



Medium Term Planning

Year 1 Autumn Term

Inspire Curriculum	Core Text Hook	Diversity, Community and Global Project Outcome for the Term
	 <p>'Have you filled your bucket today?'</p> <p>'The Boy, The Mole, The Fox and the Horse'</p> <p>Hook:</p> <p>puppet characters from story in a bag. Artefacts, plants, leaves, stars, cake, Mindmap questions as a class.</p>	<p>During the term, the children will focus on exploring their feelings/emotions through both core texts (within English and Curriculum). This will link in well with them discussing how certain feelings/emotions enable us to connect with others (relationships) and the importance of building a community.</p> <p>It is important to emphasize that we are leading up to a celebration of kindness, focusing on how we can 'fill one another's buckets up with acts of kindness'. A kindness guide will be created in the form of a scrapbook.</p> <p>During our 'Museum of Hope Exhibition', we will showcase our guide to being kind, display our buckets of kindness, words/phrases/quotes that we have written and our artwork, which incorporates our written words/phrases/quotes throughout our weaving.</p>
	<p>Art Outcomes Display Ideas</p> <p>Art Outcome(s):</p> <p>Focus on weaving using prior knowledge of colour wheels (use of shades of blue). Words/phrases associated with kindness can then be written on the strips of paper being woven together.</p>  <p>Project Outcome:</p> <p>During our 'Museum of Hope Exhibition', we will showcase our guide to being kind, display our buckets of kindness, words/phrases/quotes that we have written and our artwork,</p>	<p>Trips/Visitors</p> <p>Link with English - Cake delivery service to an old people's home to connect with the community and 'fill up their buckets' with kindness.</p> 

	which incorporates our written words/phrases/quotes throughout our weaving.	
Knowledge and Understanding	Skills	Attitudes
Identity and Diversity <ul style="list-style-type: none"> Similarities and differences between peoples in local setting and also in wider contexts What contributes to self-identity and belonging 	Empathy <ul style="list-style-type: none"> Show awareness of, and concern for, people's feelings Show interest in, and concern for, others outside immediate circle and in contexts different to own Self-awareness and reflection <ul style="list-style-type: none"> Recognise effects of own behaviour on others and use this to help make choices Identify matters that are important to self and others Learn from mistakes and use feedback Ability to manage complexity and uncertainty <ul style="list-style-type: none"> Describe feelings about changes in own life and locality 	Sense of Identity and Self-Esteem <ul style="list-style-type: none"> Sense of belonging and valuing of relationships with others Awareness of, and pride in, own individuality Respect for people and human rights <ul style="list-style-type: none"> Respect for other people's feelings and ideas respect for the rights of others Belief that everyone has equal rights Belief that people can bring around change <ul style="list-style-type: none"> Belief that people can make a difference, both on their own and when they work together



	Diversity, Community and Global Project Learning Journey
Week 1 7 th September	<p>LI: To discuss our emotions</p> <p>PSHE lesson on emotions. Circle time - Start with circle time rules and routines. You may want to use a social story. Asking questions about each other to get know everyone better in the class and then link to how pupils are feeling about coming back to school. How are you feeling about coming back to school? Were you at home for a long time? We may be feeling a mix of different emotions? Use inprint images to go through different emotions. Can link to zones of regulation images as well. Go through what different emotions mean. And then discuss how children might be feeling about starting year 1 or having been off school etc.</p> <p>Show the image from the book and discuss how some of them may have said they were feeling a bit scared or worried or that you may have felt a bit scared or worried about school or about leaving your family etc. Relating to the quote that it's okay to feel scared. We all feel a bit scared sometimes. What do you think he means by we're less scared together? Discuss the idea of we're all in this together and we can help each other feel less worried or scared.</p>

Activity: Role play ways we can help each other be less scared or worried. Eg asking those who are left out on the playground to join in in a game or activity. Offer to share a toy, make a nice picture or card for a worried friend or a family member we miss at home, etc.



Week 2
14th September

LI: To explore the concept of kindness

Show the pupils the image below from the boy, the mole, the fox and the horse which reads 'Nothing beats kindness, it sits quietly beyond all thing.'

What do you think the horse means by nothing beats kindness? What does that mean? Explore with the pupils what being kind means and what the horse might mean by nothing beats is. **How does it make you feel when someone is kind to you?** Inprint/widgit different emotions on screen **How do you feel when you are kind to someone else?** Explore this idea that maybe the horse means kindness can be one of the best ways to make others and ourselves happy. Show the next image where it says "Being kind to yourself is one of the greatest kindnesses" said the mole. **What does that mean?** Explore this concept that kindness isn't always about doing something for others but we need to be kind to ourselves sometimes.

Is there a time when you've been unkind to yourself? Did you find something really hard and you wanted to give up? Did you ever feel like you weren't good at something? Could explore this concept around good to be green chart or zones of regulation. **Have you ever moved to yellow and beat yourself up about it? Did you ever get to the red zone and feel upset about it after?**



Activity: Come up with kind phrases out loud we can use to be kind to ourselves as we're starting year 1. "I just can't do it yet." "It's okay, I can try again." "I'll get even better next time." Come up with these in pairs and record onto class chart or somewhere they can go up in the classroom.

Week 3

LI: To reflect on how our actions can affect ourselves and others

21st September

https://www.youtube.com/watch?v=A5R6-2m_qHk

Listen or read the bucket story from link - can also order this and the bucket book below.

‘Grandpa says we each have an invisible bucket that needs to be filled. What does that mean? • What happened at home, on the bus, and at school to empty/dip Felix’s bucket?’ (Slips on floor, drops the cereal, dog stole his muffin, kids whisper about him, make fun of his backpack, call him names.) **What happens during the day to fill his bucket?** (Classmates like his story, chosen as captain, teacher compliments his picture, student compliments his backpack, he helps someone, gives friend a baseball, says hi to someone new, helps his sister.) **Do people’s words and actions fill or empty your bucket?** (i.e. make you feel happy or sad)?

Go through these concepts with pupils

FILL A BUCKET Things we do, see or feel that make us feel like our best self.

DIPPING Things we do, see or feel that make us feel like we can’t act the way we want to.

