





Curriculum | Medium Term Plan - Autumn - Year One

Challenge Pack:	Far Far Away - How can we connect with communities far away?	Challenge outcome:	Children will invite their parents into school to tell them about what they have learned about their local area and another Far away. Children will use, artwork, writing and photos that they have taken to provide prompts for discussion.		NC Year: Length of term:	(8 & 7 weeks)	
Summary:	Children will develop an understanding of the local area past and present before sharing what they have learned with a different community far away. They will then study a different community making comparisons to their own.						
Key texts:	Fiction: Grandad's Island, Lost and Found Incredible You, Here We Are Postman Bear, Herman's Letter Meerkat Mail Non-Fiction: Welcome to Our World One Day So Many Ways The Big Book of the UK Our World	Trips and visits:	Planned walk around Smethwick and our local community	Inspire parent sessions:			
		Science Units	Plants Everyday materials	PE: Music:			
	Physical Oracy (Voice, Body Language)		Linguistic Oracy (Vocabulary, language, rhetorical techniques)		Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)		Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)
To use body language to show listening. To experiment with adjusting tone, volume and pace.		To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').		To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.		Listen carefully to others. To participate in group discussions independently of an adult.	

	Maths:	English:	NICER:
(1)	<p><u>Area of learning:</u> Place Value (within 10)</p> <p>Only practical activities:</p> <ul style="list-style-type: none"> - Counting to 10 - Count objects <p>Sort out objects</p>	<p><u>Basic skills:</u></p> <ul style="list-style-type: none"> - Letter formation - Name writing <p><u>Writing Focus:</u> Draw and label a picture of myself</p>	<p><u>What is the challenge?</u> Children will use the TASC wheel to discuss what the challenge is and begin to reflect on what they already know and how they might achieve it.</p>
(2)	<p><u>Area of learning:</u> Place Value (within 10)</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Count objects to 10 - Count objects from a group of 10 - Represent up to 10 objects - Represent numbers to 10 - Recognise numbers as words <p><u>Mental maths focus:</u> Counting forwards and backwards within 10</p>	<p><u>Basic skills:</u></p> <ul style="list-style-type: none"> - Letter formation - Name writing activity - Using our sounds to write (make new words for Oof) - Label Oof and Pib <p><u>Writing Focus:</u> To use phonetic knowledge to sounds out and write words related to our story.</p> <p><u>Text used:</u> When Oof Makes an Ouch (CVC focus)</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Share key text - Name the letters of the alphabet in order. 	<p><u>Getting to know you</u></p> <p><u>Killer Questions:</u> How can we make right choices? What is a plant? Can you label the different parts of a plant?</p> <p><u>PSHE C1.3</u> As Citizens WALT: know why we have rules and the importance of following them. Outcome – Children will discuss and agree the school rules to be displayed in their classroom</p> <p><u>PSHE C1.11</u> As Citizens WALT: describe what we are like as people that is different to someone else. Outcome – Children will complete an all about me to describe what they look like, their personality and their interest.</p> <p><u>Science S1.1i</u> As Scientists WALT: identify the basic structure of a flower. Outcome – Children will label a real flower. They will have visual aids and word banks to support.</p> <p>Link to challenge outcome (for weeks learning) – children will gain an understanding of the structure of flowers in their local area.</p>

Area of learning: Place Value (within 10)

Knowledge and skills:

- Count forwards to 10
- Count one more for numbers within 10
- Count backwards from 10
- Count one less for numbers within 10

Mental maths focus: Counting one more and one less than a given number within 10

Basic skills:

- Listen to stories
- Vocabulary
- Capital letters
- CVC words

Writing Focus: To use phonetic knowledge to sounds out and write words related to our story.

Text used: Grandad's Island

Knowledge and Skills:

- Share key text
- *Name the letters of the alphabet in order.*
- *Capital letters*

What is special about my family?

Killer Questions

What does family mean?

Who is your family?

Which one of our school values links to family?

Can you name and identify some different types of plants?

PSHE A1.1

As **Citizens** WALT: describe a family as a safe place at home where people care for children

Outcome – Children outline what a family is using key words to describe.

PSHE A1.2

As **Citizens** WALT: describe happy relationships that I have with different family members.

Outcome – Children will verbally describe relationships they have and why it is a happy one.

