


**Webber's Class 1 Medium Term Plan - EYFS and Year 1**  
**Autumn Term 1 2023/24**

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**EYFS**

<b>Trust Vision Focus</b>	SELF (believe)						
<b>UN Sustainable Goals Focus</b>	6, 11, 15  Inspiring young leader and Inspiring researcher						
<b>Virtue Focus</b>	Reflection			Gratitude  Inspiring volunteer Inspiring fundraiser			
<b>Key Questions</b>	How am I making History? Where do I belong? Who made the world?						
<b>Listening, Attention and Understanding</b> To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/directions	Circle times Class rules Class stories Short carpet sessions Simon says	Circle times Class rules Class stories Short carpet sessions Simon says	Circle times Class rules Class stories Short carpet sessions Simon says	Circle times Class rules Class stories Short carpet sessions Simon says	Increasingly length and frequency of carpet sessions  Short guided reading sessions	Increasingly length and frequency of carpet sessions  Short guided reading sessions	Increasingly length and frequency of carpet sessions  Short guided reading sessions
<b>Speaking</b> To talk in front of a small group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning. I can begin to learn new vocabulary and use it	Circle times  Story language <b>Once upon a time</b> <b>One day</b> <b>Unfortunately</b> <b>Luckily</b> <b>In the end</b>	Vocabulary for emotions  Calm, peaceful Confused, mixed up Love, friendly, caring Sad, unhappy, miserable, upset Annoyed angry, furious	Farmer Duck T4W  Weary Sleepy Fed up, tired Crept Stole creaked, fled Exhausted excited	Farmer Duck T4W  Weary Sleepy Fed up, tired Crept Stole creaked, fled Exhausted excited	Farmer Duck T4W  Weary Sleepy Fed up, tired Crept Stole creaked, fled Exhausted excited	Autumn vocabulary  	

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<b>Self-regulation</b> To recognise different emotions Colour Monster To understand how people, show emotions To focus during short whole class activities To follow one step instructions	Circle times Class rules	To recognise different emotions Colour Monster See English planning	To recognise emotions in characters Farmer Duck	To recognise emotions in characters To understand how people, show emotions Farmer Duck	To focus during short whole class activities	To focus during short whole class activities	To focus during short whole class activities
<b>Managing self</b> To independently be able to - Use the toilet Wash hands - Put coat on - Change shoes into wellington boots To explore the Reception environment. To begin to understand the rules of a classroom - To get changed for P.E with support	Class routines  To begin to understand the rules of a classroom - →  To independently be able to - Use the toilet including flush →  Washing hands →  To explore the Reception environment.  <b>Skills introduced, continued and practiced.</b> →	Put a coat on with support  Locking the toilet door  To explore the Reception environment. →	Changing shoes to wellies	Changing shoes to trainers	Changing shoes to trainers	To get changed for P.E with support	To get changed for P.E with support
<b>Building relationships</b> To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.	To play with children who are playing with the same activity. →		To gain confidence to speak to others in their class and to adults. →		To seek support from adults when needed. →		
<b>PSHE</b>  <b>SCARF scheme</b>  This is in addition to other skills taught as it's a part of a 3 year rolling program.	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)
<b>Gross motor skills</b> To move safely within a given space. To stop safely.	See prem sport Outdoor play, building and loose parts, balls, brooms and hoops, obstacle courses						