KINDNESS Kindness means being friendly, generous or considerate to ourselves and others through our words, thoughts and actions.

Activity: Sort through bucket fillers vs dippers either in groups or can be done as a class together some as well. To really understand the difference. Explain that everyday we are going to start/end the day with someone sharing a way they have ‘filled their bucket’. We want to hear about a random act of kindness so picking one of the filler activities you can start doing from today on.

Bucket Filler and Bucket Dipper Sort

say kind words	help a friend
bully or tease	say mean words
share	call people names
hit or push	take turns
include others	steal

Week 4
28th September


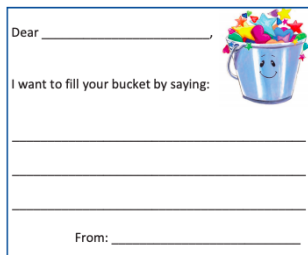
LI: To discuss ways to bring about change to better ourselves and others



Have physical bucket to bring to class today and have something physical pupils can put into the bucket when they do something kind. Start by reading this story

Have you filled your bucket today book https://bethichhoc.files.wordpress.com/2018/01/have_you_filled_a_bucket_today.pdf









Have children and pupils share ways they have started filling buckets and get them to ‘fill’ the bucket each time they say what they’ve done. **How did it make you feel when you did something nice for someone? How do you think it made them feel?**






	<p>Go through the last half of the book when the story is over when it has the scenarios. Explain our class project. We want to share being bucket fillers wider than our classroom. What would we do in each of these scenarios to fill buckets and not dip? What could we do to make a change? Role play the scenarios and take photos. Use the images of the book to support the role playing/freeze frames.</p> <p>What words or ways people act fill your bucket? What words or ways people act empty your bucket? • Are there ways to be kind to animals or in nature that fill your bucket? • Where do you see people filling other people's buckets? • When you fill people's buckets, how do you think they feel about you?</p>
<p>Week 5 5th October</p>	<p><u>LI: To create a promise for random acts of kindness</u></p>  <p>Recap last week and start off the lesson by sharing the random acts of kindness the pupils have done this week at home or at school. Have pupils continue to fill up the bucket when they say what they've done. Recap or introduce some of these key phrases, referring back to our Character Skills:</p> <p>RESPECT Treating people, places and things with kindness.</p> <p>CONSIDERATION Showing thoughtfulness for others.</p> <p>CARING Feeling and showing concern for others.</p> <p>HELPFULNESS Assisting or serving others in a kind way.</p> <p>Have pupils practise the oracy part now and not just the role play or freeze frames. Could we create a caption for our role play freeze frames? Give them the sentence stem I want to fill your bucket by...</p> <div data-bbox="392 858 698 1114">  </div> <p>Take images with a cut-out of 'I want to fill your bucket by...' that can be used in class assembly to show photos or within publishing etc. Children could record words to finish your sentence stem and put them on vocab cards for the learning wall. GD writers could write full sentences on sentence strips. <i>E.g. 'caring for others', 'helping others' etc.</i> to put underneath photos on learning wall.</p>
<p>Week 6 12th October</p>	<p><u>To empower and enable others to bring about change</u></p> <p>Recap last week and start off the lesson by sharing the random acts of kindness the pupils have done this week at home or at school. Have pupils continue to fill up the bucket when they say what they've done.</p>





	Practise assembly - start to give pupils roles - whether it's some pupils saying what random acts of kindness they've done...putting things inside the bucket and showing what happens when unkind things are said and a bucket is dipped. Some pupils could do their freeze frames or 'I want to fill your bucket...' by sayings....photos on the screen to showart work etc.
Week 7 19 th October	<p><u>To empower and enable others to bring about change</u></p> <p>Children will share their random acts of kindness project in an assembly style fashion to another class. They'll present another class with a bucket and use the guide they've created in english to show them what random acts of kindness they've been showing to others across the term and teach them how they too can be bucket fillers and not dippers. Can accompany pictures of the pupils doing acts of kindness from freeze frames or pupils reading their guide or sayings outloud. Explaining how to be a filler and not a dipper. - Could have parents come in?</p> <p>After presenting other class with bucket, encourage children in class to promote random acts of kindness by getting children to write good news post cards to those children.</p> <p>Museum of Hope: In the museum of hope we will have displayed a bucket with their kind gestures or fillers displayed aesthetically with it. We'll display our guides to kindness and instructions on how we can fill our own or other's buckets as well as photos from our assembly and of us sharing our kindness. Our job is to spread random acts of kindness further across the school</p>

English Learning Journey

Week 1 W/b 7 th September	Week 2 W/b 14 th September	Week 3 W/b 21 st Sept	Week 4 W/b 28 th September	Week 5 W/b 5 th October	Week 6 W/b 12 th October	Week 7 W/b 19 th October
<i>Freeflow every session after whole class input</i>	<i>Move away from freeflow mornings. Context based activities at tables. Freeflow afternoons</i>	<i>Move away from freeflow mornings. Context and recording in books. Freeflow afternoons. with teacher focus groups working on outcomes</i>	<i>Move away from freeflow mornings. Context and recording in books. Freeflow afternoons. with teacher focus groups working on outcomes</i>	<i>No free flow Normal Year One setting</i>	<i>Normal Year One setting</i>	<i>Normal Year One setting</i>
ELG gaps	ELG gaps	ELG gaps	ELG gaps	Yr1 KPI's	Yr1 KPI's	Yr1 KPI's
Phonics: Mainstream begin phase 3. Parallel teach with TA – phase 2 consolidate.	Phonics: Mainstream begin phase 3. Parallel teach with TA – phase 2 consolidate.	Phonics: Mainstream begin phase 3. Parallel teach with TA – phase 2 consolidate.	Phonics: Mainstream begin phase 3. Parallel teach with TA – phase 2 consolidate.	Phonics: Mainstream begin phase 3. Parallel teach with TA – phase 2 consolidate.	Phonics: Mainstream begin phase 3. Parallel teach with TA – phase 2 consolidate.	Phonics: Mainstream begin phase 3. Parallel teach with TA – phase 2 consolidate.

