

St Mary's Medium Term Planning



Year group: 1 **Term:** Autumn 2 **Topic:** Toys Over Time

Literacy

BOOK FOCUS!

- **Lost and Found**
- **Stick Man**
- **Toys and Games**

Caption Writing – RWInc Stimulus

Retelling the Story – Lost and Found

Immerse

Find the penguins in the playground.

Analyse

Explain 'What makes a good reader'.

Being encouraged to link what they read or hear read to their own experiences.

Discussing the significance of the title and events.

Making inferences on the basis of what is being said and done.

Predicting what might happen on the basis of what has been read so far.

Becoming very familiar with key stories, retelling them and considering their particular characteristics

Skills

Joining words and joining clauses using 'and' and 'but'.

Leaving spaces between words.

Beginning to punctuate sentences using a capital letter and a full stop.

Suffixes that can be added to verbs where no change is needed in the spelling of root words.

Plan, Do, Review

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Sequencing sentences to form short narratives. capital letters, finger spaces and full stops.

Report about a toy from the past – Toys and Games**Immerse**

Hidden toys from the past around school.

Analyse

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Discussing word meanings, linking new meanings to those already known.

To understand how non-fiction books are structured.

Skills

Use relevant strategies to build their vocabulary.

Give well-structured descriptions.

How words can combine to make sentences.

Using verbs in simple sentences.

Using -er and -est where no change is needed in the spelling of root words [for old, older, oldest].

Plan, Do, Review

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Sequencing sentences to form short narratives.

Thank you letter to Santa – Stick Man**Immerse**

Special delivery into class.

Analyse

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Sequencing sentences to form short narratives. characteristics..

Skills

Participate in performances and roleplay.
Introduction to exclamation marks to demarcate sentences.
Capital letters for names and for the personal pronoun.

Plan, Do, Review

Saying out loud what they are going to write about.
Composing a sentence orally before writing it.
Sequencing sentences to form short narratives.

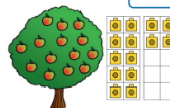
Maths

Numbers to 20.

Addition and Subtraction within 20 Time.

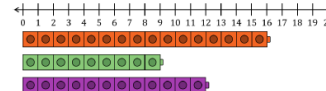
Year 1 Unit 4: Numbers to 20 (2 weeks)

- Before you start...
- Complete the Pre-Unit Quiz to assess pupils on the required pre-requisite knowledge and address any gaps.
 - This is the first time pupils use numbers beyond ten. Consider how confident they are in recognising, counting, ordering, writing and comparing numbers to ten.
 - Can pupils use objects and number lines to count?
 - Do pupils understand the concepts and vocabulary for comparing, such as equal to, more/less than, most/least?
 - Can pupils double and halve numbers within ten?



This unit consists of nine lessons and a consolidation lesson. Lessons with similar objectives have been grouped together below. However, these lessons are designed to be taught in numerical order as they build on the concepts from the previous lesson.

$$11 = 10 + \quad$$



Counting and recognising numbers to 20

- L1: Count from one to 19 and match different representations to them
- L2: Identify numbers to 20 by first counting to ten and then counting on

Pupils build on their understanding of numbers to ten. They count and name the tricky 'teen' numbers. They need encouragement to develop a systematic approach to counting, progressing from 'count all' to 'counting on from ten'. Pupils should be supported to see numbers between ten and 20 as 'ten and a bit more' by making groups of ten with cubes, beads and ten-frames as well as circling groups of ten in pictorial representations.

? How do the representations support pupils in seeing how the pattern of successive numbers is being built up?

Comparing and ordering numbers to 20

- L3: Position numbers to 20 on a number line
- L5: Compare numbers within 20
- L6: Compare and order three or more numbers within 20

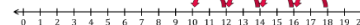
Pupils use concrete, pictorial and abstract representations to compare numbers. Using cubes, number lines, ten-frames and bead strings, they focus on the composition of 'teen' numbers, building a foundation for understanding place value. They develop the vocabulary for comparing, such as, before, after, more, less, equal, greater than, fewer, smaller, smallest, greatest.

? What opportunities will you provide to support pupils to make connections between the concrete and abstract numbers being compared?

