos, children hunt for appropriate instruments to represent the sounds within their images **Learning objective** I can select instruments to match seaside sounds **National curriculum** - Play tuned and untuned instruments musically - Use their voices expressively and creatively - Experiment with, create, select and combine sounds.	**Lesson 4: Vocal and body sounds: Seaside story** Children learn to follow the conductor direction to change their dynamics and tempo to tell a story through sounds **Learning objective** I can recognise and use dynamics and tempo **National curriculum** - Play tuned and untuned instruments musically - Use their voices expressively and creatively - Experiment with, create, select and combine sounds using the inter-related dimensions of music	**Lesson 4: Vocal and body sounds: Seaside story** Children learn to follow the conductor direction to change their dynamics and tempo to tell a story through sounds **Learning objective** I can recognise and use dynamics and tempo **National curriculum** - Play tuned and untuned instruments musically - Use their voices expressively and creatively - Experiment with, create, select and combine sounds using the inter-related dimensions of music	**Nativity**
PSHE Celebrating differences	I can identify similarities between people in my class	I can identify differences between people in my class	I know how to make new friends Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.	I can tell you what bullying is Online Bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	I can tell you what online bullying is Online bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can describe how to behave online in ways that d not upset others and can give examples.	I know some people who I could talk to if I was feeling unhappy or being bullied Self image and identify Online Relationships	I can tell you some ways I am different from my friends If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.

Sandal Primary School Medium Term Planning and Weekly Overview

				 Self image and identify 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.		I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. Online reputation I know who to talk to if something has been put online without consent or if it is incorrect.	
Computing	Grouping and sorting To sort items using a range of criteria. •Children have sorted items using a range of criteria on the carpet as a class and in pairs.	Grouping and sorting To sort items on the computer using the 'Grouping' activities in Purple Mash. •Children have used Purple Mash activities to sort various items online using a variety of criteria.	Pictograms To understand that data can be represented in picture format •Children can discuss and illustrate the transport used to travel to school. •Children can contribute to the collection of class data. •Children have used these illustrations to create a simple pictogram. Privacy and security I can identify some simple examples of my personal information (e.g. name, address, birthda age, location). I can recognise more detailed examples of information that is personal to someone (e.g wher someone lives and goes to school, family names).	Pictograms To contribute to a class pictogram •Children can contribute to a class pictogram. •Children can discuss what the pictogram shows.	Pictograms To use a pictogram to record the results of an experiment. •Children can collect data from rolling a die 20 times and recording the results. •Children can represent the results as a pictogram.	Pictograms To use a pictogram and tally to record the results of an experiment. •As a class child to create a tally chart representing the class's favourite fruit. •Children can represent these results in a pictogram and print their work. •Children to write a question referring to the results of their pictogram.	To design a Christmas card to enter in the PM Christmas card competition. •Children use paint tools and effects to create a Christmas card Copyright and ownership I know that work I create belongs to me. I can name my work so that others know it belongs to me.
RE Who brought messages about God and what did they say?	What is a promise and why do we make these? Discuss questions with pupils such as: What is a promise?	What promises did God make in stories from the Bible? Tell the story of Noah from the Bible, a story book or through Godly Play. The	What does the Bible say about the birth of Jesus? Reveal a picture of the nativity slowing asking pupils at different stages what they can see. What do they expect to	How do Christians see this as God keeping his promises? Discuss questions with pupils such as:	What do Christians believe about Jesus' birth and what do they call him? How do Christian families prepare for Christmas in their homes and churches?	How is this different from Jews and Muslims? Muslims believe Jesus was a very special prophet with a very special message (not the son of God).	KS1 Nativity!

	Have you ever made a promise? Are some promises more important than others? Have you ever broken a promise? Has someone ever made a promise to you and broken it? How did you feel?	Complete Guide to Godly Play Volume 2 Pages 49-56. Discuss questions with pupils such as: Why did God choose Noah? How did Noah collect all the animals? Did the ark smell? How do you think Noah would have felt, being asked and trusted to carry out God's wishes? Why do you think that God chose a rainbow as a sign of his promise in the story of Noah? What did God promise in the story? Leave the resources out in provision for the children re-tell the story independently. Craft activity suggestions: Make a Noah's Ark mobile. Build a boat using construction materials.	see next? Allow the pupils to tell the things they remember about Jesus Christ's birth. Ask them how they know about this important event. Explain that even though it happened nearly 2,000 years ago, we have the account of Jesus' birth recorded in the scriptures. Tell the story of the birth of Jesus from the Bible, a story book or interactively using nativity figures. Keep stopping at different parts of the story to ask questions to deepen the pupil's understanding.	Who do you think was most important person in this story? What can we learn about Jesus from this story? Why did the wise men want to find Jesus? Why didn't the wise men go back to visit King Herod? Tell the children that Joseph and Mary knew about this event before it happened. From the time of Adam, Heavenly Father promised through prophets to send a Saviour of the world. Christians believe some prophets prophesied the coming of Jesus Christ. They knew Heavenly Father would keep his promise, and they looked forward anxiously for the Saviour to be born. Christians believe that Jesus is this Messiah or Saviour. Jews do not. They are still waiting.	Share a range of different Christmas stories with the children. The Nativity Play Jesus's Christmas Party It is crucial to recognise that Christians do not just believe that Jesus was an Old Testament prophet, or a messenger — they are convinced that Jesus was God in the flesh-not a different person. Christians celebrate Jesus's birth every year on 25th December – Christmas Day – but no one knows exactly when he was born.	Jews do not believe Jesus was a prophet or son of God. Some Jews acknowledge Jesus as a teacher.	