



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7	
Trust Vision Focus	SELF (believe)							
UN Sustainable Goals Focus	6, 11, 15 Inspiring young leader Inspiring researcher							
Virtue Focus	Reflection			Gratitude Inspiring volunteer Inspiring fundraiser				
Key Questions	How am I making history? Where do I belong? Who made the world?							
Literacy Small step progress linked to NC objectives - See LOs / success criteria (weekly plans) Inspiring speaker	Welcome back <ul style="list-style-type: none"> Class charter Holiday recount Goals for the year 	Humorous stories – A Squash and a Squeeze (Hamilton) <i>Essential Texts:</i> <i>A Squash and a Squeeze by Julia Donaldson and Axel Scheffler.</i> <i>The Hamilton Trust's version of The Farm Story told by Wilf Merttens (link provided)</i> <i>Alone! by Barry Falls</i> <i>Hamilton Group Reader Animal Upsets by Ruth Merttens and Anne Holm Petersen</i>			Poems on a theme - Rainbows and colours (Hamilton) <i>Essential Texts:</i> <i>Rain Before Rainbows by Smriti Halls and David Litchfield</i> <i>Other poems in resources</i> End of unit outcomes (Y1) – <ul style="list-style-type: none"> Participate in discussions, presentations, performances and debates. Recognise and joining in with predictable phrases. 			



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
		<p>End of unit outcomes (Y1) –</p> <ul style="list-style-type: none"> • Give well structured descriptions and explanations. • Listen to and discuss stories at a level beyond that at which they can read independently. • Become familiar with key stories. • Discuss the significance of a story title and it’s events. • Predict what might happen on the basis of what has been read so far. • Explain what has been read. • Use –ing, –ed, –er and –est where no change is needed in the spelling of root words • Compose a sentence orally before writing it. <p>End of unit outcomes (Y2) –</p> <ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Participate in discussions, presentations, performances and debates. • Discuss the sequence of events in books and how items of information are related. • Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. • Encapsulate what they want to say, sentence by sentence. 			<ul style="list-style-type: none"> • Learn to appreciate rhymes and poems, and to recite some by heart. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Sequence sentences to form short narratives. • Read aloud their writing clearly enough to be heard by their peers and the teacher. • Join words and join sentences using ‘and’. <p>End of unit outcomes (Y2) –</p> <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions. • Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. • Write poetry. • Write down ideas and/or key words, including new vocabulary. • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Begin to use expanded noun phrases to describe and specify [e.g. the blue butterfly]. • Begin to use subordination (using when, if, that or because) and co-ordination (using or, and, or but). 		



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
Phonics/ Spellings & Guided Reading (separate LTP) Y1 - FFT scheme Y2 – Spelling with the Jungle Club Y1 outcomes – - Chn know all long vowels, including split digraphs. Children learn to read - Chn can read nonsense words along with CCVCC, CCCVC and CCCVCC words. - All Key Stage 1 CEWs are taught and reviewed, and children learn the spelling and grammar. Y2 outcomes – See weekly plan.	Y1 - Baseline / Consolidation Shared reader - 33	Y1 - ay Shared reader – 34 HFW – again, oh, their, last*	Y1 - ou Shared reader – 35 HFW – poor, money, thought, should	Y1 - ie Shared reader – 36 HFW – class*, Mr, Mrs, work, can't	Y1 - ea Shared reader – 37 HFW – pass*, fast*, climb, path*, don't	Y1 - oy Shared reader – 38 HFW – people, ater*, great, break	Y1 - consolidation Shared reader – 39 HFW – consolidation of all
	Y2 - Baseline / Consolidation	Y2 – Review – compare long a New skill – adding endings to split digraph words CEW – great, break, steak Shared reader – The Tale of Chicken Little	Y2 – Review – compare long e New skill – adding endings to split digraph words CEW – because, again Shared reader – The Tale of Chicken Little	Y2 – Review – compare long e New skill – adding endings to split digraph words and other words ending in 'e' CEW – even, people Shared reader – Extreme World	Y2 – Review – compare long i New skill – adding endings to split digraph words and other words ending in 'e' CEW – find, kind, mind, wild, children, climb Shared reader – Extreme World	Y2 – Review – compare long o New skill – adding endings to split digraph words and other words ending in 'e' CEW – old, cold, gold, hold, fold, told Shared reader – Animal Poems	Y2 – Review – compare long u New skill – adding endings to split digraph words and other words ending in 'e' CEW – most, only clothes, both, hello Shared reader – Animal Poems
Maths Small step progress linked to NC objectives - See LOs / success criteria (weekly plans)	Inspirational maths	Y1 – Place value (within 10) End of unit outcomes: <ul style="list-style-type: none"> • Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number identify 1 more and 1 less. 					Y1 – Addition & Subtraction (within 10) End of unit outcomes :