Complete the Post-Unit Quiz to assess pupils on the unit's key learning. Use the results to plan any further consolidation, interventions or Maths Meeting content.

Articles from NRICH
The articles below provide insight into place value and the importance of developing a strong sense of ten and 'unitising'.
[Place Value: The Ten-ness of Ten](#)
[Place Value as a Building Block](#)

Possible misconceptions: The 'teen' numbers are tricky. Pupils will need to be explicitly taught the numbers and matching number names from eleven to twenty. They need to see that they do not always follow a regular pattern – six becomes sixteen but three becomes thirteen. The homophones need pointing out, so they hear and see the difference between thirteen and thirty.



Doubling and halving numbers

- L8: Double and halve numbers within 20

Pupils use concrete representations and one to one correspondence to double and halve sets of objects. These are taught together to link doubling and halving as inverse operations. A real-life context of 'buy one get one free' supports pupils to begin to get a sense of the concepts which will be revisited later in the year.

? Which language structures will consolidate the concepts of doubling and halving?

Identifying number patterns

- L7: Identify and continue number patterns
- L9: Understand odd and even numbers

Pupils deepen their understanding of patterns in our number system and explore similarities and differences. Pupils need modelling to generalise that in increasing patterns the numbers become greater in value, and in decreasing patterns the numbers become smaller in value. The use of concrete and pictorial representations emphasises these patterns, such as arrows on a number line and towers of cubes.

? Which concrete resources will have the greatest impact on creating the building blocks of seeing increasing and decreasing patterns?
? What opportunities will pupils have to talk about patterns and share their reasoning?

Identifying one more and one less and using the appropriate language to compare

- L4: Say one more or one less than a number within 20

Pupils use cubes, number lines and bead strings to develop fluency and use counting on to 20 and back and their knowledge of before and after. Pupils apply their learning around 'ten and a bit more' from Lessons 1 and 2 when reasoning why numbers are one more or one less than others. Pupils use the previously learnt approach of 'counting on from ten' when comparing numbers. Pupils need encouragement to see the pattern that 'one more is added each time'.

? Which types of indoor and outdoor activities and transitions will encourage pupils to consolidate counting on and back from any number?

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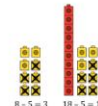
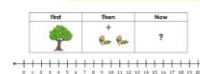
Year 1 Unit 5: Addition and subtraction within 20 (2 weeks)

- Before starting:**
- Complete the Pre-Unit Quiz to assess pupils on the required pre-requisite knowledge and address any gaps.
 - How familiar are pupils with part-whole relationships for combining and partitioning numbers?
 - Are pupils able to recognise the numbers and count on and back from 10 to 20?
 - What time is needed to develop fluency with recall of number bonds to ten through Maths Meetings and transitions?



The Big Picture for this unit is Eves getting lost ready for Christmas. This provides a context for some of the maths stories in the unit.

Progression in Calculation
This document provides useful guidance on the progression and reflection change structures for additive reasoning.



Addition and subtraction using counting on and back

L1: Add by counting on
L2: Subtract by counting back
Pupils are introduced to the 'change' additive structure of augmentation (increasing) and reduction (decreasing) for addition and subtraction using a story setting. They will build on their idea of 'adding on' or 'taking away' one number to or from another and should be encouraged to make links between the inverse relationship of addition and subtraction. The first, then, now pictorial model for their change stories supports reasoning and provides linguistic scaffolding to write abstract equations. Conceptual understanding is further developed using number lines and a number track to count on or back, supporting pupils to create a mental image of the process which they can apply to later lessons.

- What does each representation stress and grove to support pupils' conceptual understanding of addition and subtraction?



Pupils may benefit from additional time exploring the various strategies for addition and subtraction learnt in this unit. A consolidation lesson could be useful before Lesson 8.

Addition and subtraction using known facts

L3: Add a 1-digit number to a teens number using known facts
L4: Subtract a 1-digit number from a teens number using known facts

Pupils continue to use 'first, then, now' maths stories alongside cubes to understand and model operations before writing and solving related equations. Encourage pupils to develop efficient strategies for addition and subtraction, focusing on reasoning how to use known bonds within 10 to derive bonds within 20.