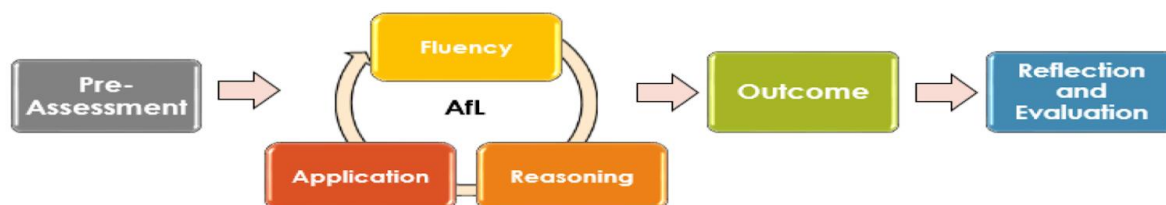
Intervention focus - chn starting Phase 2 from scratch. <i>Free flow time to focus on baselining phonics and reading</i>	Intervention focus - chn starting Phase 2 from scratch.	Intervention focus - chn starting Phase 2 from scratch.	Intervention focus - chn starting Phase 2 from scratch.	Intervention focus - chn starting Phase 2 from scratch.	Intervention focus - chn starting Phase 2 from scratch.	Intervention focus - chn starting Phase 2 from scratch.
Settling & Establishing Routines. 1.ELG – making relationships. To play cooperatively taking turns with others. <u>Input focus</u> free flow sentence stems modelled. Provision based around relationship building  <i>Teacher 1:1 reading</i> <i>TA 1:1 reading.</i> 2.ELG – making relationships. To play cooperatively taking turns with others. <u>Input focus</u>	Prediction 1 ELG listening and attention - to ask questions .Hook – puppet characters from story in bag. Artefacts, plants,leaves, stars, cake, Brainstorm questions as a class. 2 ELG listening and attention - to ask questions <u>Input focus</u> Intro book – pictures / characters. Teacher brainstorm questions <u>Activity</u> Oral questions. Context pairs on A3 around pic from book. 3 ELG listening and attention - to	Immersion ‘Kind Hands’ 1. ELG Comms and Lang - to link and explain ideas. <u>Input focus</u> show kind page from book.   introduce idea of kind hands Brainstorm kind actions in class setting. <u>Activity</u>	Immersion ‘Kind Words’ 1. ELG Speaking - to express ideas clearly  <u>Input focus</u> Si  Brainstorm messages of hope / compliments for parallel class. ‘I like the way you ... ‘ <u>Activity</u> Oral rehearsal & sentence building - words on strips - giving compliments. Context.	Generate ‘Kind Heart’ 1.LI - to generate ideas. <u>Input focus</u>  Brainstorm as a class the people who have helped us during lockdown. school kitchen school office premises, cleaners. Brainstorm values - what makes them kind. <u>Activity</u> Brainstorm people and character skills. A3 in pairs Context.	Edit Publish Children write ‘Guide to Kind’ This will be displayed on A4 colour washed cartridge with the Bucket Project in the M o H LI - to write a simple sentence. GD - to link ideas with and <u>Input focus</u>  Model write Mon - In class I can... Tues - I can say ...	Delivery ‘Kind Community’ 1.LI - to write a list using key vocab <u>Input focus</u> Discuss spreading kindness to the community. Link mole / cake.  Brainstorm ingredients as class. <u>Activity</u> Chn write ingredients list In print to support BAR 2.LI - to read simple sentences. <u>Input focus</u>

<p>free flow sentence stems modelled. Provision based around relationship building</p>  <p><i>Teacher 1:1 reading TA 1:1 reading.</i></p> <p>3. ELG – making relationships. To play cooperatively taking turns with others.</p>  <p><u>Input focus</u> free flow sentence stems modelled. Provision based around relationship building.</p> <p><i>Teacher 1:1 reading TA 1:1 reading.</i></p> <p>4. ELG Managing feelings and behavior - to</p>	<p>anticipate key events</p> <p><u>Input focus</u> Share different pics and characters Teacher brainstorm predictions. ‘see think wonder’</p> <p><u>Activity</u> Context predictions on A3 around images. inprint to support ‘see think wonder</p> <p>4 ELG Writing - to write phonetically plausible words.</p> <p><u>Input focus</u> show pictures / characters. Teacher brainstorm questions</p> <p><u>Activity</u> Oral questions. In books. Caption words they can see.</p> <p>5. ELG Writing - to write phonetically plausible words.</p> <p><u>Input focus</u></p>	<p>A3 in pairs Context. ways of being kind. Inprint ideas to support.</p> <p>2. ELG Comms and Lang - to link and explain ideas.</p> <p><u>Input focus</u> Revisit brainstorm. Model full sentence stems.</p> <p><u>Activity</u> Photo ways of kind. Freeze Frame - In class / playground actions.</p> <p>3. ELG Comms and Lang - to talk about events that have happened.</p> <p><u>Input focus</u> Oral rehearsal of kind pictures. Model Sentence building.</p> <p><u>Activity</u> Narrate pics orally using sentence stems. Build a</p>	<p>2. ELG - Writing - to write phonetically plausible captions.</p> <p><u>Input focus</u> Model write - Write simple messages of kindness. I like the way ...</p> <p><u>Activity</u> into books - guided groups to write on nice paper - into envelopes.</p> <p>3. ELG Reading - to read simple sentences.</p> <p><u>Input focus</u> Model decoding simple messages. ‘I like the way ‘</p> <p><u>Activity</u> - Deliver and open and read! envelopes – neighbour class? photo context.</p>	<p>Inprint ideas to support.</p> <p>2. LI - to write a simple sentence using writers toolkit.</p> <p><u>Input focus</u> Model write simple sentences to people who help us. Thank you for</p> <p>LI - to have a positive impact on my community</p>  <p><u>Input docs</u> Model speaking in full sentences using sentence stems. Delivering letters out to the sch comm. Discuss impact on feelings.</p> <p><u>Activity</u> Deliver in groups to key people in comms.</p>	<p>Weds - Thank you to ... for</p> <p><u>Activity</u> Chn write sentences in books. This will be published.</p>  <p><i>GD focus groups to join with and.</i></p> <p><i>Edit focus groups to green pen live mark.</i></p> <p>Thurs & Fri Publishing</p>	<p>Shared read of instructions.</p> <p><u>Activity</u> Chn follow instructions and make kindness cookies in groups</p> <p>3. Deliver cookies. LI - to have a positive impact on my community</p> <p>Chn can capture reflections in books about how it made them feel.</p>  <p>4. .LI - to write simple sentences.</p> <p><u>Input focus</u> Modelled write of kindness cookie instructions.</p> <p><u>Activity</u> Chn write captions / instructions for photos of baking. In print to support BAR.</p>
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<p>discuss my emotions</p>  <p><u>Input focus</u> Zone of Reg - free flow sentence stems modelled based around emotional literacy</p> <p><i>Teacher 1:1 reading TA 1:1 reading.</i></p> <p>5. ELG Managing feelings and behavior to discuss my emotions</p>  <p><u>Input focus</u> Zone of Reg - free flow sentence stems modelled based around emotional literacy</p> <p><i>Teacher 1:1 reading TA 1:1 re</i></p>	<p>Show pictures / characters. Teacher brainstorm 'see think wonder'</p> <p><u>Activity</u></p> <p>In books. Caption words around pics. 'see think wonder.'</p>	<p>sentence. - words on strips.</p> <p>4. ELG - Writing - to write phonetically plausible captions.</p> <p><u>input focus</u> model write - simple sentence Caption photos in books.</p> <p><u>Activity</u> Caption photos in books.</p> <p>5. ELG - Writing - to write phonetically plausible captions.</p> <p><u>input focus</u> model write - simple sentence Caption photos in books.</p> <p><u>Activity</u> Caption photos in books.</p> <p>*Opportunity for Depth - reflect on impact of being kind.</p>	<p>4. ELG - Writing - to write phonetically plausible captions.</p> <p><u>Input focus</u> Model write captions for yesterday envelope reading. (name) is kind because</p> <p><u>Activity</u> Chn write captions for photos of yest delivery.</p> <p>5. ELG - Managing feelings and behavior - to reflect on my actions.</p>  <p><u>Input focus</u> Model write - Reflect - character skills caption ' Kindness means ... ' insert emotion. kindness means sharing' kindness means happy' kindness means feeling loved.</p>	<p>4. LI - to write a simple sentence using writers toolkit</p> <p><u>Input focus</u> Model write to caption photo from yesterday kindness delivery</p> <p><u>Activity</u> Chn write the caption to go with photo from yesterday. I met... the cook and said ... Edit - character skills caption. In books</p> <p>5. LI - to edit my writing.</p>  <p><u>Input focus</u> Model editing sentences on board using writers toolkit.</p> <p><u>Activity</u> Chn have edit carousel of 'bad' sentences to edit in mix pairs.</p>		
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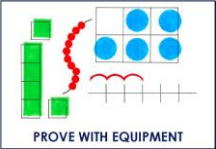

