Medium Term Plan							
Year Group – 1				Term - Autumn Term 2			
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Trip Visitor Subject Event	Parents/ Careers evening 2nd and 5th Nov 5th November Guy forks TTRS day 6th Nov	Out 11th RS am.	11th November remembrance 13th Nov children in need	Friday 27th November inset day.	Parents into make parliament house models? DT	Assessment week? Phonics Monday 7th Dec- warwick art centre (AM) Carol concert (Tue AM/ Wed PM)	Christmas/ winter week
Phonics- little Wandle	(Spring 2 Reception) 3-4 weeks	(Spring 2 Reception) 5 week Assessment	(Summer 1 Reception) Week 1-2	(Summer 1 Reception) Week 3-4	(Summer 1 Reception) Week 5. Then (Autumn 1 Year 1) week 1	(Autumn 1 Year 1) Week 2-3	(Autumn 1 Year 1) Week 4-5 Assessment
Handwriting (Ready steady handwriting)	Week 2/ 3- g o q s e f	Week 4/ 5- l i t y j y	Week 6/7- c a d g o q	Week 8/9- b p k v w x	Week 10/11- q e s t u j y	Week 12/13- r m n h b p k	Week 14/15- v w x z w e p s f
English (Ready steady write)- Rapunzel (Traditional tales) To narrate- narrative story by Bethan Woollvin	Immerse 1 - Analyse 5 Grammar: Reinforce plural noun suffixes- by adding 'es' or 's' Adding suffix 'er to verbs ' Conjunctions joining words and clauses using 'and'	Analyse 6 - Plan 9 Grammar: Reinforce plural noun suffixes- by adding 'es' or 's' Adding suffix 'er to verbs ' Conjunctions joining words and clauses using 'and'	Write 10 - 14 Grammar: Reinforce plural noun suffixes- by adding 'es' or 's' Adding suffix 'er to verbs ' Conjunctions joining words and clauses using 'and'	Trap sentences (instructions sentences) Immerse 1-3 Grammar: Reinforce plural noun suffixes- by adding 'es' or 's' Adding suffix 'er to verbs Conjunctions joining words and clauses using 'and'	Analyse 4- write 8 Grammar: Reinforce plural noun suffixes- by adding 'es' or 's' Adding suffix 'er to verbs ' Conjunctions joining words and clauses using 'and'	Write 9-11 Grammar: Reinforce plural noun suffixes- by adding 'es' or 's' Adding suffix 'er to verbs ' Conjunctions joining words and clauses using 'and'.	
	Can I write a prediction about our story? Can I use drama to explore a character? Can I sequence evening in a story? Can I understand the example text? (WAGOLL) Can I use new words in a sentence? Can I write a noun and verb poem? (indidental write 1 Can U understand what good writer do?)	Can I write a sentence about a character? (Incidental write 2) Can I understand what good sentence writers do? Can I plan my Octopus Opening? Can I write my Octopus Opening? Can I plan my Build Up Bear?	Can I write my Build Up Bear? Can I plan my Penguin Problem? Can I write my Penguin Problem? Can I plan my Elephant Ending? Can I write my Elephant Ending?	Write up the whole narrative story and edit. (Mon/ Tue) **Start Trap sentences.** Can I understand the example text? Can I use new words in a sentence? Can I gather ideas through role play?	Can I write an ingredient spell? (incidental write 1) Can I understand what good writers do? Can I write instructions? (incident write 2) Can I plan part 1 of my instructions? Can I write part 1 of my instruction sentences?	Can I plan part 2 of my instructions? Can I write part 2 of my instruction sentences?	Can I plan part 3 of my instructions? Can I write part 3 of my instruction sentences?

Guided Reading	Linked to little Wandle phase sets. Reading for pleasure whole class- traditional tales	Linked to little Wandle phase sets. Reading for pleasure whole class- traditional tales	Linked to little Wandle phase sets. Reading for pleasure whole class- traditional tales	Linked to little Wandle phase sets. Reading for pleasure whole class- traditional tales	Linked to little Wandle phase sets. Reading for pleasure whole class- traditional tales	Linked to little Wandle phase sets. Reading for pleasure whole class- traditional tales	Linked to little Wandle phase sets.	
