**STUNNING STARTER**

Artist visit (ZOOM). Use different art mediums to produce a landscape relating to the local area.

**Medium Term Plan**

**FANTASTIC FINISH**

Showcase work from the term
Have beach themed picnic using beach mats made as part of DT (weather permitting -indoor).

**Speaking and Listening**

**Reading**

Word Reading

Comprehension

**Writing**

Phonics and Spelling

Punctuation

Vocabulary

Sentence and Text

Handwriting and Presentation

Composition

Story

Information

Poetry

**Science**

Working Scientifically – Planning

Working Scientifically – Recording Evidence

Working Scientifically – Conclusions

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

**Mathematics**

Problem Solving

Communicating

Reasoning

Number and Place Value

Mental Maths

Operations – Addition

Operations – Subtraction

Operations – Multiplication

Operations – Division

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

Statistics – Interpreting data

|  |
| --- |
| **Writing Genres** |
| Story | Poetry | Non-chronological | Instructions |
| Newspaper reports | Letters / Diary | Play Scripts | Recount |
| Persuasive | Explanation | Biography | Autobiography |

 Punctuation

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**Physical Education**

Swimming and Water Safety

Running & Jumping

Throwing & Catching

Flexibility, Technique, Control and Balance

Co-ordination, Agility & Strength

Movement & Pattern

Healthy & Active Lifestyle

**Computing**

Finding Things Out

Making Things Happen

Programming

Sharing & Reviewing

Investigating & Exploring

**Art & Design**

Drawing

Painting

3D Modelling

Printing

Textiles

**Design & Technology**

Design

Make

Evaluate

Axis, Pulleys and Gears

Electrical and Mechanical Components

Food Technology

Mechanisms

Structures

Textiles

**Geography**

Geographical Enquiry

Geographical Skills & Fieldwork

Location & Place Knowledge

Human and Physical

Sustainability

**History**

Finding Out About the Past (Enquiry)

Finding Out About the Past (Chronology)

Historical Events

Lifestyles of People in the Past

Significant People in the Past

**Religious Education**

Learning about Religion

Learning from Religion

**Modern Foreign Languages**

Listening and Responding

Speaking

Writing

**Music**

Play and Perform

Improvise and Compose

Listen and Understand

Musical Notation (KS2)

History of Music

**PSHE**

Health & Wellbeing

Relationships

Living in the Wider World

**Physical Education**

Swimming and Water Safety

Running & Jumping

Throwing & Catching

Flexibility, Technique, Control and Balance

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Term: Autumn 2020 Phase: KS1 Teachers: SB/EC/JH

Term: Autumn 2020 Phase: KS1

Are we any better?

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|  |
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| **Writing Genres** |
| Story | Poetry | Non-chronological | Instructions |
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**ENGLISH READING**

* Apply and secure phonic knowledge
* To read texts consistent to phonics knowledge
* Read common exception words
* Re-read texts to build up fluency
* listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
* To retell familiar stories in increasing detail.
* To join in with discussions about a text, taking turns and listening to what others say.
* To discuss the significance of titles and events
* Learning to appreciate rhymes and poems, and to recite some by heart
* Discussing word meanings, linking new meanings to those already known
* To know the difference between fiction and non fiction.
* Participate in discussion about what is read to them, taking turns and listening to what others say
* Explain clearly their understanding of what is read to them
* To recognise that non- fiction books are often structured in different ways.

**ENGLISH WRITING**

* Write sentences that are sequenced to form a short narrative or non-fictional writing
* Use capital letters and full stops and other punctuation when required
* Use phonetical attempts at unfamiliar spellings
* Spell some common exception words
* Form letters correctly
* Edit and improve writing
* Write with a purpose
* To evaluate writing with peers and adults
* To read aloud writing with intonation
* To select, generate and use adjectives
* To use time connectives e.g. while, as, before, after
* To write poems based on models
* To write about real and fictional events

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| **Texts**  |
| Poems: Can you charm a barnacle – Cecilia WarrenSideways – Andrea Shavick | A range of appropriate newspaper reports | A range of tourist leaflets | Story: How to catch a star – Oliver Jeffers |

?