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
(White Rose)		<ul style="list-style-type: none"> 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), most, least. 					<ul style="list-style-type: none"> See MTP for Autumn 2, unit continues.
		Y2 – Place Value (within 100) End of unit outcomes: <ul style="list-style-type: none"> Read and write numbers to 100 in numerals and words. Recognise the place value of each digit in a 2 digit number. Compare and order numbers from 0 up to 100, use <, > and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. 					Y2 – Addition & Subtraction (within 100) End of unit outcomes : <ul style="list-style-type: none"> See MTP for Autumn 2, unit continues.
Science For NC coverage see LTP For skills progression see LTP (Hamilton – cycle A)	Animals Including Humans – Amazing Me! Introduction to unit – - What are we looking at this this term? - Talk through footsteps. - Talk through key vocabulary. - Talk through key skills. - What do we already know?	Animals Including Humans – Amazing Me! <u>LO – Notice that animals, including humans, have offspring which grow into adults.</u> <i>Y1 skill – Understand the passing of time and associated vocabulary.</i> <i>Y2 skill - Observe changes over time.</i>	Animals Including Humans – Amazing Me! <u>LO – Identify, name, draw and label the basic parts of the human body. Measure parts of the human body.</u> <i>Y1 skill – identify and classify.</i>	Animals Including Humans – Amazing Me! <u>LO – Name the five sense.</u> <u>Say which body part is associated with each sense.</u> <i>Y1 skill – perform simple tests.</i> <i>Y2 skill – use observations and ideas to ask and</i>	Animals Including Humans – Amazing Me! <u>LO – Understand that we can use our senses to identify and classify.</u> <i>Y1 skill – identify, classify and sort.</i> <i>Y2 skill – Gather and record data in Venn diagrams.</i>	Animals Including Humans – Amazing Me! <u>LO – Understand that we have different ways of exploring the world and that often our senses work together to help us do that.</u> <i>Y1 skill – Ask simple questions and recognise that they can be answered in different ways.</i>	Animals Including Humans – Amazing Me! <u>LO – Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</u> <i>Y1 skill – Observe closely.</i>



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
	- What do we want to know by the end of the unit? Elicitation task to be completed	Lesson 1 – Wow! We have changed!	<i>Y2 skill – Measure, gather and record data.</i> Lesson 2 – Body patterns	<i>answer scientific questions.</i> Lesson 3 – Playground sounds	Lesson 4 – Sorting using senses	<i>Y2 skill – Ask simple questions and recognise that they can be answered in different ways.</i> Lesson 5 – All our senses	<i>Y2 skill – Use observations and facts to answer questions and draw conclusions.</i> Application task to be completed. Lesson 6 – Balancing lunch boxes

Key vocabulary (KS1) –

Compare, describe, similar, different, measure, record, predict, gather, identify, classify, centimetre, millimetre, senses, touch, sight, smell, taste, hear, healthy, unhealthy, hygiene, exercise.

Science end of unit outcomes linked to NC:

Animals, including humans (1AH)

i) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Animals, including humans (2AH)

i) notice that animals, including humans, have offspring which grow into adults.

ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

iii) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Working scientifically (KS1 WS)

- asking simple questions and recognising that they can be answered in different ways

-observing closely, using simple equipment

-performing simple tests

-identifying and classifying

-using their observations and ideas to suggest answers to questions

-gathering and recording data to help in answering questions.