- How does the suggested sequence of learning develop pupils' conceptual understanding?
- What questions and prompts will provide the intended mathematical thinking?



Place Value as a Building Block
This article from NCSH provides insight into place value and the importance of developing a strong sense of 'ten' and 'uniting'.
<https://www.ncsh.org.uk/2020/05/10/place-value-as-a-building-block/>

Application of addition and subtraction strategies

L5: Apply mathematical models and strategies for addition and subtraction

Through a real-life situation of passengers getting on and off a bus, pupils will learn to create mathematical models to make sense of mathematical problems. They use concrete representations as well as pictorial and abstract markings. This exploratory activity will be an opportunity to build on and apply the strategies learnt in this unit. It is also used as an opportunity to assess which pupils are beginning to use number bonds.

- What is the intended thinking for learners to engage with? How will this be modelled?
- What opportunities will pupils have to reflect on the types of thinking they have done and the choices they have made?

Video: The Make Ten strategy

Addition and subtraction using the 'Make ten' strategy

L5 & L6: Use the 'Make ten' strategy to add two 1-digit numbers
L7 & L8: Use the 'Make ten' strategy to subtract a 1-digit number from a teens number

Pupils will explore adding two 1-digit numbers where the total is a teens number, by using the 'Make ten' strategy to bridge through ten before applying the 'Make ten' strategy to subtract a 1-digit number from a teens number. Watch the video to ensure you are confident in modelling this for pupils. Throughout, pupils apply their knowledge of number bonds and partitioning within ten, many pupils will still be developing these skills and therefore the use of concrete and pictorial representations should be modelled to develop their conceptual understanding.

- What are the underlying ideas in applying the 'Make ten' strategy? What prompts and support will pupils need to apply these ideas?
- What opportunities will pupils have to discuss their strategies and representations to verbalise their mathematical reasoning?

Year 1 Unit 6: Time (2 weeks)

- Before you start...**
- Complete the Pre-Unit Quiz to assess pupils on the required pre-requisite knowledge and address any gaps.
 - Consider what experiences pupils have had with describing time and chronology in everyday language.
 - How have Maths Meetings and daily routines been used to discuss time?



Consider the ways in which you use colloquial language for time in your classroom, and how this may impact on pupils' understanding. Phrases like 'in a minute' or 'just a second' can mean different things in different situations.



The time is seven o'clock because the minute hand is pointing straight up and the hour hand is pointing at the seven.
The time is half past twelve because the minute hand is pointing straight down and the hour hand is halfway between twelve and one.

Video: Time, minutes and seconds

There is one consolidation week within the unit and a may wish to use this to consolidate or deepen understanding of reading a clock.

Using language and units of time

L1: Know and order the months of the year
L2: Sequence events in chronological order
L3: Understand that time can be measured in minutes and seconds

Pupils begin by learning and ordering the months of the year, making use of ordinal numbers (January is first, February is second) and positional language (February comes before March and after January) to develop an understanding of the order. Through discussion, they recognise the cyclical nature of the months. Charting months of the year beginning at different starting points is a good way to secure this understanding. In Lesson 2, the chronological language is applied to sequencing events across a day, developing an understanding of social time. In Lesson 3, pupils are introduced to minutes and seconds as units for measuring time. Pupils learn that a minute is 60 seconds in length and discuss activities which may take more/less than one minute. This is an opportunity to explore colloquial language such as 'a second'. Through practical activities, pupils gain a sense of how long a minute is, as well as the duration of 20 seconds.

- What misconceptions may pupils have about the length of one minute? How might you address these?
- How can you make use of what pupils already know about sequencing time?

Reading a clock: o'clock and half past

L4: Read and write the time: o'clock
L5: Read the time: half past
L6: Read the time: o'clock and half past

Pupils are introduced to an analogue clock face, preferably using a geared clock. Through careful modelling and opportunities to practise and repeat, pupils recognise the minute hand (the longer hand) and the hour hand (the shorter hand) and recognise the position of the hands to show a specific hour, using o'clock. Through comparison of clocks in Lesson 5, they identify the position of the hands showing half past and use the phrase 'halfway between' to recognise the hour. Again, pupils should have multiple opportunities to see and represent different times, and further opportunities for this are provided in Lesson 6.