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<b>To develop control when using basic equipment e.g. scissors</b>							
<b>Fine motor skills</b> To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools. To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching. To use large pegs To begin to copy letters To hold a fork and spoon correctly	Baseline <b>Picture of self</b> <b>Write name</b> <b>Scissor activity</b> <b>Photo of pencil grip</b> <b>Photo Scissor grip - In English books assess termly</b>	Daily dough disco  <b>Early morning activities - rotation (daily)</b> To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching. To use large pegs To begin to copy letters					
<b>Comprehension</b> To use pictures to tell stories To sequence familiar stories To listen to stories read and engage in story time. To independently look at book, holding them the correct way and turning pages	Daily story  Reading corner	Daily story  Reading corner	Daily story  Reading corner	Daily story  Reading corner	Daily story  Reading corner  Shared reader 1	Daily story  Reading corner  Shared reader 2	Daily story  Reading corner  Shared reader 3
<b>Word reading</b> Phase 2 Satp inmd gock eur hbft Orally blend To identify the initial sound in words. To begin to orally blend sounds in short words e.g. cat, dog	Baseline and alphabet chant	Baseline and alphabet chant	S a t p	I n m d	Step 1 G o c k  Shared reader 1	Step 2 c k e u r  Shared reader 2	Step 3 Consolidation  Shared reader 3
<b>Writing</b> To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words.	Write name Draw a picture of themselves	Draw a picture of their family Draw pictures of things they like/ dislike	S a t p  See Farmer Duck planning	I n m d  See Farmer Duck planning	G o c k  See Farmer Duck planning	c k e u r  See Autumn Poetry planning	All letters to date  See Autumn Poetry planning
<b>English topics</b> <b>See separate planning</b> Colour Monster Farmer Duck Autumn poems	Welcome back Class charter Holiday recount Goals for the year	The Colour Monster	Farmer Duck  →	Farmer Duck  →	Farmer Duck  →	Autumn Poetry  →	Autumn Poetry  →
<b>Stories</b> Autumn poems My Big book of Families	My Big book of Families  All are welcome	Colour Monster  My Big book of Families	Farmer Duck	Farmer Duck	Farmer Duck	Autumn poems Leaf man	Autumn poems Leaf man

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Autumn Term 1 2023/24							
	1	2	3	4	5	6	7
A selection of Autumn poems All are welcome Welcome to our world Leaf man		Welcome to our world					
<b>Number Autumn term</b> To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.	Baseline	Getting to know you	Getting to know you	Match sort and compare	Match sort and compare	Talk about measure and patterns	Talk about measure and patterns
<b>Numerical patterns Autumn term</b> To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10. To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.	Baseline	Getting to know you	Getting to know you	Match sort and compare	Match sort and compare	Talk about measure and patterns	Talk about measure and patterns
<b>SSM Autumn term</b> To sort objects against given criteria. To compare capacity, length, height and size. To complete a repeating pattern of 2 objects or colours. To recognise and name circle, square, rectangle and triangle. To begin to explore the properties of 2D shapes. To make shape pictures. To order days of the week. To sequence daily event using words related time.	Baseline Days of the week song	Getting to know you	Getting to know you	Match sort and compare	Match sort and compare	Talk about measure and patterns	Talk about measure and patterns
<b>Past and Present</b> To be able to identify how they have changed from when they were a baby. Family trees and some similarities between themselves and their family in the past.	Who am I? What do I like? How lives in my house?	What am I good at? To talk about how I have changed since I was a baby. Bring in a photo of you as a baby. What is the same? What is different? What	To name parts of the body. Play Simon say 'touch your nose' What is the same about our bodies/ different? How have I changed?				