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
RE For NC coverage map and skills see Devon Agreed Syllabus	Creation: Who made the world? Introduction to unit – - What are we looking at this this term? - Talk through footsteps. - Talk through key vocabulary. - Talk through key skills. - What do we already know? - What do we want to know by the end of the unit? Elicitation task to be completed	Creation: Who made the world? <u>LO - think about what the creator of the natural world might be like.</u> <i>Y1 skill – develop vocabulary.</i> <i>Y2 skill - Comment on similarities and differences between religions and worldviews.</i> See detailed planning	Creation: Who made the world? <u>LO - retell the story of Genesis 1.</u> <i>Y1 skill – retell a story.</i> <i>Y2 skill – Comment on the similarities and differences within a religion.</i> See detailed planning	Creation: Who made the world? <u>LO - understand Christians sometimes thank God through prayer. Write a thank you prayer.</u> <i>Y1 skill - Talk about experiences in relation to current learning.</i> <i>Y2 skill - Comment on the similarities and differences within a religion.</i> See detailed planning	Creation: Who made the world? <u>LO - discuss saying grace before a meal. Write a grace.</u> <i>Y1 skill - Talk about experiences in relation to current learning.</i> <i>Y2 skill - Make links between religious and non-religious beliefs and practices.</i> See detailed planning	Creation: Who made the world? <u>LO - think about what we are thankful and grateful for.</u> <i>Y1&Y2 skill - Talk about experiences in relation to current learning.</i> See detailed planning	Creation: Who made the world? <u>LO - discuss questions we would want to ask a word creator.</u> <i>Y1&Y2 skills – develop vocabulary. Ask questions based on learning and ideas.</i> Application task to be completed. See detailed planning

Key vocabulary (KS1) –

God, creator, creation, natural, world, Genesis, prayer, thankfulness, grace, grateful, Harvest, question.

RE end of unit outcomes linked to NC:

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation.
- Think, talk and ask questions about living in an amazing world.



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
<p>Topic Geography / History</p> <p>For NC coverage see LTP For skills progression see LTP</p> <p>(Kapow – cycle A)</p> <p>Inspiring researcher</p>	<p>How am I making history?</p> <p>Introduction to unit – - What are we looking at this this term? - Talk through footsteps. - Talk through key vocabulary. - Talk through key skills. - What do we already know? - What do we want to know by the end of the unit?</p> <p>Elicitation task to be completed</p>	<p>How am I making history?</p> <p><u>LO – develop an understanding of personal chronology.</u></p> <p>Y1 skill – Sequence up to three events on a timeline.</p> <p>Y2 skill – sequence artifacts and photos on a timeline.</p> <p style="text-align: center;">Lesson 1</p>	<p>How am I making history?</p> <p><u>LO – learn more about our history.</u></p> <p>Y1 skill – Use common words and phrases for the passing of time (e.g. now, long ago, then, before, after)</p> <p>Y2 skill – Begin to recognise how long each event lasted.</p> <p>Y1 & Y2 skill – Begin to identify different ways to represent the past (e.g. photos, stories).</p> <p style="text-align: center;">Lesson 2</p>	<p>How am I making history?</p> <p><u>LO -explore how we remember events.</u></p> <p>Y1 & 2 skill – Recall special events in our own lives.</p> <p style="text-align: center;">Lesson 3</p>	<p>How am I making history?</p> <p><u>LO – find out what childhood was like for our parents and grandparents.</u></p> <p>Y1 skill – Make simple observations about the past from a source.</p> <p>Y2 skill - Communicate findings through discussion and timelines with physical objects/ pictures.</p> <p>Y1 & Y2 skill - Asking how and why questions based on stories, events and people.</p> <p style="text-align: center;">Lesson 4</p>	<p>How am I making history?</p> <p><u>LO – compare childhood now with childhood in the past.</u></p> <p>Y1 skill – Describing simple changes and ideas/objects that remain the same.</p> <p>Y2 skill – Beginning to look for similarities and differences over time in their own lives.</p> <p style="text-align: center;">Lesson 5</p>	<p>How am I making history?</p> <p><u>LO – identify that some things change and some things stay the same.</u></p> <p>Y1 skill – Understand that some things change while other items remain the same and some are new.</p> <p>Y2 skill – Describe the main features of concrete evidence of the past or historical evidence</p> <p>Application task to be completed.</p> <p style="text-align: center;">Lesson 6</p>

Key vocabulary (KS1) –

Celebrate, change, different, family, grandparent, living memory, now, past, significant, time capsule, celebration, childhood, event, future, lifetime, memory, present, remember, similar, timeline

History end of unit outcomes linked to NC:

- To know some similarities and differences between the past and their own lives.
- To know that a timeline shows the order events in the past happened.
- To know that we start by looking at ‘now’ on a timeline then look back.
- To know that ‘the past’ is events that have already happened.
- To know that ‘the present’ is time happening now.
- To know that within living memory is 100 years.



