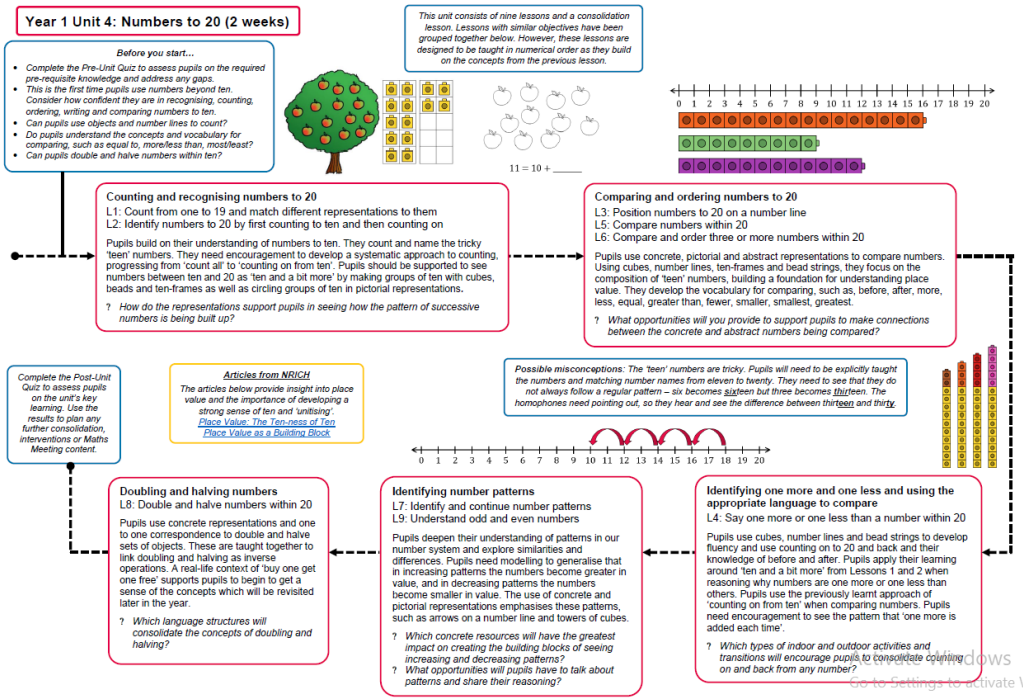
St Mary's Medium Term Planning

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 5: Addition and subtraction within 20 (2 weeks)

Before starting:

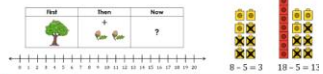
- *Complete the Pre-Unit Quiz to assess pupils on the required pre-requisite knowledge and address any gaps.*
- *How familiar are pupils with part-whole relationships for combining and partitioning numbers?*
- *Are pupils able to recognise the numbers and count on and back from 0 to 20?*
- *What time is needed to develop fluency with recall of number bonds to ten through Maths Meetings and transitions?*



The Big Picture for this unit is 'Elves getting toys 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 Augmentation and Reduction 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 ignore to support pupils' conceptual understanding of addition and subtraction?*

Place Value as a Building Block

This article from NRICH provides insight into place value and the importance of developing 'a strong sense of ten' and 'unitising'.

http://nrich.maths.org/10768



First	Then	Then	Now
6	7	7	17

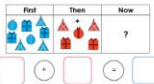
Pupils may benefit from additional time exploring the various strategies for addition and subtraction learnt in this unit. A consolidation lesson could be useful before Lesson 9.

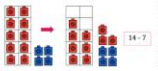
Addition and subtraction using known facts

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 scenarios 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 provoke the intended mathematical thinking?*





Application of addition and subtraction strategies

L9: 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 could be 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 teen 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 those ideas?*
? *What opportunities will pupils have to discuss their strategies and representations to verbalise their mathematical reasoning?*

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.

Activate Windows
Go to Settings to activate

Year 1 Unit 6: Time (2 weeks)

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.

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?*





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 models and images

There is one consolidation lesso within the unit and y may wish to use this continue to consolid or deepen understan 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 'wait 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

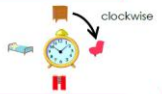
L4: Read and write the time: o'clock
L5: Read the time: half past
L6: Read the time: o'clock and half past

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 article for further ideas.





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?*

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?*

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.

Activate Window
Go to Settings to activ

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	**Toys Over Time**	
	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.

<table>
<tr><td></td><td>
<table>
<tr><td>Lesson 4
How do we know that some toys are from the past?</td><td>• Toys from the past and modern toys are similar in some ways.
• Toys from the past and modern toys are different in some ways.</td></tr>
<tr><td>Lesson 5
How are toys today different from toys in the past?</td><td>• The materials toys are made from have changed over time.
• Toys have become safer and stronger.</td></tr>
<tr><td>Lesson 6
Can we put toys in order?</td><td>• A timeline shows when things happened.
• Some toys have always been popular but have changed over time.</td></tr>
</table>
</td></tr>
<tr><td>Art/Design Technology</td><td><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.</td></tr>
<tr><td>Computing</td><td>
<table>
<tr><td>Introduction to Purple Mash 3 lessons
This unit introduces Purple Mash, and the essential knowledge and skills required for the Year 1 units. Children will learn about 2Dos, saving work and navigating to key areas.
• Logging in and out of Purple Mash
• Opening and using 2Dos
• Saving work in the Work area</td><td>Creative Computing 4 lessons
Children develop their mouse, keyboard and basic computing skills using creative tools. Children will use the 2DIY tools to paint, create jigsaws and make simple drag and drop games.
• Making digital art
• Making and sharing jigsaws
• Making a drag and drop game</td></tr>
</table>
</td></tr>
</table>

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

<table>
<tr><td>RE</td><td><u>Prophecy and Promise</u>
<table>
<tr>
<td><u>Hear</u>
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)</td>
<td><u>Celebrate</u>
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.</td>
</tr>
<tr>
<td><u>Believe</u>
By the end of this unit of study, you will know that the Church teaches:
Because God loves us, he gave us his only Son, Jesus.
God called Mary to be the mother of his Son, Jesus.
Mary said 'Yes' to God's call.
Angels bring God's message and are a sign that Jesus is the Son of God.
The stories about Jesus are in a special book called the Bible.</td>
<td><u>Live</u>
By the end of this unit of study, pupils will know that the Church teaches:
How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music.
How Christians in their local community celebrate the birth of Jesus.</td>
</tr>
</table></td></tr>
<tr><td>Spanish</td><td></td></tr>
<tr><td>Music</td><td></td></tr>
<tr><td>RSE</td><td><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></td></tr>
</table>

	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. **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.**
Immersive Events/Visits/Vistors etc	Pantomime at Cast