

 Downview Primary School Medium Term Planner Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: Collaboration, Communication, Co-operation, Creativity, Independence and Resilience. Together we live by the motto that “At Downview we grow and learn together everyday.” At Downview Primary our behaviour mantra is that we are “kind, respectful and safe.”					End of Unit Assessment Activity: Phonics Assessments Reading HFW Assessments Spelling CEW Assessments			
Year Group: 1 Autumn Term: 1		Curriculum focus: Geography: Magnificent Maps- What is it like here? Science: Marvellous Materials				Wow moments: Woodland senses experiences		
Autumn Term 1								
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English		Establishment Phase: Introduction to writing in Year 1 I can use a sound mat to find graphemes. I can sound out and write words using my phonics knowledge. I can sort phrases into sentences and not sentences.	Understanding sentence structure through colourful semantics I can create and orally rehearse sentences with a who, doing, what? I can practise forming lower case and capital letters. I can write a sentence using colourful semantics.	Literacy Tree- Astro Girl by Ken Wilson Max I can write a simple dictated sentence. I can practise forming lower case and capital letters. I can spell common exception words. I can complete fine motor activities to improve hand strength and pencil grip.	Literacy Tree- Astro Girl by Ken Wilson Max I can write a simple dictated sentence. I can practise forming lower case and capital letters. I can spell common exception words. I can complete fine motor activities to improve hand strength and pencil grip.	Literacy Tree- Naughty Bus by Jan Oke I can write a simple dictated sentence. I can practise forming lower case and capital letters. I can spell common exception words. I can complete fine motor activities to improve hand strength and pencil grip.	Literacy Tree- Naughty Bus by Jan Oke I can write a simple dictated sentence. I can practise forming lower case and capital letters. I can spell common exception words. I can complete fine motor activities to improve hand strength and pencil grip.	Literacy Tree- Naughty Bus by Jan Oke I can write a simple dictated sentence. I can practise forming lower case and capital letters. I can spell common exception words. I can complete fine motor activities to improve hand strength and pencil grip.
Reading	Phonics- To revise all Stage 1 GPSs. To revise all Stage 1 GPCs. To practise reading and blending graphemes to read words from Stage 1. To practise writing individual graphemes. To segment words into phonemes.	Phonics: Assessment Week 1a- To revise all Stage 1 GPCs. To revise all Stage 1 GPCs. To practise reading and blending graphemes to read words from Stage 1. To practise writing individual graphemes. To segment words into phonemes. To assess each child’s ability on a one-to-one basis. Guided Reading- All Are Welcome by Alexandra Penfold I can listen to and discuss a wide range of poems, stories and non-fiction. I can discuss word meanings, linking new meanings to those already known. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	Phonics: Assessment Week 1b- To assess the knowledge of tricky words taught in Stage 1. To practise reading and spelling Stage 1 tricky words. Guided Reading- Journey by Aaron Becker I can listen to and discuss a wide range of poems, stories and non-fiction. I can discuss word meanings, linking new meanings to those already known. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	Phonics: ai, ay, a-e Tricky word: again To become familiar with the Song of Sounds Stage 2 song. To learn to say, read and write ai, ay and a-e. To learn to discriminate between the ee, ea and e-e graphemes. To practise blending and segmenting words containing ee, ea and e-e.. Guided Reading- Iggy Peck Architect by Andrea Beaty I can listen to and discuss a wide range of poems, stories and non-fiction. I can discuss word meanings, linking new meanings to those already known. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	Phonics: ee, ea, e-e Tricky words: people, friend To learn to say, read and write ee, ea and e-e. To revisit the graphemes ee, ea and e-e. To learn to discriminate between the ai, ay and a-e graphemes. To practise blending and segmenting words containing ai, ay and a-e. Guided Reading- A Walk by the Seaside by Sally Hewitt I can listen to and discuss a wide range of poems, stories and non-fiction. I can discuss word meanings, linking new meanings to those already known. