

**Onny (Year 1) – Toys - Medium Term Planning / Autumn 2021**

Week No	English (Writing)	English (Reading/Phonics)	Maths	History/ Geography	Science	Computing	RE/PSHE	D&T / Art	PE	Music
1	2 day week  Recount holiday writing Handwriting	Phonics-Recap Phase 3 sounds. Assess all children.	LO: To sort up to 10 objects. To count up to 10 objects.  Number Place Value to 10	2 day week	LO: To Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Labelling body)	2 day week	2 day week	LO: To create abstract art. (Introduction to Sketchbooks)	2 day week	2 day week
2	LO: I can write labels and captions to go with a photo of a bear. (Bring in favourite teddy or a photo)  Leaving spaces between words.  Form capital letters.  Sit correctly at a table, holding a pencil comfortably and correctly.  Begin to form lowercase letters in the correct direction, starting and finishing in the right place.  Spell words containing each of the 40 phonemes.	Phonics-Recap Phase 3 sounds. Assess all children.  Reading LO: read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	LO: To count objects from a group of 10. To represent up to 10 objects. To represent numbers to 10.  Number Place Value to 10	LO: To discuss what you already know about Toys.	LO: To Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Changes)	LO: To login safely with their own logins and understand why that is important.	LO: To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)	LO: To create a line drawing.	LO: To perform dances using simple movement patterns in the context of 'changes within living memory. To change the speed, weight and size of my movements. To dance in different formations.	LO: To use their voice and hands to make music.

3	<p>LO: I can write character and setting descriptions.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people and places.</p>	<p>Phonics Phase 4</p> <p>Reading LO: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>LO: To count forwards to 10. To count backwards from 10. To count one more for numbers within 10. To count one less for numbers within 10.</p> <p>Number Place Value to 10</p>	<p>LO: To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods. (How have toys changed? Similarities/differences, New/Old)</p>	<p>LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Bodies)</p>	<p>LO: To learn how to find their saved work in the Online Work area.</p>	<p>LO: To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p>	<p>LO: To create a water effect with lines.</p>	<p>LO: To perform dances using simple movement patterns in the context of 'changes within living memory. To move in response to stimuli.</p>	<p>LO: To clap and play in time to the music.</p>
4	<p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Phonics Phase 4</p> <p>Reading LO: predicting what might happen on the basis of what has been read so far.</p>	<p>LO: To count with one to one correspondence. To compare up to 10 objects. To use &lt; &gt; and = for numbers within 10. To compare numbers within 10.</p> <p>Number Place Value to 10</p>	<p>LO: To learn about changes within living memory by learning about toys from the past. (Toys of the past)</p> <p>TRIP?</p>	<p>LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Hearing)</p>	<p>LO: To become familiar with the types of resources available in the Topics section.</p>	<p>LO: To learn about making healthy choices.</p>	<p>LO: To learn about colours.</p>	<p>LO: To perform dances using simple movement patterns in the context of 'changes within living memory. To move to a rhythm.</p>	<p>LO: To play simple rhythms on an instrument.</p>
5	<p>LO: I can write a poem with rhyming couplets about toys.</p> <p>Speak audibly and fluently.</p> <p>Participate in performances.</p>	<p>Phonics Phase 4</p> <p>Reading LO: learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>LO: To order up to 10 objects. To order numbers up to 10. To use ordinal numbers. To place numbers on a number line 0-10.</p> <p>Number Place Value to 10</p>	<p>LO: To identify changes in living memory by understanding how toys have changed over time. (Timeline of Teddy bears)</p>	<p>LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Sorting using senses)</p>	<p>LO: To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</p>	<p>LO: To recognise what they are good at and set simple goals.</p>	<p>LO: To paint with colours.</p>	<p>LO: To perform dances using simple movement patterns in the context of 'changes within living memory. To dance a duet.</p>	<p>LO: To listen to and repeat short rhythmic patterns.</p>