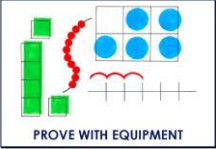
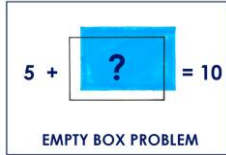


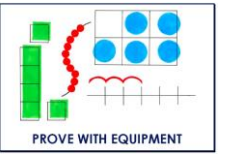


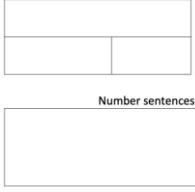
			<u>Activity</u> GD chn reflect in books Some chn edit yesterday's writing in focus groups.			
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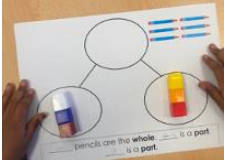
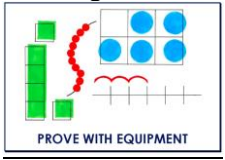


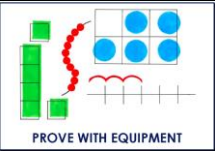
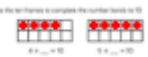
Maths Learning Journey



	Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
Stages :	Focus for the week: Baseline/place value	Focus for the week: Baseline/place value	Focus for the week: Place value	Focus for the week: Place value	Focus for the week: Place value	Focus for the week: Addition/ Subtracton	Focus for the week: Addition/ Subtracton

Pre-assessment	Mental/oral starter: Counting songs to 10 - see reception resources	Mental/oral starters: Counting forwards to 20	Mental/oral starters: Counting backwards to 20	Mental/oral starters: Counting to 10 forwards and backwards but also the focus on subitising so flashing up numbers of objects to 5 and not counting using the NCETM 1.3 subitising	Mental/oral starters: Counting to 10 forwards and backwards but also the focus on subitising so flashing up numbers of objects to 10 and not counting using the NCETM 1.3 subitising	Mental/oral starters: Counting forwards and backwards to 50	Mental/oral starters: Number facts sheet adding zero 
Fluency							
Reasoning							
Application	Build on relationships and wonder for the half term within maths						
Outcome	First two weeks of the term teachers/TAs need to complete the year 1 baseline for each pupil during free flow time. (Maths hub is creating this)	<u>Fluency</u> Monday <u>LI: To count and compare objects to 10</u> NCETM Teaching point 2 – looking at sets of objects to ten using sentences stems ‘There are fewer ____ than ____’ There are more ____ than ____. Practise outloud on carpet comparing with stem and pictures and then at table provision more comparing with	Monday <u>LI: To work systematically to record number bonds to 5</u> (day 2 of this but now in books) Still practical element but pupils can use the table this time to record the number sentence in book in order.	<u>Application</u>  Monday <u>LI: To recall and record partitioning 6</u> Record in books number bonds to 6 Tuesday <u>LI: Working systematically to partition 7</u> Same as other lessons for practical	Monday <u>LI: Working systematically to partition 9</u> Same as other lessons for practical in pairs first  Tuesday <u>LI: To recall and record partitioning 9</u> Record in books number bonds to 9 Reasoning	Outcome: Monday <u>LI: To apply my knowledge of numbers to 10</u> Organise a tea party linked to the cake in english journey this week We do not have enough cakes/cups/saucers / Forks...how many more do we need> The whole is...the part we have is...what is the other part? They had a tea drinking	<u>Application</u> Monday <u>LI: To use my number bonds to 10 to solve a problem.</u> Leadership / problem solving  Tuesday <u>Fluency</u> <u>LI: To combine 2 parts to make a whole</u>