Science S1.1h

As **Scientists** WALT: understand what a common wild plant is.

Outcome - Children will know what a common wild plant is.

Link to challenge outcome (for weeks learning) – children will gain an understanding about wild plants in the local area.

Area of learning: Place Value (within 10)

Knowledge and skills:

- Compare up to 10 objects by matching
- Introduce < > and for numbers within 10
- Fewer, more
- Less than, greater than, equal to
- Compare numbers within 10

Mental maths focus: Counting forwards and backwards from a given number (within 10)

Basic skills:

- Listen to stories
- Orally create sentences
- Capital letters
- CVC words
- Full stops

Writing Focus: To use phonetic knowledge to sounds out and write words related to our story.

Text used: The Boy Who loved Everyone

Knowledge and Skills:

- Share key text
- Full stops
- Capital letters

What is a community?

Killer Questions

What is a community?

What is the difference between a wild and a garden plant?

PSHE C1.5/1.7

As **Citizens** WALT: describe what a community is and how I have done something to help our community.

Outcome – Children will be able to verbally describe our community (school) and say some words to describe it.

They will be exploring different ways of helping others, then they will share their thoughts.

Geography 1.4/1.4a

As **Geographers**, WALT: use a simple map to follow a route so that we can create our own map (walk to local area)

Outcome – Children will complete a CAFRA for their walk. They will look at the route we would take. After the walk, they will draw a simple map.

Geography 1.5/1.5a

As **Geographers**, WALT: draw features found on our local walk so that we discuss directions.

Outcome – Children will draw and locate some features of their local walk.

Science S1.1h

As **Scientists** WALT: understand what a common garden plant is

Outcome - Children will know what a common garden plant is.

Link to challenge outcome (for weeks learning) – children will know what a community is. They will have a definition known to share with their families at their outcome.

Area of learning: Place Value (within 10)

Knowledge and skills:

- Order up to 10 objects
- Order numbers up to 10
- Number line (to 10)

Mental maths focus: Counting forwards and backwards from a given number (within 10)

Basic skills:

- Orally create sentences
- Capital letters
- Full stops

Writing Focus: To construct and write a simple sentence (colourful semantics cards)

Text used: Lost and Found

Knowledge and Skills:

- Share key text
- Say my sentence out loud
- *Full stops*
- *Capital letters*
- Simple sentences
- Nouns

Snap, snap! Photographing my community

Killer Questions:

Can you identify and name some of the tools within the camera app?

What is a tree?

Can you label the different parts of a tree?

ICT

As *Digital TeChildrenicians*, WALT: use tools within the Camera app (flash, filter, and timer).

Outcome - Children will know how and when to safely and sensibly use the flash, filter and timer tools.

ICT C1.1b

As *Digital TeChildrenicians*, WALT: take photos and use tools within the camera app (rotation, crop).

Outcome - Children will take photos and know how to rotate and crop photos.

Thinking hats/PMI based on Hook

Art 2.1a

As *Artists*, WALT: Record and explore ideas from first hand observations.

Outcome - Children to use a photograph they took from their walk to sketch a picture.

Science S1.1i

As *Scientists*, WALT: identify the basic structure of a tree.

Outcome - Children will label a photograph of a tree with arrows already drawn and word banks provided.

Link to challenge outcome (for weeks learning) – children will have photographs of their local area to display at their outcome and to talk about.

Area of learning: Addition and Subtraction (within 10)

Knowledge and skills:

- Introduce part part whole
- Part part whole model
- Write number sentences

Mental maths focus: Counting forwards and backwards from a given number (within 10)

Basic skills:

- Orally create sentences
- Capital letters
- Full stops
- Finger space

Writing Focus: To construct and write a simple sentence (colourful semantics cards)

Text used: Lost and Found

Knowledge and Skills:

- Say my sentence out loud
- Full stops
- Capital letters
- Finger space
- Simple sentences
- Adjectives

What is important about my school community?

Killer Questions:

Who are some of the people in your community (school) and what roles do they play?

What is a community?

What is our local area like?

What is an evergreen tree?

Geography 1.4d

As Geographers, WALT: use simple fieldwork skills to identify the geographical features of our school.

Outcome - Children will use their knowledge from their walk to identify geographical features of our school. Teacher to ensure children know that features around school are human features.

