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, Cooperation, Creativity, Independence, 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."**

Year Group: 1
Autumn Term: 2

Curriculum focus:
History: Terrific Toys
Science: The Wonder of Trees

End of Unit Assessment Activity:
Phonics Assessments
Reading HFW Assessments
Spelling CEW Assessments
End of term White Rose Maths Assessment

Wow moments: Alien spaceship crash landing
Christmas performance
Playing with and exploring old and new toys

Autumn Term 2

	Week 1 W/B 2.11.26	Week 2 W/B 9.11.26	Week 3 W/B 16.11.26	Week 4 W/B 23.11.26	Week 5 W/B 30.11.26	Week 6 W/B 7.12.26	Week 7 W/B 14.12.26
English	**Literacy Tree- Beegu by Alexis Deacon** I can compose observations aloud. I can match an adjective to a noun to describe Beegu. I can use an adjective to describe Beegu. I can write a simple dictated sentence. I can practise forming lower case and capital letters. I can spell common exception words	**Literacy Tree- Beegu by Alexis Deacon** I can write a simple dictated sentence. I can use adjectives to describe. I can practise forming lower case and capital letters. I can spell common exception words.	**Literacy Tree- Beegu by Alexis Deacon** I can write a simple dictated sentence. I can use adjectives to describe. I can practise forming lower case and capital letters. I can spell common exception words.	**Literacy Tree- I Want my Hat Back by Jon Klassen** I can write a simple dictated sentence. I can use adjectives to describe. I can practise forming lower case and capital letters. I can spell common exception words.	**Literacy Tree- I Want my Hat Back by Jon Klassen** I can write a simple dictated sentence. I can use adjectives to describe. I can practise forming lower case and capital letters. I can spell common exception words.	**Literacy Tree- I Want my Hat Back by Jon Klassen** I can write a simple dictated sentence. I can use adjectives to describe. I can practise forming lower case and capital letters. I can spell common exception words.	**Literacy Tree- I Want my Hat Back by Jon Klassen** I can write a simple dictated sentence. I can use adjectives to describe. I can practise forming lower case and capital letters. I can spell common exception words.
Reading	**Assessment Week 2** To revise all GPCs and tricky words taught so far. To revise all phonemes taught so far. To practise reading graphemes and blending to read words. To practise writing individual graphemes. To segment words into phonemes. **Guided Reading** I can listen to and discuss a wide range of poems, stories and non-fiction. I can discus 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- er, ur, ir** **Tricky Words: please, because** To learn to say, read and write er, ir and ur. To learn to discriminate between the er, ir and ur graphemes. To practise blending and segmenting words containing er, ir and ur. **Guided Reading** I can listen to and discuss a wide range of poems, stories and non-fiction. I can discus 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- or, au, aw** **Tricky Words: any, many** To learn to say, read and write or, au and aw. To learn to discriminate between the or, au and aw graphemes. To practise blending and segmenting words containing or, au and aw. **Guided Reading** I can listen to and discuss a wide range of poems, stories and non-fiction. I can discus 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- ow, ou, ph** **Tricky Words: want, water** To learn to say, read and write ow, ou and ph. To learn to discriminate between the ow and ou. To practise blending and segmenting words containing ow and ou. **Guided Reading** I can listen to and discuss a wide range of poems, stories and non-fiction. I can discus 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 to my own experiences.	**Phonics- oi, oy, wh** **Tricky Words: great, break** To learn to say, read and write oi, oy and wh. To learn to discriminate between the oi and oy. To practise blending and segmenting words containing oi and oy. **Guided Reading** I can listen to and discuss a wide range of poems, stories and non-fiction. I can discus 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 to my own experiences.	**Phonics- air, ear and recap** **Revise Tricky Words** To learn to say, read and write air and ear. To practise blending and segmenting words containing air and ear. To revise all GPCs and tricky words taught so far. To practise reading graphemes and blending to read words. To segment words into phonemes. **Guided Reading** I can listen to and discuss a wide range of poems, stories and non-fiction. I can discus 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 to my own experiences.	