



## St. Edmund's Catholic Primary School

### Year 1&2 (Cycle A) Medium Term Plan 'Discover—Autumn 1'

#### RE

**Families:** Focuses on life as a gift, myself as a unique, the creative love and care that can be expressed in family groups.

**Judaism:** During this topic, the children will think about how older people in our families have helped shape the family, possibly through the continuation of a name, or culture, location etc. They will listen to the stories of Abraham.

**Belonging:** The children will recognise the importance of feeling welcomed and making others welcome. They will recognise that they belong to families, clubs and also the church family.

#### Maths

**Y1—Number:** Place Value (within 10)

Addition & Subtraction (within 10)

**Y2—Number:** Place Value

Addition & Subtraction

#### English

**Stories by the same author (Oliver Jeffers)** - Children will create and construct their own short narrative based on story maps they have created. Children will be able to write using opening phrases, events in order, full stops and capital letters.

**Non– Fiction Information booklet (The Great Fire of London)** - Children will create a non-fiction booklet which will include: Understanding and writing labels. Recognise and understand captions. Write a caption correctly. Use titles, headings and sub-headings. Use question marks to ask questions. To understand differences between fiction and non-fiction.

**Poetry -Poems on a theme—The Great Fire of London—**Children will write their own innovated poem based on a structure. Children will be able to understand what a poem is about and join in with saying a poem. Children will be able to change singular to plural with nouns – adding 's'. Children will be able to identify vocabulary used within a poem.

#### Driver Subject—History

**Changes beyond living memory—The Great Fire of London**

Recognise the distinction between past and present.

Order and sequence some familiar events and objects.

Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.

Use sources to answer simple questions about the past.

Identify some of the basic ways in which the past can be represented.

Choose parts of stories and other sources to show what they know about the past

## Science

### **Everyday materials**

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, rock, brick, paper and cardboard.

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.

## Scientific Enquiry

### **Fair and Comparative testing**

- Children identify the effect of changing one variable on another whilst attempting to keep other variables constant.
- Can be used for finding out about materials and physical phenomena because variables can be changed.
- Children need to decide how they will measure/ observe the effects and choose a suitable way to collect the data, but have control over all of the other variables to ensure a fair test

### **Research**

- Children use secondary sources of evidence often used when the question raised is impossible or unsafe for children to answer first hand.
- Enables children to compare and evaluate the information they gather from a range

## Art & Design—Pebble Penguins & Silhouette Art

### **Painting**

Use a variety different brush sizes and types.

Mix and match colours to objects.

Work on different scales.

Identify primary and secondary colours by name.

Mix primary shades and tones.

## Computing

### **Online Safety & Exploring, Avatar creator Paint Projects Writing Templates 2Count (Pictograms) 2Explore (Music), Grouping & Sorting, Quiz Unit**

To log in safely

To learn how to find saved work in the Online Work area and find teacher comments.

To understand the importance of logging out when they have finished.

To sort items using a range of criteria.

To sort items on the computer using the 'Grouping' activities

## PSHE/RSE

### **Be Yourself**

Identify their own special traits and qualities

Identify and name common feelings

Select times and situations that make them feel happy

Talk about what makes them feel unhappy or cross

Explain how change and loss make them feel

Understand the importance of sharing their thoughts and feelings.

## History—The Great Fire of London

### **Changes beyond living memory—The Great Fire of London**

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## PE

### **Striking and Fielding**

Perform fundamental movement skills at a developing level in: Travelling skills. Sending skills. Receiving skills.

### **Dance**

Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.

## Audience/Presentation/Professional/Trip

Arrange a trip to or visit from Skelmersdale Fire Station to talk to the children about how the fire service began, fire safety and what it is like to be a fire person.