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
<ul style="list-style-type: none"> To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same To know that there are similarities and differences between their lives today and their lives in the past. To know that people celebrate special events in different ways. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs. 							
Art/ DT For NC coverage see LTP For skills progression see LTP (Kapow – cycle A) Inspiring skill builder		Drawing: Make your mark <u>LO – Know how to make different types of lines.</u> <i>Y1 skill – Experient with different resources to create lines.</i> <i>Y2 skill – Hold a pencil in different ways to experiment with creating lines in the style of a modern artist.</i> Elicitation task to be completed Lesson 1	Drawing: Make your mark <u>LO – Explore line and mark-making to draw water.</u> <i>Y1 skill – Use a range of materials with purpose.</i> <i>Y2 skill – Evaluate own artwork using vocabulary learnt.</i> Lesson 2	Drawing: Make your mark <u>LO – Draw with different media.</u> <i>Y1 skill – Experient with different media.</i> <i>Y2 skill – Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i> Lesson 3	Drawing: Make your mark <u>LO – Develop an understanding of mark making.</u> <i>Y1 skill - use one type of drawing tool in lots of different ways</i> <i>Y2 skill - Evaluate and analyse creative works using the language of art, craft and design.</i> Lesson 4	Drawing: Make your mark <u>LO – Apply an understanding of drawing materials and mark-making to draw from an observation.</u> <i>Y1 skill – Control a pen/pencil to create different types of lines.</i> <i>Y2 skill - Layer different materials to experiment creating effects.</i> Lesson 5	Drawing: Make your mark Assessment quiz and artwork Application task to be completed. Assessment



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
---------	----------------	---	---	---	---	---	---

Key vocabulary (KS1) –

Abstract, charcoal, continuous, diagonal, firmly, horizontal, lightly, observe, shade, show, texture, vertical, wavy

Art end of unit outcomes linked to NC:

- Show knowledge of the language and literacy to describe lines.
- Show control when using string and chalk to draw lines.
- Experiment with a range of mark-making techniques, responding appropriately to music.
- Colour neatly and carefully, featuring a range of different media and colours.
- Apply a range of marks successfully to a drawing.
- Produce a drawing that displays observational skill, experimenting with a range of lines and mark making

<p>ICT</p> <p>For NC coverage see LTP</p> <p>For skills progression see LTP</p> <p>(Kapow – cycle B)</p>		<p>Programming – Bee Bots</p> <p><u>LO – Explore a new device.</u></p> <p><i>Y1 skill – Explore buttons and functions.</i></p> <p><i>Y2 skill – Complete a cycle of predict, test and review.</i></p> <p style="background-color: #e0f0ff;">Elicitation task to be completed</p> <p style="font-size: small;">Lesson 1</p>	<p>Programming – Bee Bots</p> <p><u>LO – Create a demonstration video.</u></p> <p><i>Y1 skill – Explain functions.</i></p> <p><i>Y2 skill – Create a video to explain the use of a Bee Bot.</i></p> <p style="font-size: small;">Lesson 2</p>	<p>Programming – Bee Bots</p> <p><u>LO – Plan and follow a precise set of instructions.</u></p> <p><i>Y1 skill – Follow and give instructions.</i></p> <p><i>Y2 skill – Check instructions given are correct.</i></p> <p style="font-size: small;">Lesson 3</p>	<p>Programming – Bee Bots</p> <p><u>LO – Program a device.</u></p> <p><i>Y1 skill – Consider how to get from A-B.</i></p> <p><i>Y2 skill – Plan and follow and set a route.</i></p> <p style="font-size: small;">Lesson 4</p>	<p>Programming – Bee Bots</p> <p><u>LO – Create a program that tells a story.</u></p> <p><i>Y1 skill – Use programming to give clear instructions.</i></p> <p><i>Y2 skill – Debug instruction if they go wrong by identifying and correcting the mistake.</i></p> <p style="font-size: small;">Lesson 5</p>	<p>Programming – Bee Bots</p> <p>Assessment</p> <p style="background-color: #e0f0ff;">Application task to be completed.</p>
---	--	---	--	--	--	--	--

Key vocabulary (KS1) –

Algorithm, AI, Bee-Bot, clear, code, debug, demonstration, filming, inputting, instructions, pause, precise, predict, tinker, video

ICT end of unit outcomes linked to NC:

- Recognise cause and effect when pressing buttons on a Bee-Bot.
- Discuss and demonstrate how the Bee-Bot works.