- Consider what adaptations you may need to make to examples and activities in order to develop understanding for all pupils.

Tricky topic, time
The concept of time and reading an analogue clock is tricky for many people to grasp, particularly when digital representations are more prevalent. You may find that not all pupils grasp reading and writing the time at this point in the year. Consider how you can make it a regular feature of your day, making use of visual timetables. Maths Meetings and opportunities to connect the time to events. The more exposure to analogue time pupils have, the more likely they are to secure this understanding. See [this link](#) for further ideas.



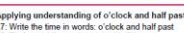
Complete the Post-Unit Quiz to assess pupils on the required pre-requisite knowledge and address any gaps.

Exploring position, direction and movement

L9: Describe whole, half and quarter turns clockwise and anti-clockwise

Pupils have explored positional and directional language including right and left in a previous unit, and are now introduced to half turns and whole turns before considering quarter turns. Multiple opportunities should be provided for pupils to practically turn to explore this movement as well as attaching this movement to the hands of a clock, using clockwise and anti-clockwise.

- What opportunities can you provide for pupils to program toys or ICT equipment?



Applying understanding of o'clock and half past

L7: Write the time in words: o'clock and half past
L8: Explore adding on hours and half hours

Pupils have opportunities to connect the analogue representation of time with sequencing and writing time in Lesson 7, considering which activities are done at different times of the day. Lesson 8 provides opportunities for pupils to add hours or half hours to times through playing a game, consolidating the skills developed in earlier lessons.

- What representations will you use to support conceptual understanding of adding hours and half hours?

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Science	<u>Autumn and Winter</u>	
	Lesson 1 What are the four seasons?	• There are four seasons in the year. • The seasons are autumn, winter, spring, and summer. • There are different months in each season. Working scientifically • Present data as a collage.
	Lesson 2 What is the weather like in autumn?	• We can use symbols to show what the weather is like. • Weather forecasts tell us what the weather is going to be like. • In autumn, it gets colder and the weather can be sunny, cloudy, windy, and rainy. • In autumn, we need to wear clothes that keep us warm. Working scientifically • Ask relevant questions and use different types of scientific enquiries to answer them. • Record findings using simple scientific language, drawings, and labelled diagrams. • Use results to draw simple conclusions and make predictions.
	Lesson 3 What happens to plants and animals in autumn?	• In autumn, we can see many changes in the world around us. • Leaves change colour and fall from the trees. • We can see lots of berries and nuts. • Some birds migrate to warmer places, and some animals store food for the winter. Working scientifically • Make careful observations. • Report on findings from enquiries, including oral and written explanations.
	Lesson 4 How does the weather change from autumn to winter?	• The temperature gets colder from autumn to winter. • Some trees lose their leaves and become bare. • The days get 'shorter', meaning that in winter we get fewer hours of daylight during our usual 24-hour day. Working scientifically • Present data as a pictogram.

		Report on findings from enquiries, including oral and written explanations.	
	Lesson 5 What is the weather like in winter?	- In winter, the weather gets much colder. - It sometimes snows in winter, but not always. - We need to wear warm clothes in winter, to keep ourselves warm. Working scientifically - Ask relevant questions and use different types of scientific enquiries to answer them. - Present data as a weather map. - Use results to draw simple conclusions and make predictions.	
	Lesson 6 What happens to animals in winter?	- In winter, some animals change the way they act. - Some animals hibernate for the winter. - Some animals stay near their homes. - Some animals are still active in winter. Working scientifically - Record findings using simple scientific language, drawings, and labelled diagrams. - Present data as a chart.	
History/Geography	<u>Toys Over Time</u>		
	Lesson 1 What different types of toys are there?	- There are different types of toys. - Toys can be put into groups based on what they are like.	
	Lesson 2 Can I describe my favourite toy?	- Toys look and feel different. - Toys are special for different reasons.	
	Lesson 3 Which toys did our grown-ups play with?	- The past is something that has already happened. - Some toys from the past are like toys we play with today.	