**Phonics- Tricky Words** To revise all tricky words learnt so far. To practise reading and spelling tricky words. **Guided Reading** I can listen to and discuss a wide range of poems, stories and non-fiction. I can discus 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- Addition and Subtraction** I can identify the parts and the whole. I can use a part-part-whole model. I can write number sentences using the symbols + and =.	**Addition and Subtraction** I can use a part-part-whole model to write addition facts. I can write addition sentences for number bonds to 5. I can find number bonds within 10. I can find number bonds to 10.	**Addition and Subtraction** I can solve addition problems using a tens frame. I can solve addition problems. I can solve addition problems using a number line.	**Addition and Subtraction** I can subtract using a tens frame. I can use a part-part-whole model to solve subtraction calculations. I can solve subtraction problems by crossing out.	**Addition and Subtraction** I can solve subtraction calculations using a number line. I can find addition and subtraction fact families. I can add or subtract 1 or 2.	**White Rose- Shape** I can recognise and name the 3D shapes; sphere, cone, cylinder, pyramid, cube and cuboid. I can build a 3D model and count the 3D shapes I have used. I can solve 3D shape challenges. I can find ways to sort 3D shapes.	**Shape** I can sort and describe 2D shapes: square, rectangle, circle and triangle. I can name 2D shapes found in 3D shapes. I can make a repeating pattern using 2D shapes.
Science The Wonder of Trees		**Radish Diaries** I can observe growing over time. I can draw my observations. I can discuss how the radishes have changed over time.	I can explore the different parts of a plant.	I can label the parts of a flower and a tree.	**Radish Diaries** I can observe growing over time. I can draw my observations. I can discuss how the radishes have changed over time.	I can spot deciduous and evergreen trees in our school grounds.	
History Terrific Toys	I can talk about what History means. I can talk about changes within living memory. I can draw my favourite toy.	I can talk about how I have changed since I was a baby. I can sort and label how I have changed since I was a baby. Remembrance I can talk about why we have Remembrance Day and why.	I can sort toys for babies, toddlers and children my age.	I can explore old toys and talk about how they are different to toys we play with now.	I can explore old toys and talk about how they are different to toys we play with now.		I can explore how teddy bears have changed over time.
Music Hey You! - Charanga	Charanga- Hey You! Listen and Appraise, Fast Facts I can listen with concentration and understanding to a range of high-quality recorded music. I can try to identify musical instruments I can hear when listening to a piece of music. I can know that music has a steady pulse, like a heartbeat.	Charanga- Hey You! I can listen with concentration and understanding to a range of high-quality recorded music. I can try to identify musical instruments I can hear when listening to a piece of music. I can know that music has a steady pulse, like a heartbeat. I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	Christmas Show Rehearsals I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	Christmas Show Rehearsals I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	Christmas Show Rehearsals I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	**Christmas Show Week** I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.	Charanga- Hey You! I can listen with concentration and understanding to a range of high-quality recorded music. I can try to identify musical instruments I can hear when listening to a piece of music. I can know that music has a steady pulse, like a heartbeat. I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. .
Computing		Purple Mash Technology All Around Us I can recognise technology used in the classroom and around the school. I can identify some examples of digital technology. I can describe technology that I see in the world around me. I can explain why technology in the world around me was invented.	Purple Mash Data Explorers I can group items in different ways. I can explain how I have grouped them. 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.	Purple Mash Data Explorers I can create a pictogram using data from the class. I can answer questions by looking at a pictogram.
RE							KAPOW RE- **What do some Christian people believe God looks like?** I can recognise that many Christians believe Jesus is the son of God.