6	<p>Spell words containing the 40+ phonemes.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower case letters in the correct direction.</p> <p>Composing a sentence orally before writing it. Read aloud their writing clearly enough to be heard by their peers and teacher.</p>	<p>Phonics Phase 4</p> <p>Reading LO: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>LO: To understand parts and wholes. To use the part whole model. To use the addition symbol.</p> <p>Number Addition and Subtraction within 10</p>	<p>LO: To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys. (Use words relating to the passing of time) Grandparent visit?</p>	<p>LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Sense explorers)</p>	<p>LO: To understand what a spreadsheet looks like.</p>	<p>LO: To learn about how it feels when there is a change or loss.</p>	<p>LO: To make a print design. (Lego printing)</p>	<p>LO: To perform dances using simple movement patterns in the context of 'changes within living memory. To synchronise movement in different formations.</p>	<p>LO: To listen to and repeat short rhythmic patterns.</p>
7	<p>LO: I can write information for a nonfiction book.</p> <p>Spell words containing the 40+ phonemes.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>Phonics Phase 5</p> <p>Reading LO: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>LO: To create fact families- addition facts. To find number bonds within 10. To find systematic methods for number bonds within 10. To compare number bonds.</p> <p>Number Addition and Subtraction within 10</p>	<p>LO: To learn about changes within living memory by exploring toys from today and the past. (Plan a toy museum)</p>	<p>LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Sensory bottles and boards)</p>	<p>LO: To add clipart images to a spreadsheet.</p>	<p>LO: To learn about growing, changing and becoming more independent.</p>	<p>LO: To mix different shades of green.</p>	<p>LO: To perform dances using simple movement patterns in the context of 'changes within living memory. To plan a dance linked to a toy.</p>	<p>LO: To understand the difference between pulse and rhythm.</p>
8	<p>Saying out loud what they are going to write about.</p> <p>Sequencing sentences to form short narratives.</p>	<p>Phonics Phase 5</p> <p>Reading LO: being encouraged to link what they read or hear read to their own experiences</p>	<p>LO: To add together. To add more. To add using number bonds. To find a part.</p> <p>Number Addition and Subtraction within 10</p>	<p>LO: learn about changes within living memory by exploring toys from today and the past. (Create a toy museum)</p>	<p>LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is</p>	<p>LO: To use the 'speak' and 'count' tools in 2Calculate to count items.</p>	<p>LO: know the correct names for the main parts of the body of boys and girls. (Link to Science)</p>	<p>LO: To look at a picture in detail and talk about it.</p>	<p>LO: To perform dances using simple movement patterns in the context of 'changes within living memory. To perform a dance.</p>	<p>LO: To understand the difference between pulse and rhythm.</p>

	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>				associated with which sense. (Sensory bottles and boards)					
9	<p>LO: To write a story about a lost toy.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Spell words containing the 40+ phonemes.</p>	<p>Phonics Phase 5</p> <p>Reading LO: discussing the significance of the title and events.</p>	<p>LO: To subtract by taking away (crossing out) To subtract using the symbol. To subtract by finding a part. To find fact families.</p> <p>Number Addition and Subtraction within 10</p>	<p>LO: To develop knowledge of the location of significant places in the context of children's own locality. To understand where I live in the local area.</p> <p>Where do I live?</p>	<p>LO: To Identify and name a variety of everyday materials, including wood, plastic, glass, metal. (Material hunt)</p>	<p>LO: To understand what coding means in computing.</p>	<p>LO: To find out where do people's beliefs come from? (Christmas)</p>	<p>LO: To join fabrics together using different methods</p>	<p>LO: To recognise and perform contrasting movements and balances.</p>	<p>LO: To use voices expressively to speak and chant.</p>
10	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p>	<p>Phonics Phase 5</p> <p>Reading LO: making inferences on the basis of what is being said and done</p>	<p>LO: To subtract by finding the difference. To compare addition and subtraction sentences.</p> <p>Number Addition and Subtraction within 10</p>	<p>LO: To use simple observation/field work skills to study the immediate surroundings in the context of pupils own locality.</p> <p>Our Classroom</p>	<p>LO: To Describe the simple physical properties of a variety of everyday materials. (Matching materials)</p>	<p>LO: To introduce 2Code. To use the 2Code program to create a simple program.</p>	<p>LO: To describe what happened on the first Christmas.</p>	<p>LO: To join fabrics together using different methods.</p>	<p>LO: To travel in different ways, changing speed and direction.</p>	<p>LO: To select suitable instrumental sounds to represent a character.</p>