	Lesson 4 How do we know that some toys are from the past?	• Toys from the past and modern toys are similar in some ways. • Toys from the past and modern toys are different in some ways.											
	Lesson 5 How are toys today different from toys in the past?	• The materials toys are made from have changed over time. • Toys have become safer and stronger.											
	Lesson 6 Can we put toys in order?	• A timeline shows when things happened. • Some toys have always been popular but have changed over time.											
Art/Design Technology	<u>Drawing – Make Your Mark:</u> Pupils who are secure will: - Show knowledge of the language and literacy to describe lines. - Show control when using string and chalk to draw lines. - Experiment with a range of mark-making techniques, responding appropriately to music. - Colour neatly and carefully, featuring a range of different media and colours. - Apply a range of marks successfully to a drawing. - Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.												
Computing	<u>iAlgorithm</u> <table><tr><td>iFollow</td><td> ★ understand what algorithms are; how they are how implemented as programs on digital devices </td></tr><tr><td>isilly</td><td> ★ understand that programs execute by following precise and unambiguous instructions ★ use logical reasoning to predict the behaviour of simple programs ★ create and debug simple programs ★ recognise common uses of information technology beyond school </td></tr><tr><td>iSay</td><td> ★ understand that programs execute by following precise and unambiguous instructions ★ create and debug simple programs </td></tr><tr><td>iBuild</td><td> ★ understand that programs execute by following precise and unambiguous instructions ★ use logical reasoning to predict the behaviour of simple programs ★ create and debug simple programs </td></tr><tr><td>iCompose</td><td> ★ understand that programs execute by following precise and unambiguous instructions ★ use logical reasoning to predict the behaviour of simple programs ★ create and debug simple programs </td></tr></table>			iFollow	★ understand what algorithms are; how they are how implemented as programs on digital devices	isilly	★ understand that programs execute by following precise and unambiguous instructions ★ use logical reasoning to predict the behaviour of simple programs ★ create and debug simple programs ★ recognise common uses of information technology beyond school	iSay	★ understand that programs execute by following precise and unambiguous instructions ★ create and debug simple programs	iBuild	★ understand that programs execute by following precise and unambiguous instructions ★ use logical reasoning to predict the behaviour of simple programs ★ create and debug simple programs	iCompose	★ understand that programs execute by following precise and unambiguous instructions ★ use logical reasoning to predict the behaviour of simple programs ★ create and debug simple programs
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PE

Gymnastics

Key Skills

- Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll
- Social: respect, collaboration, sharing, work safely
- Emotional: confidence, self regulation, perseverance
- Thinking: comprehension, select and apply action, creativity

Sending and Receiving

Key Skills

- Physical: roll, throw, catch, track, kick, receive with feet, send with racket, balance
- Social: support others, communication
- Emotional: determination, honesty, independence
- Thinking: comprehension, select and apply skills

RE

Prophecy and Promise

Hear

By the end of this unit you will have encountered the following texts:

- The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38)
- The Visitation (Lk 1:39-45)
- The Birth of Jesus (Lk 2:4-8)
- The Visit of the Shepherds (Lk 2:8-20)

Celebrate

By the end of this unit of study, you will know:

- We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary.
- Hear and begin to join in with the words of the Hail Mary.
- Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God.

Believe

By the end of this unit of study, you will know that the Church teaches:

- Because God loves us, he gave us his only

Live

By the end of this unit of study, pupils will know that the Church teaches:

- How Catholics around the world show

Spanish	
Music	
RSE	<u>Created and Loved by God:</u> <u>KS1 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</u> <u>Session 1 - Over five days, children will hear and experience the Gospel story of Jesus welcoming little children to Him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love. These daily sessions contain teaching and time for spiritual development and emotional learning which underpins the entire Life to the Full programme, so proper time and space should be allowed for them.</u> <u>Session 2 - We are created to grow, change and learn, not least about the love of God and how we can share it with others. There can be joy in every stage of life! The session then moves to looking at the specifics of the human life cycle, and children will be encouraged to celebrate how they have already changed and grown.</u> <u>Session 3 - The previous session in this unit considered how God created us to follow the human cycle of life, and we are loved by Him at every stage. This session builds on this foundation by introducing the beginning and ending points of the human life cycle: birth and death, the latter of which is the main focus of the session.</u>

Immersive
Events/Visits/Vistors
etc

Pantomime at Cast