Maths- (White rose)	Step 17 Add or subtract 1 or 2 (2 lessons) Tue- End of unit assessment New unit- shapes Step 3- 2D recognising and naming Step 4- organising 2D shapes Step 5- 2D patterns	Step 1- 3D recognising and naming Step 2- organising 3D shapes Step 5- 3D patterns Extra lesson of making 3D shapes. Friday- End of unit assessment	New unit (spring 1)- place value to 20. Step 2 – understanding 10 Step 1 - Count within 20. Step 6- understanding 20 Step 12- ordering number to 20. Step 8- the number line to 20 (2 lessons)	**Step 8- the number line to 20 (2 lessons)** Step 9-using a number line to 20 Step 10- estimating on a number line. Step 11-compare number to 20	Step 3-understand 11,12 and 13 Step 4- understand 14,15 and 16 Step 5-understand 17, 18, and 19 **Extra 2 lesson in case more time is needed on teen numbers.** End of unit assessment	New unit (Spring 1)- addition and subtraction to 20. Step 1- add by counting on within 20. Step 2- add ones using number bonds. Step 3 (3 lessons)- number bonds to 10 first then 2 lesson of number bonds to 20.	Step 4- doubles step 5- near doubles Step 6- subtract one using number bonds Step 7- subtract counting backwards Step 8- subtract find the difference.	
Science- (Plan bee) Seasonal changes	To know how to describe the four seasons.	To know how to identify and describe the differences between the four seasons.	To know how to describe how animals change their behaviour in different seasons.	To know how to describe how the seasons affect humans.	To know how to observe and describe changes in day length across the seasons.	To know how to observe and describe the weather associated with different seasons.		
Geography- (Oak Academy) Local Area - where do I live	To Know I can find my home on an aerial photograph and a large-scale plan or map.	To know that Rugby is a town where people live, work and belong. To know about the area where you live and find some familiar features on an aerial photograph or large-scale plan.	To know that towns have human features such as shops, roads and schools.	To know that towns also have physical features such as rivers and fields.	To know that places in Rugby have changed over time.	To know that maps and photos help us learn about Rugby's past.	To know that communities cooperate to improve their local area.	
History (plan bee) New unit- Guy Flakes	To know that Guy Fawkes lived a long time ago, in the time of King James I.	To know that Guy Fawkes was part of a group who planned to blow up the Houses of Parliament.	To know that the group wanted to stop the king and Parliament from making decisions they disagreed with.	To know that the Gunpowder Plot was stopped before it happened and Guy Fawkes was caught.	To know that Bonfire Night is remembered every year because of the Gunpowder Plot.	To know that fireworks, bonfires and the story of Guy Fawkes help us learn about this part of Britain's history.		
DT- Houses from the Tudors linked	To know how to identify and describe the shapes	To know how to cut, shape and join	To know how to choose suitable	To know how to design a house using success	Parents workshop to support chn making	No lesson due to the	To know how to evaluate a finished product against	

to Guy Fawkes.	and features of different types of homes.	different materials.	materials for making a house.	criteria.	models. To know how to follow a design to make a model house.	carol concert.	success criteria.	
PE- Real PE- Unit 1A	Sports coach- Real PE- (unit 1A) Lesson 1 footwork	Sports coach- Real PE- (unit 1A) Lesson 2 footwork	Sports coach- Real PE- (unit 1A) Lesson 3 footwork	Sports coach- Real PE- (unit 1A) Lesson 4 one leg balance	Sports coach- Real PE- (unit 1A) Lesson 5 one leg balance	Sports coach- Real PE- (unit 1A) Lesson 6 one leg balance	Sports coach- Real PE- yoga balancing	
PSHE- SCRAF (6 session A2)	Same or different?	Unkindness, teasing or bullying.	Harold's school rules.	It's not fair.	Who are our special people?	Our special people balloons.		
RE-Unit 1.....How might your religion or worldview be seen in the choices you make?	EQ4. How do people express their worldview to others? To know that people may use clothing, symbols and other things to express their worldview.	EQ4. How do people express their worldview to others? To know that some Muslims choose to wear a hijab as an expression of their faith and identity.	EQ4. How do people express their worldview to others? To know that some Sikhs choose to wear a dastaar, patka or other head covering as an expression of their faith and identity.	EQ5 How do people show their personal responsibility in their faith community? To know that Muslims may show commitment to their faith through prayer and caring for their community.	EQ5 How do people show their personal responsibility in their faith community? To know that Hindus may show commitment to their faith through worship, service and caring for others.	EQ6 - How might a worldview influence how someone chooses to live? To know that a person's worldview can influence the choices they make about how they live.	K1.1 - How might worldviews be seen in choices that are made? LO: To reflect how worldviews be seen in the choices that are made.	
Computing- Oak Academy	Exploring keyboards	Adding and removing text	Making changes to text	Exploring a toolbar	Choosing formatting tools	Comparing digital writing to using a pencil.		
Music- Oak academy (Unit 2)	I can control my loud singing voice and my soft singing voice.	I can control my soft singing voice to suit a song.	I can control my strong singing voice to suit a song without shouting.	I can change dynamics when singing and know that dynamics means how strong or soft I am singing.	I can follow signs for stronger and softer singing and know that changing the dynamics can change how the song feels.	I can control and change my singing dynamics when I am performing.		