

Sparrow Farm Infant School - Mid Term Topic Plan - Autumn 2 - Year 1 - Build them high, build them strong!

Date	W1 2.11.20	W2 9.11.20	W3 16.11.20	W4 23.11.20	W5 30.11.20	W6 7.12.20	W7 14.12.20
English	Responding to poetry - Out and About		Descriptive writing (responding to stimulus) - The Three Little Pigs		Lighthouse keeper's lunch?	Retelling the Christmas story	Letter to Santa
Out and About The Three Little Pigs	Adjectives Correct use of full stops and capital letters Use of first person	Poetry performance Use of expression	Adjectives Figurative language Recounting a story		Recounting a story	Recounting Past tense Third person	Features of a letter - first person, 'Dear...', 'From...' etc
Phonics	Phase 5 - ea, a, Tricky words - any saw do thought	Phase 5 - ea, y Tricky words - through eyes what please	Phase 5 - ou, ch tch Tricky words - work friends want little	Phase 5 - s, ar Tricky words - mouse, once, many, Mr, Mrs	Phase 5 - eer, ur Tricky words - oh, their, laugh, laughed, over	Phase 5 - ai, oo Tricky words - home go going,	Phase 5 - air, z Phase 5 or and igh Tricky words - people, magic, school
Mathematics	Recognise and name 2D shapes. Rectangles, squares, circles, triangles.	Recognise and name 3D shapes. Cuboids, cubes, pyramids, spheres.	Number and Place Value		Number and Place Value Number - Addition	Solve one-step problems that involve addition and subtraction, including missing number problems.	
	recognise and name common 2-D shapes, including: 2-D shapes rectangles (including squares), circles and triangles]	recognise and name 3-D shapes, including: 3-D shapes cuboids (including cubes), pyramids and spheres].	Count to and across 50, forwards or backwards, beginning with 0 or 1 or from any given number.	Use the language of more than, less than (fewer), most, between,	Count in multiples of 2s to 50, forwards and backwards. Solve simple 1 step problems with addition, using concrete objects, pictorial representations.	Solve simple 1 step problems with subtraction, using concrete objects, pictorial representations. Solve Missing number problems.	Solve simple 1 step problems with addition , using concrete objects, pictorial representations. Read, write and interpret mathematical statements involving addition (+) and equals (=).
Science	Describe and compare a variety of common animal. Work scientifically to compare and contrast animals.				Identify and name a variety of common wild and garden plants,		Observe changes across the four seasons.

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				including deciduous and evergreen trees		
	Group animal according to different criteria. Pet and wild animals. animals that fly and animals that swim or walk.	Group animal according to different criteria. Animals with more than 4 legs and animals that crawl. Animals with two legs and animals that fly		Go on a 'Winter walk'. Identify changes in trees from Autumn to Winter. Key vocab: evergreen, deciduous trees. (leaf rubbings, bark rubbings - different textures)	Children sketch their own evergreen and winter trees. Name common flowers, examples of deciduous and evergreen trees. (make an autumn nature collection)	Observe and describe weather associated with the seasons and how day length varies. Looking at change in tree colour and identifying deciduous trees
Geography	Human and Physical Geography - identify city, town, village, farm, house, tower, shop, flat,					
	Look at photographs of different dwellings - name the different types of houses we live in (UK)	Look at photographs of different dwellings - name the different types of houses we live in (Abroad)	Using photographs - identify and name famous buildings around the world	Using photographs - name local buildings of interest. Why is Feltham fantastic?	Using a Local walk - name local buildings of interest. Why is Feltham fantastic?	Using photos from our local walk, draw a simple line map to show where we went. Know where we live. What is our address? What does our house look like? Can you draw your house? Which house in the class has the highest number? Using a map, which house is nearest school and who is furthest away?
R.E. The way light is used as a symbol	Recognise some religious symbols and use some religious vocabulary. Express their own experiences and feelings, recognising what is important in their own lives.					
	Why is light important in everyday life?	How and why is light used in the Hindu festival of Divali?		How and why is light used in the Jewish festival of Hannukah?		How and why is light used in the Christian celebration of Christmas?
Computing	Recognise common uses of information technology beyond school	Use technology safely and respectfully, keeping personal information private	Use technology purposefully to create, organise, store, manipulate and retrieve digital content		Use technology safely and respectfully,	Understand what algorithms are; how they are implemented as