Geography

As Geographers, WALT: understand the difference between human and physical features.

Outcome - Children will know the difference between a human and physical feature.

Science S1.1h

As Scientists, WALT: identify evergreen trees

Outcome - Children will understand what an evergreen tree is and be able to explain what makes an evergreen tree.

Link to challenge outcome (for weeks learning) – children will be able to recognise geographical features of their local area. They will be able to confidently share these features.

(7)	<p><u>Area of learning:</u> Addition (within 10)</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Fact families – addition facts - Number bond within 10 (e.g. 5) - Number bonds to 10 - Find number bonds for numbers within 10 - Compare number bonds <p><u>Mental maths focus:</u> number bond recall</p>	<p><u>Basic skills:</u></p> <ul style="list-style-type: none"> - Orally create sentences - Capital letters - Full stops - Finger space <p><u>Writing Focus:</u> To write simple sentences about <i>myself</i> and <i>my family</i> using finger spaces and capital.</p> <p><u>Text used:</u> Incredible you!</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Share key text - Read and RIP features of character descriptions - <i>Understand the concept of a sentence as a complete thought or idea</i> - <i>Begin to punctuate sentences using capital letters</i> - <i>Say my sentences out loud</i> - <i>Nouns</i> - <i>Adjectives</i> 	<p><u>My community</u></p> <p><u>Killer Questions:</u></p> <p><i>What does forgiveness mean?</i></p> <p><i>Is it important to forgive? What happens when forgiveness is not given?</i></p> <p><i>Can you give an example when you forgive someone?</i></p> <p><i>Who is the key figure in Christianity?</i></p> <p><i>What is a deciduous tree?</i></p> <p><u>RE</u></p> <p>As <i>Theologians</i>, WALT: explore the idea of forgiveness.</p> <p>Outcome – Children will discuss what forgiveness means and make connections with school life.</p> <p><u>RE</u></p> <p>As <i>Theologians</i>, WALT: discuss what Christians believe God is like.</p> <p>Outcome – Children verbally discuss feelings and emotions after listening to a parable.</p> <p><u>PSHE C1.4</u></p> <p>As <i>Citizens</i>, WALT: identify jobs in my school community and local community.</p> <p>Outcome - Children will label people who are integral in the community (school) and say what they do.</p> <p><u>Science S1.1h</u></p> <p>As <i>Scientists</i>, WALT: identify deciduous trees</p> <p>Outcome - Children will understand what a deciduous tree is and be able to explain what makes a deciduous tree.</p> <p>Link to challenge outcome (for weeks learning) – children will have an awareness of people with different jobs and religions in their local community.</p>
(8)	First half term – retrieval and recap	Whole school Writing Project – Linked to Opal Play projects	
	Half term		

Area of learning: Addition (within 10)

Knowledge and skills:

- Addition (within 10)
- Addition problems
- Find a part

Mental maths focus: adding one-digit numbers.

Writing Focus: To write sentences about *my school* (to compare it with schools from far away)

Text used:

Knowledge and Skills:

- *High 5 sentence criteria*
- *Begin to punctuate sentences using capital letters and full stops*
- *Leave spaces in between words accurately and consistently*
- *Say my sentences out loud*
- *Write sentences*

Then and now - how has my local area changed?

Killer Questions:

What is our local area like? What is different in the past?

Can you describe different objects and the material they are made out of?

Which other objects are made of the same materials?

Can you describe the properties of different materials?

Why are these good materials for these objects to be made from?

History H1.1b

As *Historians*, WALT: sequence photographs from different periods on a simple timeline.

Outcome – Children will be able to say which photographs came first and suggest how they know.

History H1.2f

As *Historians*, WALT identify similarities and differences between life in the past and the present

Outcome - Children will be able to describe some of the ways that Smethwick has changed and suggest reasons why.

Science S1.1x

As *Scientists*, WALT: identify and name a variety of everyday materials (wood, plastic, glass, metal, water, rock)

Outcome – Children will be able to name a variety of materials.

Link to challenge outcome (for weeks learning) – children will gain an understanding of changes in their local area over time and why these changes have occurred.

