



## Year One Autumn 1 Medium Term Plan

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<b>Science Content</b>	<p>To distinguish between an object and the material from which it is made.</p> <p><b>What is a material ?</b></p>	<p>To identify and name a variety of everyday objects and materials</p> <p>To study the work of a well known scientist.</p>				<p>To describe the simple physical properties of a variety of everyday materials.</p>
<b>Skill</b>	<p>To Remember some simple science facts</p>	<p>to Use and remember science words over time.</p>	<p>To use and remember relevant science words during an activity.</p>		<p>To group by difference or similarity.</p>	<p>To suggest an idea to investigate and ask questions</p> <p>To link properties of materials to an application.</p>
<b>History</b>	<p>To observe and handle artifacts and use this to ask and answer a question.</p> <p><b>How can we find out about the past ?</b></p>	<p>To develop a simple awareness of the past. (TOYS)</p>	<p>To use simple words and phrases to describe the past eg past, after, before, between</p>	<p>To use people places and ICT to find out about the past. ICT link</p>		
<b>Geography</b>	<p>Focus Next Half Term</p>					
<b>Art</b>	<p>To experiment with the use of materials/tools including pencils, paint and pens.</p> <p><b>Can you Draw in the style of a local</b></p>	<p>To look at the work of a range of artists and making links to their work.</p>	<p>To use poster paint in primary colours, add white to lighten and black to darken.</p>	<p>Develop handling and manipulating material.</p>	<p>to use simple graphics package to create images focus on using different line tools.</p>	<p>To use a range of materials creatively to design and make products.</p>



	<b>artist using a variety of media?</b>						
DT				To design and purposefully make a product for a user for a specific design criteria.		Link to science  To build simple lego models to create a home for a penguin	
RE	To understand what a Christian is and what their beliefs are.  <b>What do Christians believe about Jesus?</b>			To understand the story of the creation			To take part in a practical session with Reverend Chad about the Creation.
PHSE	To write a class charter - writing individual promises to make our classroom a safe place to learn.  <b>What are yukky feelings and who can I talk to?</b>	To set n set simple but challenging goals for themselves..  To distinguish distinguish between good and not so good feelings. Yukky feelings	To talk about change and loss and the associated feelings e.g. losing toys, pets or friends. know who I can talk to at home and at school if I am sad.	To explain how people look after me at home and school.I have identified family members and friends and the roles that they play.	To know the difference between secrets and surprises.I understand not to keep adult secrets.When to say "yes" or "no"  Yukky feelings..	To understand their amazing Brain - how we learn. Looking at different sides of the brain	SUMO - Change your T-shirt To understand that our response to an event affects the final outcome.
ICT	To use the beebots to follow a command, giving one instruction at a time. To use "colour magic" to create an illustration. To be able to edit a piece of work.  <b>Can you make a toy move by following a set of instructions?</b>						



Music	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhythms.</p> <p><b>Can you learn a variety of songs to sing for different occasions?</b></p>	To play tuned and detuned instruments musically.			To listen with concentration to a range of high quality live and recorded music.		
PE	<p>To travel in different ways such as hopping, skipping, jumping and side stepping</p> <p>To develop basic skills during Mr Football sessions</p>				<p>To work with a partner and as part of a team during carousel game sessions</p> <p>To listen carefully and follow specific instructions</p>		
Handwriting	Curly caterpillar family c o a d g q s f e	One armed robot r n m h b p k	Long ladder family l i t j u y	Zig zag monster v w x z	Capital letters A-N	Capital letters M-Z	Revisit any incorrect formation