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Autumn Term 1 2023/24							
	1	2	3	4	5	6	7
<p><u>All about me and how I'm making history.</u></p>		<p>have you learnt? How am I unique? <b>Share I am specials</b></p>					
<p><b>People, Cultures and communities</b> To know about family structures and talk about who is part of their family.</p> <p>To identify similarities and differences between themselves and peers. <i>All about me and R.E</i></p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment. To start to make maps. <i>What is it like here?</i></p> <p>To know that people around the world have different religions <i>R.E</i></p>	<p><i>All about me and R.E</i> <u>To talk about my ideas about how I am special and share occasions when I have felt special</u></p>	<p><b>Share I am specials with the class - inspiring speaker</b></p> <p><i>R.E</i> <u>To talk about Christian beliefs about how people are special to God</u></p> <p><i>What is it like here?</i></p> <p>To know the name of the village the school is in.</p> <p>Maps, globes and areal map</p>	<p><i>R.E</i> <u>Re-tell the story of Jesus blessing the children and make links to our own personal experiences.</u></p> <p><i>What is it like here?</i></p> <p><u>What is out classroom like?</u> <u>Group map- sticking features on</u></p>	<p><i>R.E</i> <u>Know three different religious groups and the main symbol associated with each.</u> <u>Discuss different groups that we belong to.</u></p> <p><i>What is it like here?</i></p> <p><u>What is our school like?</u> <u>Group map Group map- sticking features on</u></p>	<p><i>R.E</i> <u>Recall simply what happens at a traditional Christian infant baptism</u></p>	<p><i>R.E</i> <u>Recall simply what happens when a baby is welcomed into the Muslim tradition</u></p>	<p><i>R.E</i> <u>Recognise that in Hinduism Raksha Bandhan is a time to focus on the bond between siblings.</u> <u>Discuss occasions when things have happened in our lives that made us feel special.</u></p>
<p><b>The Natural world</b> To identify and recognise the features of Autumn. <i>Autumn welly walk</i> <i>Autumn wreath</i> To identify, recognise, explore and experience the changes in Autumn and Winter: weather, trees, animals, plants and clothes we wear. To consider what is like where we live. <i>Links to farming - Farmer Duck</i> Harvest festival Harvest - harvest our carrots, raspberries, sun flowers Preparing and chopping vegetables. Carrots and apples. from it. To recognise senses and how we use them. <i>Amazing me</i> To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment.</p>			<p><i>Links to farming - Farmer Duck</i></p>	<p>Harvest festival Harvest - harvest our carrots, raspberries, sun flowers Preparing and chopping vegetables. Carrots and apples. from it.</p> <p>Recognise the 5 senses. Taste, smell, sight, touch and hearing activities.</p>	<p>Harvest festival Harvest - harvest our carrots, raspberries, sun flowers Preparing and chopping vegetables. Carrots and apples. from it.</p> <p>To recognise senses and how we use them. <i>Amazing me</i> To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment</p>	<p><i>Autumn welly walk</i>  To identify, recognise, explore and experience the changes in Autumn and Winter: weather, trees, animals, plants and clothes we wear.</p>	<p><i>Autumn wreath</i></p>

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<p><b>Creating with Materials</b>            To create simple representations of people and objects.  <i>Marvellous marks</i>            To explore different techniques for joining materials (using different types of glue and sellotape.)            To experiment with colouring mixing.            To use colours for a particular purpose.  <i>Paint my world</i>            To design and make a Hibernation box  <i>Autumn</i>  <b>To peel and chop vegetables safely</b>  <i>Harvest</i></p>	<p>To name colours.            To draw and colour with pencils and crayons.</p> <p>Draw a pictures of yourself.            Colour using colouring pencils.</p>	<p>To name colours.            To draw and colour with pencils and crayons.</p> <p>Introduce felt tip pens - lids on and off.            Colouring within the lines.</p> <p><i>Paint my world</i></p>	<p>Scissors - (thumbs up)            Scissor control activity-</p> <p><i>Paint my world</i></p>	<p>To explore different techniques for joining materials (using different types of glue and sellotape.)</p> <p>Scissors and gluing (putting the glue on the correct side_            Argos magazines.            Cutting out pictures- what do I like?</p> <p><i>Paint my world</i></p>	<p>Cutting and sticking using PVA glue</p> <p><b>To peel and chop vegetables safely</b> <i>Harvest</i></p> <p><i>Paint my world</i></p>	<p>Introduce water colours</p> <p><i>Paint my world</i></p>	<p>Mix water colours</p> <p><i>Paint my world</i></p>
<p><b>Being Imaginative and expressive</b>            To sing entire songs            To create musical patterns using body percussion.            To experiment with different instruments and their sounds            To learn and perform an Autumn poem in collective worship.</p>	<p>To begin to build up a repertoire of songs</p>	<p>To begin to build up a repertoire of songs</p>	<p>To begin to build up a repertoire of songs</p>	<p>To sing entire songs</p>	<p>To sing entire songs</p>	<p>To sing entire songs</p> <p>To learn and perform an Autumn poem in collective worship.</p>	<p>To learn and perform an Autumn poem in collective worship.</p>

