

## Medium Term Plan – Autumn 1

Topic Focus: Me, Myself and I

Subject	Learning Objectives	Activity Ideas
English	<p><b>Handwriting -</b></p> <ul style="list-style-type: none"><li>● To form lower-case letters of the correct size relative to one another.</li><li>● To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another.</li><li>● To write digits of the correct size, orientation and relationship to one another.</li></ul> <p><b>Composition -</b></p> <ul style="list-style-type: none"><li>● To write narratives about personal experiences and those of others (real and fictional).</li><li>● To write about real events</li><li>● To plan or say out loud what they are going to write about</li><li>● To write down ideas and/or key words, including new vocabulary</li><li>● To encapsulate what they want to say, sentence by sentence.</li></ul> <p><b>Vocabulary, grammar and punctuation-</b></p>	<ul style="list-style-type: none"><li>- Alexis Deacon– Beegu</li><li>- Handwriting sessions (focus on easy letters – letter join)</li><li>- Retell story</li><li>- Story Mountains</li><li>- Summer News – recounts</li><li>- Super self, create and write about personal superhero, on an adventure.</li><li>- What makes me, me!</li><li>- Role Play – familiar stories, characters.</li><li>- Writing about significant figures (Roy Lichtenstein)</li><li>- Daily story time – reads focusing on author of the month</li><li>- Non-fiction books on the body</li><li>- Comprehension – guided reading</li><li>- Skill based activities (nouns/Proper nouns, adjectives, verbs and adverbs)</li><li>- Punctuation based activities</li></ul>

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	<ul style="list-style-type: none"><li>• To use both familiar and new punctuation correctly, full stops and capital.</li><li>• To use the present and past tenses correctly and consistently, including the progressive form</li><li>• To begin to use <b>expanded noun phrases to describe and specify</b> [for example, the blue butterfly]</li><li>• To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li></ul> <p>Spelling -</p> <ul style="list-style-type: none"><li>• To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</li><li>• To learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li></ul> <p>Reading</p> <ul style="list-style-type: none"><li>• discussing the sequence of events in books and how items of information are related</li><li>• To become increasingly secure with and retelling a familiar story.</li><li>• To be introduced to non-fiction books that are structured in different ways</li></ul>	
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	<ul style="list-style-type: none"> <li>• To participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>	
<p>Mathematics</p>	<p>Number</p> <ul style="list-style-type: none"> <li>• To recognise the place value of each digit in a two-digit number (10s, 1s)</li> <li>• To read and write numbers to at least 100 in numerals and in words</li> <li>• To compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> sign.</li> <li>• To count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</li> </ul> <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> <li>• To add and subtractions numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number, a two-digit number and 10s, 2 two- digit numbers.</li> </ul> <p>Multiplication and Division</p> <ul style="list-style-type: none"> <li>• To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li> </ul>	<ul style="list-style-type: none"> <li>- 100 square</li> <li>- Partitioning numbers</li> <li>- Ordering and comparing numbers</li> <li>- Odd one out problems</li> <li>- True or false problems</li> <li>- Crocodile signs (greater than less than symbols)</li> <li>- Addition and subtraction activities – tens and ones</li> <li>- Writing numbers</li> <li>- Identifying value of coins</li> <li>- Money activities</li> <li>- Multiplication and division activities</li> <li>- counting in 2s,3s,5s and 10s</li> <li>- Counting games and activities</li> <li>- Fraction activities</li> </ul>

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	<p>Money</p> <ul style="list-style-type: none"> <li>• To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> </ul> <p>Fractions</p> <ul style="list-style-type: none"> <li>• To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• To write simple fractions for example, <math>\frac{2}{6} = \frac{1}{3}</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</li> </ul>	
Science	<ul style="list-style-type: none"> <li>• To notice that animals, including humans have offspring which grow into adults.</li> <li>• To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>- Lifecycles of humans</li> <li>- Needs of humans, water/food/air</li> <li>- Healthy/balanced diet, healthy living including hygiene. (balanced plate)</li> <li>- Human Body – Muscles, Organs and Bones</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• To use technology safely and respectfully</li> <li>• To use technology to retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>- AUP</li> <li>- Research Roy Lichtenstein</li> <li>- Using google maps, birds eye view of walk.</li> </ul>
Art and Design	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>- Roy Lichtenstein, self-portrait pop art</li> <li>- Fact file on Roy Lichtenstein</li> </ul>

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	<ul style="list-style-type: none"> <li>• To use drawing to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the style of portraits to more realistic portraits by other artists. (Pablo Picasso)</li> </ul>
Design Technology	<b>Not Applicable this half term</b>	
History	<ul style="list-style-type: none"> <li>• To recognise significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Nathaniel Newton – Quakers</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>• To use basic geographical vocabulary to refer to key human features.</li> <li>• To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>- Walk to Michael Drayton</li> <li>- Create Map</li> <li>- Look at features of environment, physical and human.</li> <li>- Where Hartshill is within the United Kingdom, label this on a map of the UK, alongside labelling countries within the UK.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• To play tuned and untuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning a bank of new Year 2 songs</li> <li>- Exploring pitch and rhythms</li> </ul>

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	<ul style="list-style-type: none"><li>• To listen with concentration and understanding to a range of high-quality live and recorded music.</li></ul>	
Physical Education	<ul style="list-style-type: none"><li>• To lead an active and healthy lifestyle.</li><li>• To master basic movements, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li></ul>	<ul style="list-style-type: none"><li>- Heart rate and pulse, looking at differences between rest and exercise.</li><li>- Muscles, names, location and purpose.</li><li>- Importance of exercise (See science)</li></ul>
Religious Education	<ul style="list-style-type: none"><li>• To understand what a Muslim is.</li><li>• To understand what a Muslim believes.</li></ul>	<ul style="list-style-type: none"><li>- Through discussion, books, artefacts, research; learn about the Muslims and the beliefs within their religion.</li></ul>