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	Phonics: igh, ie, i-e Tricky words: your, our To learn to say, read and write igh, ie and i-e. To revisit the graphemes igh, ie and i-e. To learn to discriminate between the igh, ie and i-e graphemes. To practise blending and segmenting words containing igh, ie and i-e. Guided Reading: Text for Black History Month- Sulwe by Lupita Nyong’o I can listen to and discuss a wide range of poems, stories and non-fiction. I can discuss word meanings, linking new meanings to those already known. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	Phonics: oa, ow, o-e Tricky words: oh, asked To learn to say, read and write oa, ow and o-e. To revisit the graphemes oa, ow and o-e. To learn to discriminate between the oa, ow and o-e graphemes. To practise blending and segmenting words containing oa, ow and o-e. Guided Reading: Text for Black History Month- Coming to England by Floella Benjamin I can listen to and discuss a wide range of poems, stories and non-fiction. I can discuss word meanings, linking new meanings to those already known. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can link what I read or hear read to my own experiences.	Phonics: oo, ew, u-e Tricky word: school To learn to say, read and write oo, ew and u-e. To revisit the graphemes oo, ew and u-e. To learn to discriminate between the oo, ew and u-e graphemes. To practise blending and segmenting words containing oo, ew and u-e. Guided Reading: Text for Black History Month- Little Leaders Bold Women in Black History by Vashti Harrison I can listen to and discuss a wide range of poems, stories and non-fiction. I can discuss word meanings, linking new meanings to those already known. I can participate in discussion about what is read to me, taking turns and listening to what others say.

								I can link what I read or hear read to my own experiences.
Maths	White Rose- Place Value I can count forwards and backwards up to 10. I can recognise numbers 1-5. I can subitise up to 5.	Place Value I can count forwards and backwards up to 10. I can recognise numbers 1-5. I can sort objects into groups. I can count objects reliably up to 10. I can match grouped objects to numbers including 0.	Place Value I can subitise numbers 1-5. I can count forwards and backwards up to 10. I can count objects from a larger group. I can represent objects up to 10.	Place Value I can subitise numbers 6-10. I can use Rekenrek. I can count on from any number. I can count one more up to 10.	Place Value I can subitise numbers 6-10. I can use Rekenrek. I can count back from any number. I can count one less up to 10.	Place Value I can subitise up to 10 on a tens frame. I can use Rekenrek. I can match one object with another. I can compare and sort using fewer, more and same.	Place Value I can make and break 5. I can use Rekenrek. I can order numbers from smallest to greatest and greatest to smallest. I can order numbers using a number line.	Place Value Assessment I can make and break 5. I can use Rekenrek. I can find the parts of a whole number. I can use part whole models.
Science Marvellous Materials		Planting seeds in outdoor area – Radish Diaries I can plant seeds that we can observe over time.	I can identify and name a variety of everyday materials.	I can identify and name everyday materials around the school.	I can describe the properties of a variety of everyday materials.	I can compare and group a variety of everyday materials on the basis of their properties.	I can spot how things change across the four seasons.	I can investigate which materials are and are not waterproof.
Geography Magnificent Maps			Where in the world are we? I can locate the school on an aerial photograph.	What can we see in our classroom? I can create a map of the classroom.	What can we find in our school grounds? I can locate key features of the playground.	Where are the different places in our school? I can draw a simple map.	How do we feel about our playground? I can investigate how we feel about our playground.	Can we make our playground even better? I can create a design to improve our playground.
Music								
Computing		Purple Mash: Introduction to Purple Mash I can login to Purple Mash. I can create an avatar image of myself using the Purple Mash avatar creator.	Purple Mash: Introduction to Purple Mash I can open 2Dos. I can save 2Dos. I can hand in 2Dos.	Purple Mash: Introduction to Purple Mash I can open a Pain Project from the Tools area. I can save and find my work in the ‘My Work’ area.	Purple Mash: Data Explorers I can group items in different ways. I can explain how I have grouped them.	Purple Mash: Data Explorers I can group items in different ways using the computer. I can use the criteria to decide how to put an item into a group.	Purple Mash: Data Explorers I can use criteria to decide how to sort items. I can sort items in different ways using the computer.	Purple Mash: Data Explorers I can explore how grouping and sorting items allows collection of data. I understand how collecting data can help to answer questions.