	<p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check it makes sense.</p> <p>Leaving spaces between words.</p> <p>Joining words and joining clauses 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>									
11	<p>LO: To write an invitation for a Teddy Bear's picnic.</p> <p>Children plan and take part in a teddy bears' picnic bringing their own bear or soft toy to school.</p>	<p>Phonics Phase 5</p> <p>Reading LO: discussing word meanings, linking new meanings to those already known.</p>	<p>LO: To recognise and name 3D shapes. To sort 3D shapes. To make patterns with 3D shapes.</p> <p>Geometry Shape</p>	<p>LO: To understand sense of place in relation to home and school in the context of children's own locality/school.</p> <p>Where is our school?</p>	<p>LO: To Describe the simple physical properties of a variety of everyday materials. (Magnets and metal)</p>	<p>LO: To use Design Mode to add and change backgrounds and characters.</p>	<p>LO: To recognise why gifts are given at Christmas.</p>	<p>LO: To join fabrics together using different methods.</p>	<p>LO: To control your body when jumping and rolling in different ways.</p>	<p>LO: To compose and play a rhythm.</p>
12	<p>Children work collaboratively in small groups to plan food and games for the teddy bears' picnic.</p> <p>Saying out loud what they are going to write about.</p>	<p>Phonics Phase 5</p> <p>Reading LO: recognising and joining in with predictable phrases.</p>	<p>LO: To recognise and name 2D shapes. To sort 2D shapes. To make patterns with 2D shapes.</p> <p>Geometry Shape</p>	<p>LO: To use simple fieldwork and observation skills to study the school in the context of children's own locality/school.</p> <p>Fieldwork around our school</p>	<p>LO: To Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Sorting materials)</p>	<p>LO: To use code blocks to make the characters move automatically when the green Play button is clicked.</p>	<p>LO: To describe how homes are decorated for Christmas.</p>	<p>LO: To use a template to create my design.</p>	<p>LO: To link movements to create a sequence.</p>	<p>LO: To recognise how timbre is used to represent characters in a piece of music.</p>

	<p>Spell words containing each of the 40+ phonemes.</p> <p>Form capital letters.</p> <p>Leaving spaces between words.</p> <p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p>									
13	<p>LO: To write a set of instructions:</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences with capital letter and a full stop, question mark or exclamation mark.</p>	<p>Phonics Phase 5</p> <p>Reading LO: participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>LO: To count forwards and backwards and write numbers to 20. To write and use numbers 11-20. To use tens and ones. To count one more and one less.</p> <p>Number Place Value within 20</p>	<p>LO: To describe the location of features and routes on a map in the context of children's own locality/school.</p> <p>How do you get to school?</p>	<p>LO: To Use their observations and ideas to suggest answers to questions. (Three Little Pigs)</p>	<p>LO: To explore the When Key and When Swiped commands</p>	<p>LO: To describe preparations that take place in the church over Christmas.</p>	<p>LO: To join two fabrics together accurately.</p>	<p>LO: To cooperate effectively with a partner.</p>	<p>LO: To keep the pulse using untuned instruments.</p>
14	<p>Saying out loud what they are going to write about.</p> <p>Form capital letters.</p> <p>Spell words containing the 40+ phonemes.</p>	<p>Phonics Phase 5</p> <p>Reading LO: explain clearly their understanding of what is read to them</p>	<p>LO: To compare groups of objects. To compare numbers. To order groups of objects. To order numbers.</p> <p>Number Place Value within 20</p>	<p>LO: To develop and follow directional vocabulary in the context of children's own environment.</p> <p>Marvellous map symbols</p>	<p>LO: To Perform simple tests. (Alternative Three Little Pigs)</p>	<p>LO: To explore a method to code interactivity between objects.</p>	<p>LO: To identify some signs and symbols that are used during Christmas.</p>	<p>LO: To embellish my design using joining methods.</p>	<p>LO: To create a sequence with a clear beginning, middle and ending.</p>	<p>LO: To keep the pulse using untuned instruments.</p>
15	<p>Project Week: Invite parents and carers into school for a celebration event. Working with parents complete toy making activities such as creating a toy out of recycled materials or create a sock puppet. Toy Museum</p>									