Year 1							
SUBJECT	1	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?						
Character Education virtue of the week Character Education virtue of the week Inspiring Researcher Inspiring Speaker Inspiring Fundraiser Edukid		Inspiring speaker I mam special/ unique					Inspiring speaker (assembly) Autumn poetry performace
Literacy  NC objectives - See LOs / success criteria (weekly plans)	Welcome back Class charter Holiday recount Goals for the year	The Colour Monster	Farmer Duck	Farmer Duck	Farmer Duck	Autumn Poetry	Autumn Poetry
			→	→		→	

Year 1							
SUBJECT	1	2	3	4	5	6	7
		<b>Outcomes:</b> Participate in discussions To recognise and use new vocabulary. Give well structured descriptions and explanations. Listen to and discuss stories at a level beyond that at which they can read independently. Apply phonic knowledge to read Compose a sentence orally before writing it.	End of unit outcomes (Y1) - <ul style="list-style-type: none"> <li>Give well structured descriptions and explanations.</li> <li>Listen to and discuss stories at a level beyond that at which they can read independently.</li> <li>Become familiar with key stories.</li> <li>Discuss the significance of a story title and it's events.</li> <li>Predict what might happen on the basis of what has been read so far.</li> <li>Explain what has been read.</li> <li>Use, -ed where no change is needed in the spelling of root words</li> <li>Compose a sentence orally before writing it.</li> </ul>		End of unit outcomes (Y1) - <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances and debates.</li> <li>Recognise and joining in with predictable phrases.</li> <li>Learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Sequence sentences to form short narratives.</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>Join words and join sentences using 'and'.</li> </ul>		
Stories, poems and rhymes	The Colour monster Farmer Duck My Big book of Families A selection of Autumn poems All are welcome Welcome to our world						
Phonics/ spellings  (separate LTP)	Baseline and alphabet chant	Baseline and alphabet chant	S a t p	I n m d	Step 1 G o c k  Shared reader 1	Step 2 c k e u r  Shared reader 2	Step 3 Consolidation  Shared reader 3
	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
Maths Yr 1  NC objectives - See LOs / success criteria (weekly pans)	Inspirational Maths	Place Value - within 10  End of unit outcomes: <ul style="list-style-type: none"> <li>Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 10 in numerals and words.</li> <li>Given a number identify 1 more and 1 less.</li> <li>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.</li> </ul>					Addition & Subtraction



**Year 1**

SUBJECT	1	2	3	4	5	6	7
<p>Science</p> <p>For NC coverage map see Maestro</p>	<p>Animals Including Humans - Amazing Me!</p> <p>Introduction to unit -</p> <ul style="list-style-type: none"> <li>- What are we looking at this this term?</li> <li>- Talk through footsteps.</li> <li>- Talk through key vocabulary.</li> <li>- Talk through key skills.</li> <li>- What do we already know?</li> <li>- What do we want to know by the end of the unit?</li> </ul> <p>Elicitation task to be completed</p>	<p>Animals Including Humans - Amazing Me!</p> <p><u>LO - Notice that animals, including humans, have offspring which grow into adults.</u></p> <p>Y1 skill - Understand the passing of time and associated vocabulary.</p> <p>Y2 skill - Observe changes over time.</p> <p>Lesson 1 - Wow! We have changed!</p>	<p>Animals Including Humans - Amazing Me!</p> <p><u>LO - Identify, name, draw and label the basic parts of the human body. Measure parts of the human body.</u></p> <p>Y1 skill - identify and classify.</p> <p>Y2 skill - Measure, gather and record data.</p> <p>Lesson 2 - Body patterns</p>	<p>Animals Including Humans - Amazing Me!</p> <p><u>LO - Name the five sense. Say which body part is associated with each sense.</u></p> <p>Y1 skill - perform simple tests.</p> <p>Y2 skill - use observations and ideas to ask and answer scientific questions.</p> <p>Lesson 3 - Playground sounds</p>	<p>Animals Including Humans - Amazing Me!</p> <p><u>LO - Understand that we can use our senses to identify and classify.</u></p> <p>Y1 skill - identify, classify and sort.</p> <p>Y2 skill - Gather and record data in Venn diagrams.</p> <p>Lesson 4 - Sorting using senses</p>	<p>Animals Including Humans - Amazing Me!</p> <p><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></p> <p>Y1 skill - Ask simple questions and recognise that they can be answered in different ways.</p> <p>Y2 skill - Ask simple questions and recognise that they can be answered in different ways.</p> <p>Lesson 5 - All our senses</p>	<p>Animals Including Humans - Amazing Me!</p> <p><u>LO - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</u></p> <p>Y1 skill - Observe closely.</p> <p>Y2 skill - Use observations and facts to answer questions and draw conclusions.</p> <p>Application task to be completed.</p> <p>Lesson 6 - Balancing lunch boxes</p>