							I can explain the significance of the Christmas story for many Christians. I can identify symbols in the Christmas story that show Christian beliefs.
PSHE Connecting with Others: How can I help myself and others feel happy and safe?	**What makes me special?** I can recognise what makes me special and talk about my strengths.	**How do families show love and care for each other?** I can explore how families care for and support each other.	**What helps me feel safe and cared for?** I can understand that families should help me feel safe and cared for.	**What is a friend?** I can explain how to be a good friend.	**How can we have a kind and friendly class?** I can explore how to be kind even when I am angry or upset.	**How should people behave toward others?** I can explore kind and respectful behaviours.	
PE	Real PE Social Cog **Outdoors- Dynamic Balance to Agility Jumping and Landing** I can achieve good take off and height. I can land with balance and control. I can land softly and quietly. **Indoors- Dance Shapes Solo** I can perform a range of different shapes with different leg positions creating challenge to core strength. I can perform with balance and control when holding a shape and when moving between shapes. I can perform a variety of smooth, fluent movements when moving between shapes	Real PE Social Cog **Outdoors- Dynamic Balance to Agility Jumping and Landing** I can achieve good take off and height. I can land with balance and control. I can land softly and quietly. **Indoors- Dance Artistry Musicality** I can understand how to count to the beat of music. I can demonstrate a visible change in movement when music is changed. I can perform a range of different shapes with control to different music.	Real PE Social Cog **Outdoors- Dynamic Balance to Agility Jumping and Landing** I can achieve good take off and height. I can land with balance and control. I can land softly and quietly. **Indoors- Dance Partnering Shapes** I can perform a diverse range of different standing and floor shapes with partners. I can perform with balance and control hen holding shapes and when moving between shapes. I can maintain 'kind' touch (secure but soft) when in contact with a partner.	Real PE Social Cog **Outdoors- Static Balance Seated** I can balance with hands/feet up to 10 seconds. I can balance with minimum wobble (control). I can maintain balance without strain. **Indoors- Dance Circles Solo** I can maintain balance and control when moving, turning, jumping and landing. I can perform a diverse range of circle moves, including simple jumps and turns. I can land quietly and in balance.	Real PE Social Cog **Outdoors- Static Balance Seated** I can balance with hands/feet up to 10 seconds. I can balance with minimum wobble (control). I can maintain balance without strain. **Indoors- Dance Artistry Abstraction** I can perform a range of body movements demonstrating moving like silk. I can perform a diverse range of moves, including linking silk moves with shapes and circles. I can smoothly and fluently transition between moves.	Real PE Social Cog **Outdoors- Static Balance Seated** I can balance with hands/feet up to 10 seconds. I can balance with minimum wobble (control). I can maintain balance without strain. **Indoors- Dance Artistry (Making)** I can perform a variety of shapes, circles and silk moves with balance and control. I can develop a sequence of movements including shapes, circles, silk moves and partnering. I can make a strong attempt at putting moves together, remembering and performing them.	Real PE Social Cog **Outdoors- Static Balance Seated** I can balance with hands/feet up to 10 seconds. I can balance with minimum wobble (control). I can maintain balance without strain. **Indoors- Dance Artistry (Making)** I can perform a variety of shapes, circles and silk moves with balance and control. I can develop a sequence of movements including shapes, circles, silk moves and partnering. I can make a strong attempt at putting moves together, remembering and performing them.
Art	**Firework Artwork** I can create a mixed-media artwork that uses colour, pattern and repetition to represent fireworks in the night sky, inspired by Yayoi Kusama.					**Christmas salt dough decorations** I can use a range of materials creatively to design and make products. I can develop a range of techniques in using colour, pattern, texture, line, shape, form and space.	**Christmas salt dough decorations** I can use a range of materials creatively to design and make products. I can develop a range of techniques in using colour, pattern, texture, line, shape, form and space.
DT		KAPOW: Mechanisms I can identify slider mechanisms and draw the direction they move in.	KAPOW: Mechanisms I can make a mock-up of a matching game with sliders.	KAPOW: Mechanisms I can use a range of tools with increasing accuracy. I can add designs and test a product.			