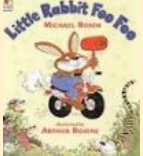




2022-2023 Termly Plan – CYCLE B

Teachers: Ms Joanie Rocha and Mrs Mandy Dawson Term: 1 Class: Robins - Year 1

Learning to live, living to learn Concept links		Autumn: Our Locality Our Christian School Vision, Get Heartsmart, Creativity, Democracy,							
Enrichment activities		Happy Hartlip Day, Outdoor Learning Day [Please insert additional activities to support enrichment]							
	Topic/ Theme	Subject concepts /foci	Step by step learning of knowledge and skills progressing towards end points:						END POINTS
			1	2	3	4	5	6	Progression and outcomes
English	Stories with Changes Little Rabbit Foo Foo - Talk for Writing Text 	Expertise Transcription Composition	Freewriting Chn to write about their holiday experiences.	To introduce Little Rabbit Foo Foo T4W text. Chn to familiarise and learn actions. Cold Write Task	Chn to learn spellings of words in T4W text. Chn to make personal word banks to support. Chn to write dictated T4W text.	Chn to write T4W text from memory.	Support chn to plan and adapt story to make it their own. Change characters and settings. Chn to make resources to support independent writing	HOT WRITE Children to write up their own version using their resources.	I can sit comfortably and write. I can form some letters correctly. I can name some of the letters from the alphabet. I can write words using GPCs that I have been taught. I can compose simple sentences.
Maths	Place Value (within 10) Number, Addition and Subtraction (within 10); Geometry; Shape; Number: Place Value (within 20)	Number Place Value Shape	Chn to sort objects in a variety of ways. (Match Objects). Concrete. White Rose.	Chn to count objects and write numbers. Pictorial. (Basket of toys, take one away, how many now) White Rose.	Chn to represent objects and numbers to 10. (Use manipulatives) Concrete and Pictorial. White Rose.	Chn to count forwards and backwards within 10. White Rose.	Support chn to identify and count one more and one less. (Use manipulatives). White Rose.	Support Chn to solve one step problems within 10. Concrete and pictorial.	I can count forwards and backwards to 10. I can count beyond 10. I can identify and represent numbers using objects or pictorial representations. I can write numbers 1 to 9. I can identify one more and one less within 10. I can solve one step problems within 10.
R.E.	Creation (God) - Why is the word 'God' so important to Christians.	God Creation	Why did God make jellyfish?	Tom and Tessa get ready for the Harvest service.	Mum's special pearls.	Tom and Tessa and the minibeasts.	Tom and Tessa - Looking after our pets.	A visit to Rawanda.	I understand why a name is important and special. I understand God is important to Christians and they respect his name. I understand that Christians believe he is the creator of the world.

Science	Summer and Autumn - Changes in Hartlip.	Seasonal Changes	Chn to look at and discuss weather symbols and to go on an autumn walk.	Chn to dress teddies for several types of weather, discuss what the weather is like that day and to role play a weather reporter.	Chn to make a model of the earth orbiting the sun. Go through twinkle PowerPoint.	Discuss day and night and why we have day and night. See BBC Bitesize - watch videos. Day and night sorting activity on twinkle.	Chn to make a thermometer box and make artificial snow for the tough trays with small world figures.	Chn to record the temperature outside at various times of the day and in groups to complete the weather report sheet on twinkle.	I can identify and explain the changes in the environment and climate between the seasons of Summer and Autumn. I know that the earth orbits the sun, and one orbit represents one year. I know that a thermometer is used to record the temperature outside. I can describe the changes in weather and temperature.
Geography (To be taught in Term 1)	Local: Our Area - places we visit, (Shops, Church, school, parks, family)	Real World engagement.	Chn to have a walk around the local area and use a tick sheet to tick of things they see. Discuss similarities and differences to the area that they live in.	Discuss human and physical features and children to complete a sorting activity.	Chn to draw/create a simple map of Hartlip with key features – e.g., school, church etc.	Chn to be given a map of the outside area designed by the teacher and see if they are able to work in groups to locate the hidden treasure.	Chn to design a map to get to an area outside and to practice giving each other directions to get there.	Chn to design their own town/village – think about their home and other types of house/buildings that there might be.	I can extend my knowledge and talk about Hartlip and its surrounding villages and towns. I can explain the physical and human features of the community where I live. I can use vocabulary. I can use simple maps. I can draw simple maps.
History (To be taught in Term 2)	Local: Our Locality - Guy Fawkes Night, Founder's Day at Hartlip.	Real World Engagement. Significant People	Term 2	Term 2	Term 2	Term 2	Term 2	Term 2	I can have an awareness of the significance of Mary Gibbon. I can have an awareness of the significance of the Gunpowder Plot. I can begin to use vocabulary such as significance, change, cause, similarities, and differences. I can begin to make a timeline.
Art & Design	Printing: David Hockney	Real World Engagements	Children to paint their own colour wheel.	Discuss David Hockney's work and go through twinkle PowerPoint.	Chn to do printing with different harvest vegetables –	Children to do leaf rubbing/leaf printing.	Children to draw a picture of their own choosing.	Chn to copy an original David Hockney painting.	I can discuss the works of David Hockney. I can select colours and mix simple colours. I can use assorted colours and tones in my own work. I can use varied materials and media to create my own artwork.