**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:**

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**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  
 -erforming simple tests  
 -identifying and classifying  
 -using their observations and ideas to suggest answers to questions  
 -gathering and recording data to help in answering questions.

Understanding the world		To talk about how I have changed since I was a baby. Bring in a photo of you as a baby. What is the same? What is different? What have you learnt?	To name parts of the body. Play Simon say 'touch your nose'	Recognise the 5 senses. Taste, smell, sight, touch and hearing activities.			<u>To explore keeping my body healthy</u> <u>What food are good for me?</u>
Provision		Match animals with their babies. Yr 1 - draw and label 3 animals with their babies.	Draw around somebody EYFS- colour/ patterns Yr 1- label	Feely bag Descriptive words/ prompt cards Telescopes - what can you see? Draw it.			<u>Sort heathy/ unhealthy foods.</u>
R,E	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?	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>  See detailed planning	Creation: Who made the world?  <u>LO - retell the story of Genesis 1.</u> <i>Y1 skill - retell a story.</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>  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>  See detailed planning	Creation: Who made the world?  <u>LO - think about what we are thankful and grateful for.</u> <i>Y1 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 skills - develop vocabulary.</i> Ask questions based on learning and ideas.  <b>Application task to be completed.</b>

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	- What do we want to know by the end of the unit?  Elicitation 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.

Topic <u>Geography</u> / History  For NC coverage see LTP For skills progression see LTP  (Kapow - cycle A)	Elicitation task to be completed  How am I making History?  <u>LO: Develop an understanding of personal chronology.</u>  Lesson 1	How am I making History?  <u>LO - To learn more about our history</u>  Lesson 2	How am I making History?  <u>LO - To explore how we remember events.</u>  Lesson 3	How am I making History?  <u>LO To find out what childhood was like for our parents and grandparents.</u>  Lesson 4	How am I making History?  <u>LO To compare childhood now to childhood in the past.</u>  Lesson 5	How am I making History?  <u>LO -To identify that some things change and some things stay the same.</u>  Application task to be completed. Lesson 6
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**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

**Progression of key skills (KS1) –**

- Sequence events, artifacts and photos on a timeline.
- Use common words and phrases for the passing of time.
- Begin to recognise how long events lasted.
- Recall some special events.
- Make simple observations about the past and communicate findings.
- Ask how and why questions.
- Describe simple changes and ideas/ objects that remain the same.

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- Describe the main features of concrete evidence of the past or historical evidence.