	<p>maths provision out and start baseline assessments during free flow - input can just be practising counting back and forth to 10 and songs</p> <p>Tuesday Pre-assessment LI: To compare objects in a range of contexts (recap of Reception) Using NCETM 1.1 Comparison of quantities and measures. _____ is taller than _____ _____ is lighter than _____ Reflection on vocab- teachers will use this time to assess what language the children are already confident with through free flow with sentence stems</p> <p>Fluency Wednesday</p>	<p>stem with adult both pictures and objects</p>  <p>Application Tuesday LI: To compare and order numbers to 10 Utilizing ten frames to support this</p>  <p>Count how many on both frames using language of greater, less, equal but more oracy than writing other than GD. Strips on tables to compare and respond to one in a context</p>  <p>Fluency Wednesday LI: To recognise a whole and a part</p>	<p>Missing number GD sticker The whole is 5. One part is _____ so the other part must be _____</p>   <p>Application Wednesday LI: To find one more or less to 5 Starter: https://www.bbc.co.uk/iplayer/episode/b08q39b4/numberblocks-series-2-just-add-one</p> <p>Play up until 2 min 48 secs up until 6 Show one more than NCETM slide 48 Record in books one more and less to 5</p>	<p>in pairs first</p>  <p>Wednesday LI: To recall and record partitioning 7 Record in books number bonds to 7</p>  <p>Thursday LI: Working systematically to partition 8 Same as other lessons for practical in pairs first</p>  <p>Friday LI: To recall and record partitioning 8 Record in books number bonds to 8</p>	<p>Wednesday LI: To find a missing part 6-9 The whole is 6. If one part is 3 then the other part is 3 etc.</p> <p>Missing number GD sticker</p> <p>Application Thursday LI: To find one more and one less 6-9</p> <p>Friday LI: To utilise ordinal numbers in everyday life Use NCETM powerpoints to intro terms 1st 2nd 3rd 4th and have it practical with children first - then LI in books</p>	<p>competition. Who drank the most tea? Who came 1st, 2nd 3rd etc.</p> <p>Verbal reflection/evaluation</p> <p>Pre-assessment Fluency Tuesday LI: To understand addition as combining two parts Introduce addition language of addends and sum. Use sentence stems from NCETM verbally</p> <ul style="list-style-type: none"> '_____ is equal to _____ plus _____.' '_____ plus _____ is equal to _____.' '_____ and _____ are the addends.' '_____ is the sum.' <p>Count pictures and fill in number sentences -context</p>  <p>Wednesday//////// LI: To recognise number bonds to 10.</p>	<p>Children will be taught the concept of aggregation so taking 2 parts to make a whole. Use NCETM 1.5 aggregation adding using concrete materials numicon, cubes, to 10 alongside part part whole and writing number sentence- use 2 10 frames and counters GD using addition language addends sum</p>  <p>Wednesday LI: To combine 2 parts to make a whole In books putting 2 amounts on 2 ten frames and adding together to find a whole. Use bar model to represent</p>
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	<p><u>To Count and order numbers to 10</u> Practical - pupils order numicon 1 -10 in pairs - -watch number blocks episode counting to 10 and pupils can make the number blocks 1 -10 with unifix cubes in provision with numberblocks stick puppets too</p> <p>Thursday <u>L1: To read and write numerals to 10</u> Hunt around the classroom for hidden numerals and words to 10. Pupils bring them to their tables to match the numicon, word and number card all together. More of a context lesson - pupils have on provision table a variation of representation to show 10 - they count it and write the numeral only</p>	<p>Utilising the NCETM resources using sentence stems – looking at objects</p>  <p>first and a set of objects – introducing the cherry model</p> <p>Depth in the vocabulary and sentence stem building</p>  <p>Thursday <u>To partition numbers to 5 in different ways</u> NCETM 0-5 partitioning using the cherry model – practically Play game with counters dropping them in pairs- bring in cherry model number blocks episode.</p>	<p>Fluency Thursday <u>L1: To partition numbers 6-9 in different ways</u> partitioning using the cherry model – practically GD- finding 3 parts as a ne https://www.bbc.co.uk/iplayer/episode/b0bmk6k/numberblocks-series-3-now-we-are-six-to-ten</p> <p>FRIDAY Application <u>L1: Working systematically to partition 6</u></p>  <p>PATTERN SPOTTER</p> <p>Practical like with 5 but now the number 6 in pairs with coloured counters.</p> 	 <p>**Bring number blocks vids in where appropriate</p>		<p>What two numbers can be added to make 10?-practical, using whole part model and 10 frame/numicon</p> <p>Thursday <u>L1: To recognise number bonds to 10.</u> In books, record all number sentences to make 10 in a systematic way.</p>  <p>Reasoning Friday <u>L1: To find the missing part in number bonds to 10.</u></p> <p>HOOK: Explain that we have some numbers missing from the 10 frame! We need to fill them to make ten! Can you help me find the missing part? Link to character in the book - or link to something fun like cracking a code -</p>	<p>7 + 2 = ____</p> <p>____ = 4 + 4</p> <p>0 + 5 = ____</p> <p>Thursday</p> <p><u>L1: To understand subtraction as partitioning</u> Children will use the subtraction symbol for the first time using NCETM pictures teaching step 4 partitioning on 1.5. Look at pictures and write a number sentence '6 children all together – 2 without jackets 6 – 2 = 4 Bring in some of the subtraction language if possible</p> <p>Friday</p> <p><u>L1: To understand subtraction as partitioning</u> <u>Pick a digit card within 10–</u> build with cubes then</p>
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	<p>beside - practise writing the number</p> <p>Friday <u>LI: To read and write numerals to 10 in words</u> Choose a character like last year the beast counting cups of tea. He needs help writing numbers to ten in words. Show 'wun' Is this how I spell it? Pupils count images from 1 -10 in provision and practise writing out the word -using word mats to support</p>	<p>Hook: watch number blocks episode fruit salad. https://www.bbc.co.uk/iplayer/episode/b0blsv9r/number-blocks-series-3-fruit-salad</p> <p>Friday <u>LI: Working systematically to partition 5</u> <u>Numberblocks episode 5 – start at 2 minutes.</u> https://www.youtube.com/watch?v=cDjb7BIT9I0</p> <p>Use the NCETM document with the blue and red counters - children work in kagan pairs to physically do the bonds to 5 in order with chart and coloured counters and respond to context</p> 				<p>did it with the lonely beast last year. See old planning</p> 	<p>partition into 2 parts to create subtractions sentences and solve. Record in part part whole and number sentence (2 ways for GD)</p> <p>*If behind just carry over to autumn 2 instead of leaving days - No outcome as addition subtraction carries on for 2 weeks after</p>
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Wider Curriculum



	Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
Whole Class Reading	 <p>Focus – making links with own experiences <i>Covid recovery</i></p>	 <p>Focus – making links with own experiences</p>	 <p>Focus – making links with own experiences</p>	 <p>Focus – make predictions based on what they already know</p>	 <p>Focus – check text makes sense as they read</p>	 <p>Focus – rhyming words</p>	 <p>Focus – instructional texts discuss new vocab</p>
Indoor PE	<p>Expressive Dance with a focus on feelings/emotions</p> <p>LI: To explore a range of emotions and use different movements to represent them.</p> <p>Input Show children video of the music below https://www.youtube.com/watch?v=-J7HcVLsCrY</p>	<p>Expressive Dance with a focus on feelings/emotions</p> <p>LI: To explore a particular emotion through dance/expressive art. Music for today's lesson Focus: Happiness https://www.youtube.com/watch?v=NvZtk9973A</p> <p>Input Listen to the music on the spot first.</p>	<p>Expressive Dance with a focus on feelings/emotions</p> <p>LI: To explore a particular emotion through dance/expressive art. Music for today's lesson Focus: Sadness https://www.youtube.com/watch?v=djlsJl6rwI</p> <p>Input</p>	<p>Expressive Dance with a focus on feelings/emotions Music for today's lesson</p> <p>LI: To explore a particular emotion through dance/expressive art. Focus: Anger https://www.youtube.com/watch?v=1qKS51qh4OY (don't show children video)</p>	<p>Expressive Dance with a focus on feelings/emotions Music for today's lesson</p> <p>LI: To explore a particular emotion through dance/expressive art. Focus: Excitement https://www.youtube.com/watch?v=mGx_FATyasQ</p> <p>Input</p>	<p>Expressive Dance with a focus on feelings/emotions</p> <p>LI: To work collaboratively to create a short expressive dance. Video below could be used at the beginning of the lesson to encourage children to explore the different emotions.</p>	<p>Expressive Dance with a focus on feelings/emotions</p> <p>LI: To work collaboratively to create a short expressive dance. Last lesson was a rehearsal in which they used iPads to self assess their performance. . Today's lesson the children are going to perform</p>








	<p>Explain that throughout this unit of dance, we will be exploring our emotions through dance.</p> <p>KQ: Can you show me a happy/angry/excited/sad face?</p> <p>Activity: https://ohmy.disney.com/music/2016/12/30/a-playlist-for-every-inside-out-emotion/ Discuss the different emotions and children to stand on the spot moving to the music. e.g. swaying to happy music.</p>  <p>Plenary discussion of speed and use of a range of levels. Could you crouch for the 'sad' music or dance happily, swinging your</p>	<p>How does it make you feel? children to discuss how they would move to the music. What could they do with their body?</p> <p>Teacher to model movements e.g. skipping and smiling, then moving into walk and then a run etc.</p> <p>Activity Children to work independently to move around to the music. Then join up in a pair to create movements together.</p>   <p>Plenary How did you feel today when the music was being played? what movements did you do? did you use a range of levels? did you include different speeds?</p>	<p>Listen to the music on the spot first. How does it make you feel? children to discuss how they would move to the music. What could they do with their body?</p> <p>Teacher to model movements e.g. shoulders hunched over and a sad expression on their face whilst slowly walking.</p>  <p>Activity Children to work independently to move around to the music. Then join up in a pair to create movements together.</p>  <p>Plenary How did you feel today when the music was being played?</p>	<p>incase they are frightened)</p> <p>Input Listen to the music on the spot first. How does it make you feel? children to discuss how they would move to the music. What could they do with their body?</p> <p>Teacher to model movements e.g. stomping and throwing your arms in the air</p>  <p>Activity Children to work independently to move around to the music. Then join up in a pair to create movements together.</p>  <p>Plenary How did you feel today when the</p>	<p>Listen to the music on the spot first. How does it make you feel? children to discuss how they would move to the music. What could they do with their body?</p> <p>Teacher to model movements e.g. skipping and jumping for joy</p>  <p>Activity Children to work independently to move around to the music. Then join up in a pair to create movements together.</p>  <p>Plenary How did you feel today when the music was being played? what movements did you do?</p>	<p>https://www.youtube.com/watch?v=ptK3fzSlcfc&list=R DptK3fzSlcfc&start_radio=1</p> <p>Activity Children to work in pairs and choose 2 or 3 of the emotions to focus on. When focusing on them, children to move from one emotion to the next. they can do this on the spot or they can use the space in the hall to move around.</p>  <p>Music doesn't have to be played if you feel it isn't appropriate.</p> <p>Plenary Children to use iPads to film another peer's work to provide them with a little feedback. Focus on self-assessment and</p>	<p>to their peers and welcome feedback. Discuss the importance of constructive criticism.</p> <p>Outcome Lesson</p> <p>https://www.youtube.com/watch?v=ptK3fzSlcfc&list=R DptK3fzSlcfc&start_radio=1</p> <p>Dance – Create an emotions dance. Give children the choice to create a dance filled with as much emotion related movement as possible, or a dance focusing on one emotion only. The sequence must have a beginning, middle and end and might include different speeds and levels.</p>  <p>Plenary</p>
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	arms for the joyful music?		what movements did you do? did you use a range of levels? did you include different speeds?	music was being played? what movements did you do? did you use a range of levels? did you include different speeds?	did you use a range of levels? did you include different speeds?	encourage children to be reflective when watching their video back. 	Children to showcase their learning to their peers. Have half of the hall sitting, whilst the other perform. and then swap. What did you enjoy about your peers' work? How could they further improve? 
Outdoor PE	<p>Team games LI: To effectively follow rules and instructions. STS: -Describe some basic rules -Listen to some basic rules -Run and move at different speeds. Input Run through expectations of behaviour in PE. Explain what PE learning is about the rules that come with indoor and outdoor PE learning.</p>	<p>Team games LI: To work as part of a team. STS: -Communicate with others -Listen to instructions -Use facial expressions and body language effectively -Make sure everyone is included  Input Explain how today we will be</p>	<p>Team games LI: To work as part of a team. STS: -Communicate with others -Listen to instructions -Move at different speeds -Make sure everyone is included  Input Explain how today we will be developing</p>	<p>Team games LI: To show collaboration with my teammates. STS: -Communicate with others -Listen to instructions -Copy partners movements -Participate in competitive activity -Make sure everyone is included Input Reflect on prior learning involving listening and</p>	<p>Team games LI: To work as part of a team STS: -Communicate with others effectively -Listen to instructions -Take turns -Make sure everyone is included  Input Reflect on prior learning involving listening and</p>	<p>Team games LI: To work as part of a team STS: -Communicate with others -Listen to instructions -make sure everyone is included -When faced with challenging situations, solve them with friends. Input Reflect on learning from the term so far and the games that have been played.</p>	<p>Team games LI: To reflect on the term's learning. STS: -Communicate with others -Listen to instructions make sure -Discuss situations that are challenging Input Reflect on learning from the term so far and the games that have been played. What have you learnt?</p>