RE			What do I believe? I can show respect when talking about big ideas. I listen to the ideas of others. I can explain why I think something is true or not.	What might some Jewish and Christian people think about creation? I can recognise that some people believe God created the world by listening to the Jewish and Christian creation stories. I can retell a creation story in my own words.	What do some Hindu people believe about creation? I can recognise that there are different creation stories to explain how the world began. I can correctly order the key events of a Hindu creation story.	What do some Muslim people believe about God? I can explain how some Muslim people express their ideas about God. I can explain why some people do not represent God as a person.	What do some Hindu people believe God looks like? I can recognise some of the different forms of God in the Hindu worldview. I can describe the meaning of different Hindu deities. I can give an example of one form that God might take in Hindu beliefs.	
PSHE	Colour Monster I can discuss our school and classroom rules. I can understand which emotions the colour monsters represent. I can talk about how I can show my emotions.	School Rules and NSPCC Pants I can learn the PANTS rule. I can say the PANTS rule. I can say who my trusted adults are. I can create and agree on rules for PSHE lessons.	What emotions can we recognise? I can name and recognise six emotions.	When and why do people show different emotions? I can recognise that people may show different emotions in a situation and understand why.	How can emotions change? I can describe emotions and how they change.	What helps us to feel calm or excited? I can explore what makes me and others feel excited and calm.	What might make us feel worried, annoyed or upset? I can explore what makes us feel worried, annoyed or upset.	What can we do when our feelings get tricky? I can talk about how we can get help with out feelings.

PE		Real PE Personal Cog Outdoors- Coordination Footwork I can move with good control. I can move with good balance. I can move smoothly. Indoors- Shape Skills (floor work) I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape.	Real PE Personal Cog Outdoors- Coordination Footwork I can move with good control. I can move with good balance. I can move smoothly. Indoors- Shape Skills (low apparatus) I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape.	Real PE Personal Cog Outdoors- Coordination Footwork I can move with balance and control throughout. I can move with fluent, smooth movements. I can move well in both directions/ on both sides. Indoors- Shape Skills (large apparatus) I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape.	Real PE Personal Cog Outdoors- Static Balance One Leg I can balance with standing foot still. I can balance with non-standing foot off the floor. I can balance with minimum wobble. Indoors- Travel Skills (floor skills) I can move with good posture. I can move smoothly and fluently. I can perform accurate movement patterns	Real PE Personal Cog Outdoors- Static Balance One Leg I can balance with standing foot still. I can balance with non-standing foot off the floor. I can balance with minimum wobble. Indoors- Travel Skills (low apparatus) I can move with good posture. I can perform accurate movement patterns. I can perform repeatable movements.	Real PE Personal Cog Outdoors- Static Balance One Leg I can balance with standing foot still. I can balance with non-standing foot off the floor. I can balance with minimum wobble (control). Indoors- Travel Skills (large apparatus) I can move with good posture. I can perform accurate movement patterns. I can maintain contact with apparatus.	Real PE Personal Cog Outdoors- Static Balance One Leg I can balance with standing foot still. I can balance with non-standing foot off the floor. I can balance with minimum wobble (control). Indoors- Travel Skills (large apparatus) I can move with good posture. I can perform accurate movement patterns. I can maintain contact with apparatus.
Art Drawing: Exploring Line and Shape	Self Portraits I can use a mirror and my observational skills to draw a self-portrait using pastels.	KAPOW: Exploring Line I can explore control and pressure to create different types of lines.	KAPOW: Musical Lines I can practise drawing different lines using music as a stimulus.	KAPOW: Experimenting with media I can draw with different media.	KAPOW: Exploring Shapes I can connect lines to create shapes.	KAPOW: Shape in Art I can explore lines and shapes in pictures for portrait drawing.	KAPOW: Klee Portraits I can use control and pressure skills to add colour to a drawing.	