<p><b>Art/ DT</b></p> <p>For NC coverage see LTP</p> <p>For skills progression see LTP</p> <p>(Kapow - cycle A)</p>		<p>Drawing: Make your mark</p> <p><u>LO - Know how to make different types of lines.</u></p> <p><i>Y1 skill - Experiment with different resources to create lines.</i></p> <p>Elicitation task to be completed</p> <p>Lesson 1</p>	<p>Drawing: Make your mark</p> <p><u>LO - Explore line and mark-making to draw water.</u></p> <p><i>Y1 skill - Use a range of materials with purpose.</i></p> <p>Lesson 2</p>	<p>Drawing: Make your mark</p> <p><u>LO - Draw with different media.</u></p> <p><i>Y1 skill - Experiment with different media.</i></p> <p>Lesson 3</p>	<p>Drawing: Make your mark</p> <p><u>LO - Develop an understanding of mark making.</u></p> <p><i>Y1 skill - use one type of drawing tool in lots of different ways</i></p> <p>Lesson 4</p>	<p>Drawing: Make your mark</p> <p><u>LO - Apply an understanding of drawing materials and mark-making to draw from an observation.</u></p> <p><i>Y1 skill - Control a pen/pencil to create different types of lines.</i></p> <p>Lesson 5</p>	<p>Drawing: Make your mark</p> <p>Assessment quiz and artwork</p> <p>Application task to be completed.</p> <p>Assessment</p>
<p>ART/ fine motor session</p> <p>Resources will be left out in the creation station for children to use independently.</p>	<p>Draw a pictures of yourself.</p> <p>Colour using colouring pencils.</p>	<p>Introduce felt tip pens - lids on and off.</p> <p>Colouring within the lines.</p>	<p>Scissors - (thumbs up)</p> <p>Scissor control activity-</p>	<p>Scissors and gluing (putting the glue on the correct side_ Argos magazines. Cutting out pictures- what do I like?</p>	<p>Cutting and sticking using PVA glue</p>	<p>Introduce water colours</p>	<p>Mix water colours</p>

**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.

**Year 1**

SUBJECT	1	2	3	4	5	6	7
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- 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

ICT For NC coverage see LTP For skills progression see LTP (Kapow - cycle B)		Programming - Bee Bots <u>LO - Explore a new device.</u>  Y1 skill - Explore buttons and functions. <b>Elicitation task to be completed</b>  Lesson 1	Programming - Bee Bots <u>LO - Create a demonstration video.</u>  Y1 skill - Explain functions. Lesson 2	Programming - Bee Bots <u>LO - Plan and follow a precise set of instructions.</u>  Y1 skill - Follow and give instructions. Lesson 3	Programming - Bee Bots <u>LO - Program a device.</u>  Y1 skill - Consider how to get from A-B. Lesson 4	Programming - Bee Bots <u>LO - Create a program that tells a story.</u>  Y1 skill - Use programming to give clear instructions. Lesson 5	Programming - Bee Bots Assessment  <b>Application task to be completed.</b>
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**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.
- 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.

Music For NC coverage see LTP For skills progression see LTP (Kapow - cycle B)		Musical Vocabulary (Theme: Under the Sea) <u>LO - Learn the musical vocabulary: pulse and tempo.</u>  KS1 skills - Recognise basic tempo changes. Express opinion about music. <b>Elicitation task to be completed</b>	Musical Vocabulary (Theme: Under the Sea) <u>LO - Explain what dynamics and timbre are.</u>  KS1 skills - Understand different types of sounds are called timbres. Recognise timbre changes in music that we listen to.	Musical Vocabulary (Theme: Under the Sea) <u>LO - Explain what pitch and rhythm are.</u>  KS1 skills - Recognise the difference between pulse and rhythm.	Musical Vocabulary (Theme: Under the Sea) <u>LO - Explain what texture and structure are.</u>  KS1 skills - Recognise structural features of music. Lesson 4	Musical Vocabulary (Theme: Under the Sea) <u>LO - Understand key vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.</u>  KS1 skills - Listen to and recognise instrumentation.	Musical Vocabulary (Theme: Under the Sea) Assessment  <b>Application task to be completed.</b>  Lesson 6
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Year 1							
SUBJECT	1	2	3	4	5	6	7
		Lesson 1	Lesson 2	Lesson 3		Being to use musical vocabulary to describe music.  Lesson 5	
<p><b>Key vocabulary (KS1) –</b> Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score</p> <p><b>Music end of unit outcomes linked to NC:</b></p> <ul style="list-style-type: none"> <li>• Make movements that are appropriate to the pulse and tempo of a piece of music.</li> <li>• Choose instruments with appropriate timbre to represent sparkling fishes.</li> <li>• Respond to dynamic changes in a piece of music.</li> <li>• Create pitches and rhythms.</li> <li>• Perform a layer of the music within an overall piece.</li> </ul> <p>Define all the musical terms from this unit.</p>							
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)