	<p>(Mindmap on board) Explain how today we will be developing our listening skills through practising how to follow instructions.</p>  <p>Main activity Traffic Light Game Red- Stop Yellow - Walk Green - Run Plenary What values have we shown today? Can you share with your shoulder partner?</p>	<p>developing following instructions and working with other children. Reflect on prior knowledge of rules to follow during an outdoor PE lesson. Main activity Children to move around the space and when you call 'find a friend' they must run into a hoop with somebody else and say 'Hello, I'm...' Encourage children to do this in friendly way and focus on body language/facial expressions that we show. Continue playing until there are up to 5 people sharing a hoop. Mini Plenary: What can I do if I see someone is in a hoop by themselves? If there is no room left in our hoop, what could we do</p>	<p>following instructions and working with other children. Reflect on prior learning and the challenges we faced when more people wanted to join our 'friendship' hoop. Warm up Traffic Light Game Red- Stop Yellow - Walk Green - Run Main activity Put hoops out again and this time when children run around, teacher can call out the different colours for the hoops and place either their hand or foot in. Children must run to those hoops and place either a foot or hand in the respective colour. Look to see which children are making good choices and being 'friendly' towards one another.</p>	<p>following instructions carefully. Warm up Mirroring Game Children get into pairs. Choose one partner to start doing various motions. They can kick, move their arms, spin around, or do any other motions. The child's partner will try to mirror their motions. You can set a time limit and when the time is up, the partners can trade places and the child who was doing the mirroring can start doing the motions. Main Activity Children to work in 3s or 4s. Provide them with hoops or spots that they can stand on/in. Today it will be their challenge to move from one side of the playground to the other. they will</p>	<p>following instructions carefully. Warm up Crossing the River Children line up at one end of the River Bank (End line) and have to move across to the other river Bank (Opposite End Line) without getting caught by the tagger (fish). If a child gets tagged, the become a tagger. Taggers must always start on the middle line (Half way between the two end lines). If they tag off the middle line, the catch does not</p>  <p>count.</p>  <p>Main activity Split children into groups of 4</p>	<p>What have you learnt? Warm up Traffic Light Game Red- Stop Yellow - Walk Green - Run Activity 1 Bean Activity Runner bean - children run Jumping bean - children jump Broad bean - stretch up really tall Baked bean - lay on the floor in a ball Jelly bean - shake around like jelly Chilli bean - shiver and shake Frozen bean - children freeze on the spot focus on listening skills Activity 2 Line the group up and ask the group to rearrange themselves in to height order, shoe size, name order, etc...Use a line on the floor or gym</p>	<p>Refer back to rules mind map created at the beginning of the term and reflect on the term's learning</p> <p>Children can choose activities that they have most enjoyed this term to participate in.</p>
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		<p>to make sure everyone fits in and is not left out? (put one foot in hoop not two)</p>  <p>Plenary How have you followed instructions today? Have you treated your friends fairly?</p>	<p>Continue to do activity, calling out a range of different activities for the children to follow. The speed that the children are moving in can also change.</p>  <p>Plenary How have you followed instructions today?</p>	<p>need to get into a line and gradually pass the hoop/spot along to the person at the front of the line to lay down, so that they can gradually move forward. if one person steps outside of the hoop or off of the spot, then they must start again! This game is all about communicating and listening to one another. They could also race against another team after practising.</p>  <p>Plenary Children to reflect on how their team worked together. How could they further improve?</p>	<p>put a hula hoop in the middle of the square they are standing in. fill the hoop with bean bags. They must take it in turns to run out and pick up a bean bag and place it in their own hoop. Once they have done that, the next person can go. Keep going until all of the beanbags are gone from the middle. Count beanbags in own hoop to determine winner.</p>  <p>Plenary How did you communicate with one another? How did you take it in turns?</p>	<p>benches for this task depending on ability of the group.</p> <p>Remind children about the rules and the importance of listening to one another and communicating with one another. They must not argue, as they will have to start again. this is a very challenging activity, so you may need to redo it multiple times.</p>   <p>Plenary Children to reflect on how their team worked together. How could they further improve?</p>	
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Art	Freeflow	<p>L1: To create your own mood colour strip.</p> <p>Introduce the concept of a Mood Colour strip (could link with Colour monster or even the film Inside Out)</p> <p>Teacher to provide images from the book and discuss the use of blues/blacks throughout.</p> <p>Teacher to model painting a blue strip. Start with normal blue in the middle and add black gradually to make the colour darker on the left and add gradually to make the colour lighter on the right.</p> <p>Children to create their own blue strip on their paper first.</p> <p>After, discuss the different colours</p>	<p>L1: To explore different shades of blue by creating a vertical strip collage.</p> <p>Introduce idea of a strip collage and show children examples. Explain that they are made by vertically layering strips of paper/fabric/image s on top of one another.</p> <p>Pictures from the book - chopped up into strips.</p> <p>Different textures, colours of paper to be chopped up in strips too.</p> <p>Children to create their own collage vertically using the strips of the pages of the books and the fabric/texture/ coloured paper.</p> <p>Focus on the use of midnight blue colours.</p>	<p>L1: To explore different shades of blue with the use of indian ink mark making.</p> <p>Introduce inks to the children and explain how they are used. Explain that using inks are very different to holding a paintbrush or pencil, you have to be quite loose with them. You need to make loose patterns and explore different lines e.g. curved lines zigzag scribbling thick and thin lines</p> <p>Teacher to model this explicitly first , ensuring the children are confident. This may need to be done in a small focus group whilst the children are</p>	<p>L1: To create a colour wash.</p> <p>Use of prior learning to discuss different shades of blues. Children use watercolours to create their own midnight blue back ground. Either starting with dark shades at the top fading down or the other way around.</p> <p>(When this has dried, children can carefully splatter some white/silver stars gently on their paper.- you may decide to leave this until after the next lesson as the children will be inking on top of their colour wash)</p> <p>It is important that the children take their time to create</p>	<p>L1: To explore different shades of blue using indian ink mark making.</p> <p>On top of the children colour washes, they can use the indian inks to create patterns e.g. curly lines zigzag thick lines thin lines</p> <p>This lesson is a finishing off lesson to ensure the children are ready to weave in order to make their final outcome.</p> <p>The colour washes will need either shredding or just cutting into strips in preparation for the next lesson.</p>	<p>L1: To explore weaving.</p> <p>Using the pages from the books, the children's watermarks and the children's inking artwork, each child will have their own collection of strips. They will start to weave to create their final art outcome.</p> <div data-bbox="1883 839 2024 976" data-label="Image">  </div> <div data-bbox="1883 1011 2128 1212" data-label="Image">  </div> <p>weaving boards? could weave as a pair?</p>