				Children to draw and paint a picture of a swimming pool.	repeated patterns.				
R.H.E.	Get Heart smart (Year 1 Curriculum)	Community and living well together Dignity and Respect	Lesson One Get Heart smart Lesson Two Power	Lesson Three Feeling Bingo	Lesson Four What goes in much come out – worms!	Lesson Five Guess Who?	Lesson Six Healthy choices	Lesson Seven Get Heart smart Reflection.	I can be confident to speak in a group and share my ideas. I can take turns in my play. I can understand how others show their feelings.
Music	The Sea Songs-under the sea Down there under the sea A sailor went to sea Listening to music about the sea/water	General musicianship through singing dancing and playing together Performing together and developing listening skills over a range of musical styles- Create a graphic score of sounds	Under the Sea from little Mermaid-warm up with instruments Down there under the sea ppt Singup Introduce call and response son	Perform stepwise pattern on tuned percussion CDE- chime bars Steps/leaps in melodies Play percussion accompaniment to 'Under the sea	Explore different types of instruments and soundmakers to recreate sounds of the sea - incorporate into song Clapping actions to 'A sailor ...'	Create a graphic score and perform it This way, that way' action song	Create new lyrics for the song and actions to make a dance	Revise work and perform	Listen to sea themed music and respond with movement. -Sing a song with a call-and-response structure. Play call-and-response music using percussion instruments. -Make up new lyrics and add movement and props for a performance
P.E.	Fundamental Movements Skills	Athletic skills Running Jumping Throwing	Obstacle race for children to complete in groups.	Practice throwing and catching in groups and with a partner. Chn to practice different types of throws.	Chn to practice jumping over cones trying not to touch them. Using floor spots/floor markers chn to practice jumping on their spot and then put several spots together and chn to practice	Perform various jumping, throwing, and catching activities. See printout for various activities.	Chn to work in groups and complete different length relay races.	Chn to practice skipping with skipping ropes. See printout for other activities for children to try.	I can run at different speeds and in different directions. I can copy basic jumping and landing patterns. I can use my body to help me jump higher I can copy different ways to throw e.g., underarm, overarm. I can use my body to help me throw for distance. I can catch with two hands.

					jumping from spot to spot.				
Computing	Using a computer- Intro to spelling shed, online games, to support learning.	Online safety Wellbeing	Discussion about online safety and how to stay safe when using a device.	Chn to practice logging onto different Apps that support learning.	Chn to practice typing and using different symbols.	Chn to learn how to correct and save their work.	Chn to practise using the online games ti support their learning.	Chn to continue using the online games to support their learning.	I tell an adult when I want to use a device. I can tell an adult if I see something I do not like. I can use the rules when using a device. I can be creative when using technology.
Languages	Classroom instructions.	To follow instructions and understanding expectations.	Chn will have opportunities to show good listening and looking throughout the day.	To discuss and make up the classroom rules.	Teachers will support the children to follow simple instructions daily.	Chn will have numerous opportunities to sit on the carpet and show good listening.	Teachers will continually refer the children to the classroom rules.	Chn will be reminded of the classroom rules, and these will be displayed for the children to refer to.	I can show good listening and looking. I can follow simple instructions. I can sit on the carpet and listen attentively. I can follow the rules of the classroom.