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
---------	----------------	---	---	---	---	---	---

- Record video ensuring everyone is in the shot.
- Give a a number of clear instructions in sequence.
- Program a Bee-Bot to reach a destination.
- Identify and correct mistakes in their programming.

<p>Music</p> <p>For NC coverage see LTP</p> <p>For skills progression see LTP</p> <p>(Kapow – cycle B)</p>		<p>Musical Vocabulary (Theme: Under the Sea)</p> <p><u>LO – Learn the musical vocabulary: pulse and tempo.</u></p> <p><i>KS1 skills – Recognise basic tempo changes. Express opinion about music.</i></p> <p style="background-color: #00FFFF; display: inline-block;">Elicitation task to be completed</p> <p style="text-align: right; font-size: small;">Lesson 1</p>	<p>Musical Vocabulary (Theme: Under the Sea)</p> <p><u>LO – Explain what dynamics and timbre are.</u></p> <p><i>KS1 skills – Understand different types of sounds are called timbres. Recognise timbre changes in music that we listen to.</i></p> <p style="text-align: right; font-size: small;">Lesson 2</p>	<p>Musical Vocabulary (Theme: Under the Sea)</p> <p><u>LO – Explain what pitch and rhythm are.</u></p> <p><i>KS1 skills – Recognise the difference between pulse and rhythm.</i></p> <p style="text-align: right; font-size: small;">Lesson 3</p>	<p>Musical Vocabulary (Theme: Under the Sea)</p> <p><u>LO – Explain what texture and structure are.</u></p> <p><i>KS1 skills – Recognise structural features of music.</i></p> <p style="text-align: right; font-size: small;">Lesson 4</p>	<p>Musical Vocabulary (Theme: Under the Sea)</p> <p><u>LO – Understand key vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.</u></p> <p><i>KS1 skills – Listen to and recognise instrumentation. Being to use musical vocabulary to describe music.</i></p> <p style="text-align: right; font-size: small;">Lesson 5</p>	<p>Musical Vocabulary (Theme: Under the Sea)</p> <p>Assessment</p> <p style="background-color: #00FFFF; display: inline-block;">Application task to be completed.</p> <p style="text-align: right; font-size: small;">Lesson 6</p>
---	--	---	--	--	--	--	---

- Key vocabulary (KS1) –**
Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score
- Music end of unit outcomes linked to NC:**
- Make movements that are appropriate to the pulse and tempo of a piece of music.
 - Choose instruments with appropriate timbre to represent sparkling fishes.
 - Respond to dynamic changes in a piece of music.
 - Create pitches and rhythms.



Acorns Class Medium Term Plan (KS1) Autumn 1 (2023 – 2024)



SUBJECT	1 Half week	2	3	4	5	6	7
<ul style="list-style-type: none"> Perform a layer of the music within an overall piece. Define all the musical terms from this unit. 							
PE Multi-skills & Athletics taught by Premier Sports	3 lessons each week – Multi-skills, Invasion Games and Swimming <i>KS1 skill progression:</i> <i>Can travel in a variety of ways including running and jumping.</i> <i>Begin to perform a range of throws.</i> <i>Receive a ball with basic control.</i> <i>Begin to develop hand-eye coordination.</i> <i>Participate in simple games.</i> <i>Can comment on own and others performance.</i> <i>Can give comments on how to improve performance.</i> <i>Use appropriate vocabulary when giving feedback.</i>						
PSHE SCARF scheme	Daily circle times – welcome back	Me and My Relationships All About Me (R)	Me and My Relationships What Makes Me Special (R)	Me and My Relationships Why we have classroom rules (Y1)	Me and My Relationships Thinking about feelings (Y1)	Me and My Relationships Our ideal classroom (Y1 / Y2)	Me and My Relationships How are you feeling today? (Y2)