		<p>for emotions . children can choose an emotion and and create a colour strip for that. e.g. yellow for happiness, red for anger, green for calm blue strip</p> 	 	<p>finishing their vertical collages from the previous lesson.</p>  <p>Encourage the children to use a range of different blues and black - exploring the different inks.</p> <p>https://www.ebay.co.uk/i/153647283473?chn=ps&norover=1&mkevt=1&mkrid=710-134428-41853-0&mkcid=2&itemid=153647283473&targetid=910259638509&device=c&mktype=pla&googleoc=1006960&poi=&campaignid=10199638282&mkgroupid=101938390277&rlsatarget=pla-910259638509&abclid=1145987&merchantid=115162892&gclid=EAlaIQobChMI1P-t4LB6glVTOztCh</p>	<p>their colour wash backgrounds because if they use too much water, it will soak through the paper. Teacher to model this explicitly beforehand.</p> 	 <p>example of how to weave:</p> <p>https://www.youtube.com/watch?v=Zpzx7aQ4uDM</p> <p>not a great quality video but it looks simple:</p> <p>https://www.youtube.com/watch?v=sOmYCURzd7Y</p> <p>Children may need to support one another during this activity as it is quite challenging</p> 
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Science	Freeflow	<u>Identifying Materials</u> LI: To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Children explore a range of different materials - How do they feel? What do they look like? How would you describe them? Children match names with materials. Encourage discussion on their tables by providing key questions. 	<u>Objects and Materials</u> LI: To describe the difference between an object and the material which it is made from. Children name objects that they are presented with on the table and identify the material that it is made from. Which material is it made from? How do you know? Can you compare the objects and the materials that they are made from?  Provide key questions for the children to	<u>Properties</u> LI: To describe the difference between an object and the material that it is made from. Children name objects that they are presented with on the table and to identify the material that it is made from. For example a pencil is made from wood. Writing opportunity - children to write short sentences/fill in cloze procedures e.g. The pencil is made from _____. Challenge: Children write which objects are similar/different.	<u>Sorting</u> LI: To compare and group together a variety of everyday materials. Children to have a range of materials that they must sort into groups. Can you sort them into soft/hard/rough/s smooth?  Children to fill in Venn diagram/sorting diagram associated with the materials. Differentiate these accordingly to ensure some children are provided with categories.	<u>Testing Properties</u> LI: To investigate physical properties of a variety of everyday materials. Children plan an investigation to find out which material is suitable to use to create an umbrella for one of the characters in the core text. Children to discuss each different material and its properties - Is it waterproof? How do you know? Why would an umbrella need to be waterproof? How would it protect you? Key questions displayed.	<u>Umbrella Investigation</u> LI: To perform a simple test to find out which material would be suitable to make an umbrella. Children participate in an investigation. Finding out which material is suitable to use to create an umbrella for one of the characters in the core text. Children to test each different material - Is it waterproof? How do you know? Why would an umbrella need to be waterproof? How would it protect you? Key questions displayed.

		<p>Challenge: Children discuss objects around the classroom and the materials they are made of. <i>Are they similar/different to one another? How do you know?</i></p>	<p>discuss at their tables.</p> <p>Challenge: Children discuss how they know a certain object is made from a certain material.</p>	<p>Start to group objects into piles. <i>Which ones are made from wood? Which ones are made from plastic? How do you know the difference?</i></p> 	<p>Challenge: Children think of their own categories to use to sort the materials appropriately.</p>  <p>THE BIG QUESTION</p> <p>How did you sort the materials today?</p>	<p>Children to work in small groups discuss the process of testing materials.</p>  <p><i>Which one do you predict will be the best suited?</i></p> <p>Challenge: Children write down their predictions.</p>  <p>WHAT IF...?</p> <p>What if I used paper to create my umbrella?</p>	<p>Children to work in small groups discuss the process of testing materials.</p>  <p><i>Which one is the best suited material for the umbrella?</i></p> <p>Challenge: Children write down results of their findings. The material best suited is....because...</p>  <p>AGREE, CHALLENGE OR BUILD?</p> <p>The boy said that he thinks wood would be the best material as lots of objects outside are made of wood. Do you agree, challenge or build?</p>
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