Area of learning: Subtraction (within 10)

Knowledge and skills:

- Subtraction (within 10)
Take away by crossing, take away using the symbol, find a part (the value of a missing number), using number line/counting back

Mental maths focus: counting backwards from a given number

Purpose: To Inform

Text type: Postcard

Audience: Write a post card telling someone about our school

Text used: Meerkat Mail

Knowledge and Skills:

- Share key text
- Read and RIP – post card
- Features of a post card
- *High 5 sentence criteria*
- *Begin to punctuate sentences using capital letters and full stops*
- *Leave spaces in between words accurately and consistently*
- *Say my sentences out loud*
- *Write sentences*

On the map – where are we?

Killer Questions

Where do we live?
What is our local area like?
Can you name the seas/ocean surrounding the UK?
What is our local area like? What is different in the past?
Can you name different materials?

History H1.3d

As **Historians**, WALT compare aspects of life in different periods
Outcome - Children will be able compare life now to life in the past.

Geography 1.4a

As **Geographers**, WALT: use world maps and globes to identify the UK.
Outcome – Children will be able to locate to UK on a world map and name the surrounding seas/ocean.

Science S1.1w

As **Scientists**, WALT: distinguish between an object and the material with which it is made (suggesting where this is the best material)
Outcome – Children will be able to describe different objects and materials that made out of.

Link to challenge outcome (for weeks learning) – children will understand where their community is in relation to the United Kingdom.

Area of learning: Subtraction (within 10)

Knowledge and skills:

- Finding the difference
- Comparing addition and subtraction statements.

Mental maths focus: taking away one-digit.

Purpose: To Inform

Text type: Postcard

Audience: Write a post card telling someone about our school

Text used: Meerkat Mail

Knowledge and Skills:

- Plan
- Class shared write
- Draft & Publish
- *High 5 sentence criteria*
- *Begin to punctuate sentences using capital letters and full stops*
- *Leave spaces in between words accurately and consistently*
- *Say my sentences out loud*
- *Write sentences*

What is it like in a different country in the world?

Killer Question

What is it like in England and the United Kingdom?

Where is our school?

Where do we live?

What is our local area like?

Can you name the seas/ocean surrounding the UK?

Can you compare different objects? Can you describe their properties?

Geography 1.1b

As Geographers, WALT: name and locate the four countries of the UK and Outcome – Children will be able to name and label the four countries of the UK and say which country we live in.

Geography 1.1b

As Geographers, WALT: identify the four capital cities of the UK

Outcome – Children will be able to name and match the four capital cities of the UK.

Science S1.1z

As Scientists, WALT: compare and group together a variety of everyday materials on the basis of their simple physical properties.
Outcome – Children will compare and group everyday materials.

Link to challenge outcome (for weeks learning) – children will gain an understanding of a different country that is different to theirs.

Area of learning: 2D Shape

Knowledge and skills:

- Recognise and name 2D shapes
- Sort 2D shapes
- Patterns with 2D shapes

Purpose: To Inform

Text type: Letter

Text used: Herman's Letter

Audience: write a letter to a school in a different country

Hook: book left with a letter from far, far away school wanting to know about life in the UK

Knowledge and Skills:

- Share key text
- Read and RIP – letter
- *Understand what time order is (chronology) and why it is important to retell events in order*
- *Understand what a noun is*
- *Recognise nouns as objects, people and places*
- Plan a letter

Killer Question

What is it like in a different country in the world?

What might life be like for a different family in a community in a different country?

What might life be like for a different family in a community in a different country?

Can you name different materials?

Can you give an example of each material that you have named?

Can you give one word to describe the property of that object?

Geography

As Geographers, WALT: find out about a non-EU country (Nigeria)

Outcome - Children will know where Nigeria is on a map and some key information.

Geography 1.2a

As Geographers, WALT: identify similarities and differences between UK and Nigeria so that we can compare the UK to a non-EU country.

Outcome - Identify similarities and differences between the UK and Nigeria. Look at images; compare family life in the UK to a community in Nigeria.

Science 1.1c/1.1e

As Scientists, WALT: identify and name materials so that we can gather data about their properties.

Outcome - Children to name different materials and go on a material hunt in the classroom. Then sort them out into groups (glass, metal, wood & plastic) and make a bar graph to record their data.

Link to challenge outcome (for weeks learning) – children will be learning some facts about Nigeria.