**RE**

**Hinduism**

* talk about qualities that make some people special
* identify ways in which humans show their gratitude to the people who matter in their lives
* know that Hindus might worship at a Mandir and/or the home shrine
* suggest why worship in the home might be important
* describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)
* know that Hindus believe in one God (Brahman) who can be worshipped in many forms
* know that these forms (the deities) have different qualities and are portrayed in different ways
* suggest why Hindus might believe that it is important to show devotion to the deities
* talk about who is special to them and why
* reflect on who they should be grateful to and how they might show this in words and actions

**Christianity**

* identify different ways that humans use light
* discuss the importance of light – as a source of comfort, security and hope
* talk about how and why light might be an important symbol
* identify ways in which Christians might use light as part of their Christmas
* celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning
* talk about the different ways that Christians might celebrate Christmas
* suggest what Christians might mean when they refer to Jesus as ‘the Light of the world’
* talk about the different titles that might be given to
* Jesus – Christ/ Messiah/Saviour/Son of God
* ask questions about the value of sources of light in their own lives
* talk about the people who provide comfort, security and hope for them
* suggest ways in which they might be a light for others

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**MATHS**

**Place Value**

· To count in multiples of 2’s, 5’s and 10’s

· To count forwards and backwards to and across 100 starting from any given number

· To find 1 and 10 more/less of any given number

· To compare and order numbers up to 100 using < > =

· Read and write numbers to 20 in numerals and words and numbers up to 100 in numerals

· To identify and represent numbers using different representations

· To recognise the value of each digit in a two-digit number

· To problem solve and reason place value calculations

**Addition and Subtraction**

· To add and subtract one- and two-digit numbers up to 20

· To read, write and interpret mathematical statements involving + - = signs

· To represent and use numbers bonds to 20 to support addition and subtraction

· To add three one-digit numbers

· To add and subtract numbers using concrete resources, pictorially and mentally

· To solve missing number problems relating to addition and subtraction

· To understand the various mathematical language of addition and subtraction

· To problem solve and reason addition and subtraction calculations

**Money**

· To recognise and know the value of different coins and notes

· To find different combinations of coins that equal the same amount of money

· To recognise the symbols for £ and p

· To solve simple addition and subtraction problems involving money and giving change

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**SCIENCE**

* Distinguish between an object and the material from which it is made.
* Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
* Begin to describe the simple physical properties of a variety of everyday materials.
* Compare and group together a variety of everyday materials on the basis of their simple physical properties.
* Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
* Ask simple questions and recognise that they can be answered in different ways.
* Observe closely, using simple equipment.
* Perform simple tests.
* Gather and record data to help in answering questions.
* Identify and classify.
* Use their observations and ideas to suggest answers to questions.
* Begin to consider their results and what they mean.
* Think about which other tests they would like to undertake.

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**HISTORY –** Write a newspaper report on how Blackpool/Fylde Coast has changed over time after interviewing a range of Blackpool born people

* To describe special or significant events
* Describe some changes within living memory using photos to sequence period of their time
* To consider why things may have changed over time eg toys?
* To develop an awareness of significant historical events, people and places in their own locality
* To identify some of the basic ways in which the past can be represented
* To make simple observations about different people, events, belief and communities
* To recognise the distinction between past and present
* To use artefacts and photographs to ask and answer simple questions about the past

**HISTORY**

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**MUSIC**

* Begin to explore the sounds of their voices and various musical instruments, recognising the differences between sing and speaking and wood, metal, skin (drum) and ‘shaker’ sounds.
* Experiment with creating and copying musical patterns.
* Explore feelings about music.
* Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.
* Can start and finish together and can keep to a steady pulse.
* Use voices expressively to rehearse and perform with others, recognising a song with an accompaniment and one without.
* Play tuned and untuned instruments.
* Experiment with creating their own musical patterns and begin to identify one strand (section) of music or more.
* Begin to improve their own and others work.
* Listen with concentration to music of a longer duration and recognise structure e.g. verse, chorus.