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					keeping personal information private	programs on digital devices; and that programs execute by following precise and unambiguous instructions
	Pupils to practise writing their name using Microsoft Word.	Pupils to continue to familiarise themselves with Microsoft Word.	Internet safety.	Create a picture page on Microsoft Word.	Add captions to the pictures from previous lesson.	Internet safety. Use computational thinking to prepare for coding.
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
	Listen to and appraise 'Rhythm in the way we walk' (Reggae) by Joanna Mangona, then begin to learn the song.	Listen to and appraise 'Mars from The Planets' (Classical) by Gustav Holst.	Listen to and appraise 'Tubular Bells' (Rock mix) by Mike Oldeld.	Listen to and appraise	Listen to and appraise	Practising songs and actions for the Christmas play
P.S.H.E. Relationships	For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond.		For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.		To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid	To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others.
	How do we feel today? How do we show/tell people how we are feeling?	How do others show their feelings? How can we help if someone is feelings unhappy?	When people talk about 'behaviour' what do they mean? When have we been kind to	How does it feel to do the right thing? How does it feel to do the wrong thing?	Do we have to keep promises and secrets if someone says so? When should we tell	How do we know when someone is listening to us? What does playing nicely look like? How can we play better together? Who helps us at home or at school? How does it feel?

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			someone and how did it make them/us feel?		someone else? Who can we tell? Will we get into trouble if we tell? What should someone do or say if they are asked to keep a secret they feel unsure about?	What is it like when we play together well?	How can we help others?
D.T.			Design - Playground	Make - Playground	Evaluate - Playground	Construction techniques - How to build walls without them falling down.	
			Design purposeful, functional, appealing products for themselves and other users based on design criteria. Design playground equipment. Based on the materials of clay and straws.	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Evaluate their ideas. Evaluate the model they made using success criteria.	-Modelling building walls, houses, building, towers using real bricks, lego, construction equipment, and sometimes following instructions to create models. Construction of towers to set heights (using rulers), and creating models of famous buildings. Using and investigating real equipment used by builders. hoe, trowel, tape measure, wheel barrow, concrete mixer, safety glasses, line level, chisel, a float, hammer, hand saw.	
Art	Use sculpture/simple clay tools Creating a simple bowl and smooth surface.		Becoming proficient in drawing, painting, sculpture and craft ideas.				
	Creating clay divas, decorate creatively and add candles to light outside classrooms. Diwali inspired art - splash pictures, rangoli patterns	Diwali inspired art - splash pictures, rangoli patterns using chalk, rice, paint. Firework inspired art - scratch pictures, chalk on black paper, paints, printing	Firework inspired art - scratch pictures, chalk on black paper, paints, printing explosions, blow pictures, 3D shape rockets.	Firework inspired art - scratch pictures, chalk on black paper, paints, printing explosions, blow pictures, 3D shape rockets.	Building investigators -	Christmas inspired art - -collage snowmen, Santa, winter scene -2D shapes pictures - snowmen, Santa, elves,	

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	using chalk, rice, paint.	explosions, blow pictures, 3D shape rockets.					-3D Christmas boxes, angels, s
P.E. Indoors Dance	Developing balance, agility and co-ordination. Perform dances using simple movement patterns.						
	Counting To explore travelling actions. To be able to use counts of 8 to move in time with music.	Trees and leaves To remember and repeat actions. To respond imaginatively to a stimulus.	Pirates To copy, remember and repeat actions that represent the theme.	Pirates To copy, remember and repeat actions. To choose and perform actions that represent the theme.	The lost toy To use expression to show feelings. To create actions that relate to the story.	The lost toy To use a pathway when travelling. To remember and repeat actions.	Puddles To choose actions that represent the theme. To copy, remember and repeat actions that represent the theme.
P.E. Outdoors Sending and receiving	Master basic movements including ... throwing and catching, as well as developing ... co-ordination, and begin to apply these in a range of activities.						
	To roll a ball towards a target.	To be able to track and receive a rolling ball.	To be able to stop, send and receive a ball with your feet.	To develop sending and receiving a ball with your feet.	To develop throwing and catching skills.	To develop throwing and catching skills.	To send and receive a ball using a stick.
Special Events	5.11 Guy Fawkes Night	Diwali Celebrations 14.11.20	11.11 Remembrance Day		St. Andrew's Day Guru Nanak's Birthday	Advent/Christmas	Advent/Christmas