Area of learning: 3D Shape

Knowledge and skills:

- Recognise and name 3D shapes
- Sort 3D shapes
- Patterns with 3D shapes

Purpose: To Inform

Text type: Letter

Text used: Herman's Letter

Audience: write a letter to a school in a different country

Knowledge and Skills:

- Class shared write
- *Write sentences: sequencing them* – letter to explain school life in the UK
Children to check Hi5 sentences
- Draft & Publish

Can we use Art and DT skills to make a traditional headpiece?

Killer Question

Who is Esther Mahlangu?

How can we make prints?

DT 1.1b

As *Design teChildrenicians*, WALT: generate ideas based on other's ideas/experiences so that we can create a headdress design.

Outcome – Children will generate ideas for making a headband in the style of Esther Mahlangu.

Art A2.3d

As *Artists*, WALT: know that images can be repeat printed to make patterns and pictures

Outcome - Children will use fabric and create a repeating pattern to make a headdress.

DT 1.1c

As *Design teChildrenicians*, WALT: decide who the product is for and how it might work

Outcome - Children to make their headdress.

DT 1.4c

As *Design teChildrenicians*, WALT: discuss what I like and dislike about how I made my product and what I could improve on

Outcome - Children to complete an evaluation on their headdress (links to Cort 1 and Thinking Hats).

Link to challenge outcome (for weeks learning) – children will be able to use their knowledge of materials to create a suitable traditional headpiece. Children will be aware of materials that are most suited for their Art and DT project.

Area of learning: Place Value (within 20)

Knowledge and skills:

- Count forwards and backwards and write numbers to 20 in numerals and words.
- Numbers from 11 to 20
- Tens and ones

Purpose: To Inform

Text type: Non-chronological report (about a school far away)

Text used: One Day, So Many Ways

Hook: Mr Reed email – wanting to know about school life in a different country

Knowledge and Skills:

- Share key text
- Read and RIP – non-chronological report
- Understand the difference between fact and fiction
 - *Understand what a question is*
 - *Learn a range of question words that could be used to begin a sentence*
 - *Know how to form a question mark and where to use it in a sentence*

Begin to punctuate sentences with question marks

Can we make and follow a route?

Killer Question

What does the term algorithm mean?

Can you predict which material would be the best to make a boat? Can you give reasons why?

ICT C1.3a

As *Digital teChildrenicians*, WALT: understand what algorithms are *so that* I can understand how algorithms runs as a programme.

Outcome - Children to explain what an algorithm is (list of step by step instructions). Children to work in pairs to explain to their peers what each button does on the Bee-bot.

ICT

As *Digital teChildrenicians*, WALT: make and follow routes using Beebot website around a community map

Outcome - Children to use www.beebot.terrapinlogo.com to make routes for a peer.

Science 1.1a/1.1d

As *Scientists*, WALT: ask and answer questions to identify the best material for a particular purpose.

Outcome – Children will predict and complete and investigation make a boat using a range of materials (plastic, wood, card, paper, metal) and decide which is best.

Link to challenge outcome – children will be able to navigate their way around their local area using ICT skills.

Assessment week/PUMA

Area of learning: Place Value
(within 20)

Knowledge and skills:

- Count one more and one less
- Compare groups of objects and numbers
- Order groups of objects and numbers

Purpose: To Inform

Text type: Non-chronological report
(about a school far away)

Text used: One Day So Many Ways

Knowledge and Skills:

- Planning
- Class shared write
- Writing outcome
- *Understand what a statement is*
- *Recognise statements and questions*
- *Write sentences: re-reading what I have read to check they make sense*

Why is December an important month to Christians?Killer Question

Who celebrates Christmas?

Why Christmas matters to Christian?

Can you name some of the festivals that you celebrate?

RE

As *Theologians*, WALT: understand Christians beliefs about God.

Outcome - Children will CAF their ideas about God. They will gain an understanding of Christians ideas about God ((loving, forgiving, powerful, creative).

RE

As *Theologians*, WALT: understand why Christmas matters to Christians.

Outcome - Nativity story. They will explore the story of Lost Sheep

RE

As *Theologians*, WALT: think about how we celebrate special times

Outcome - CAF their ideas about Christmas. Children will share what festive do they celebrate. Then verbally can compare how Christmas and other special events are celebrated.

Link to challenge outcome - discrete