**GEOGRAPHY**

* Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom.
* Y2 in addition (locating and identifying the surrounding seas)
* Do any of the children have family who come from these countries?
* What has changed about selected places in living memory?
* Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
* Identify seasonal and daily weather patterns in the United Kingdom.
* Focus on the geography of an area generally and settlements/homes and farms particularly.
* Use world maps, atlases and globes to identify the United Kingdom and its countries. Y2 UK capital cities also.

**ART -** Produce a landscape of the local area in the style of a local artist Dr Alistair Parker

* To begin to use drawing and painting to explore the use of line, texture, colour and shape to create different effects
* To begin to work creatively
* To adapt and make changes to their work
* To recognise styles of artists and use them in their own work
* To describe what they like about their own and others work using appropriate vocabulary
* To talk and answer questions about choices they have made

**DT -** Make an item for a picnic at the beach

Food technology- Non-negotiable

* Cut and chop and grate a variety of ingredients, know where food comes from and to be able to explain what they are making.
* To work safely and hygienically.

Sewing – produce a beach mat

* To describe how existing products, do or do not achieve their purpose.
* To explain which materials they are using and why?
* To propose more than one idea and to make drawings of their ideas as they develop.
* To discuss their work as it progresses.
* To discuss how closely the finished product meets the design and to evaluate finished product.
* To select materials from a limited range
* To name the tools they are using
* To join materials in a variety of ways
* To decorate using a variety of techniques

**SMSC/ PSHE / BRITISH VALUES**

* To know ways in which they are all unique.
To understand that there has never been and will never be another ‘them’.
* To recognise ways in which we are the same as other people; what we have in common with everyone else.
* To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but goals.
* To know how they can contribute to the life of the classroom and school.
* To discuss growing and changing and new opportunities and responsibilities that increasing independence may bring.
* To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.
* To understand that people and other living things have rights and that everyone has responsibilities to protect those rights.
* To discuss what improves and harms their local, natural and built environments.
* To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
* To recognise what is fair and unfair, kind and unkind, what is right and wrong.
* To recognise that their behaviour can affect other people.
* To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
To know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
* To recognise that they belong to different groups and communities such as family and school.
* To talk about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

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**PE**

**Fundamental Skills**

* Team work and team building exercises
* Throwing over and under arm
* Catching different sized balls
* Bouncing and catching a ball
* Spatial awareness games
* Balancing using body parts
* Balancing objects
* Copy, remember, repeats and explore actions and coordination

**Gymnastics**

* Respond to instructions and commands.
* Move between mats and small apparatus and change the speed of movement.
* Learn a variety of basic gym actions.
* Be still in different body shapes and balances and combine different ways of travelling.
* Handle apparatus safely.
* Recognise how it feels when the body is tense.
* Discuss how the body changes during exercise.
* Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction
* Develop short sequences on their own.
* Use imagination to find different ways of using apparatus.
* Form simple sequences of different actions using floor and apparatus.
* Have a clear start, middle and end.
* Have a clear focus when watching others perform.
* Say when a movement or skill is performed well (aesthetic appreciation).
* Describe what they have done and what they have seen (make easier or harder. Use advice to improve).
* Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction

**NON-NEGOTIABLES**

* Food technology
* Practical science experiments
* English unit (reading & writing) evident and embedded through the week

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**COMPUTING**

* To put text on screen
* To use upper and lower case and the space bar and Return key
* To use the Shift key to make a capital letter
* To use word lists to enter text
* With support, print their work using the Print icon
* To know that text can be saved and retrieved
* To change the font style, font size and font colour
* To print their work using the Print icon
* To use the cursor (arrow) keys for simple on-screen editing
* With support, import graphics and add text with support, write and send a short email.

**OUTDOOR LEARNING**

* Observing seasonal and daily weather (geog)
* Local area settlements (housing/farming/businesses etc)
* Gardening
* Cross-curricular links to outdoor learning to be sought in addition to the above

**KEY EVENTS**

Christmas Production

Rossall Christmas Carol Service Artist Visit (ZOOM)

Class Assembly RE Visitor

Open Afternoon

Christmas market