

**At Knights Enham Schools we provide...**

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

**'Together We Achieve'**

## **Year 1 Autumn Medium Term Planning Overview**



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Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	<b>Seasonal changes</b> I can observe the weather I can observe seasonal changes.	<b>Seasonal changes</b> I can observe the weather	<b>Seasonal changes</b> I can observe the weather	<b>Longitudinal study</b>	<b>Seasonal changes</b> I can observe the weather	<b>Seasonal changes</b> I can observe the weather. I can observe seasonal changes.	<b>Seasonal changes</b> I can observe the weather. I can observe seasonal changes.
Geography	<b>Our School</b> I can use simple fieldwork and observational skills. I can use directional language. Walk around the inside of the school. <b>NC: objective 4</b>	<b>Our School</b> I can draw a simple map. Walk from classroom to the office and then draw a map. <b>NC: objective 4</b>	<b>Our School</b> I can find places on a map Draw emotion faces on the map to show how the various places make you feel. <b>NC: objective 4</b>	<b>Our School</b> I can use geographical vocabulary.  Go out into outside area and make observations. Sort photos into human and natural features. <b>NC: objective 3 &amp; 4</b>	<b>Our School</b>  I can sort geographical features into human and physical features.  <b>NC: objective 3</b>	<b>Our School</b> I can draw a plan with a key  Draw a plan of what they would like to see in their playground. Add a key <b>NC: objective 4</b>	
RE	<b>Thankful Communicate</b> I can talk about thanking in relation to my own experience.	<b>Thankful</b>  <b>Apply</b>  I can Identify how thanking applies to my life.	<b>Thankful</b>  <b>Enquire</b>  I can talk about thanking.	<b>Thankful</b>  <b>Contextualize</b>  I can recognise ways that Christians celebrate Harvest.	<b>Thankful</b>  <b>Contextualize</b>  I can recognise ways that Jews celebrate Succot.	<b>Thankful Evaluate</b>  I can talk about the importance of thanking God at Harvest.	<b>Thankful</b>  <b>Evaluate</b> I can talk about the importance of thanking God at Succot.
Computing	<b>Online safety unit 1.1</b> <b>Safe Logins</b> I can log in safely and understand why that is important.  I can create an avatar and to understand what this is and how it is used.	<b>Online safety unit 1.1</b> <b>My work area</b> I can learn how to find saved work in the Online Work area.  I can learn about what the teacher has access to in Purple Mash.	<b>Online safety unit 1.1</b> <b>Purple Mash topics</b> I can become familiar with the types of resources available in the Topics section.  I can become more familiar with the icons used in the resources in the Topics section.	<b>Online safety unit 1.1</b> <b>Purple Mash Tools</b> I can explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.  I can explore the Games area on Purple Mash. (extension)	<b>Grouping and Sorting unit 1.2</b> <b>Sorting Away from the Computer</b>  I can begin to think logically about the steps of a process.  I can sort items using a range of criteria.	<b>Grouping and Sorting unit 1.2</b> <b>Sorting on the Computer</b>  I can sort items on the computer using the 'Grouping' activities in Purple Mash.	

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	<p>I can create a picture and add their own name to it.</p> <p>I can start to understand the idea of 'ownership' of creative work.</p> <p>I can work to the My Work area and understand that this is private space.</p> <p><b>NC 6</b></p>	<p>I can learn how to see messages left by the teacher on their work.</p> <p>I can learn how to search Purple Mash to find resources</p> <p><b>NC 6</b></p>	<p>I can start to add pictures and text to work.</p> <p><b>NC 6</b></p>	<p>I can understand the importance of logging out when they have finished.</p> <p><b>NC 6</b></p>	<b>NC3</b>	<p>I can bring together logical thinking and the use of technology.</p> <p>I can introduce the term 'algorithm' to describe logically following a process.</p> <p><b>NC3</b></p>	
<b>Art/DT</b>	<p><b>ART</b> <b>Drawing and painting portraits.</b> <b>Artist study</b> <b>Frida Kahlo</b> I can talk about an artist. <b>NC 4</b></p>	<p><b>ART</b> I can use a variety of mark making media. <b>NC 3</b> I can display good control while mark making. <b>NC 3</b></p>	<p><b>ART</b> I can use drawing techniques to create pattern and tone. <b>NC3</b></p>	<p><b>ART</b> I can use drawing techniques to create line, shape and form. <b>NC 2</b> <b>NC 3</b></p>	<p><b>ART</b> I can use drawing skills to create shape and form. <b>NC2</b> <b>NC 3</b> I can choose an appropriate brush to paint <b>NC 2</b> <b>NC 3</b></p>	<p><b>ART</b> I can use drawing skills to create shape and form. <b>NC2</b> <b>NC 3</b></p>	<p><b>ART</b> I can use drawing skills to create shape and form. <b>NC2</b> <b>NC 3</b> I can make links between my work and the work of an artist. <b>NC 4</b></p>
<b>PSHE</b>	<p><b>Me and My Relationships</b> <b>Pre unit assessment</b></p> <p><b>Why we have classroom rules</b> I can understand the importance of rules. <b>SCARF 1 Lesson 1</b></p>	<p><b>Me and My Relationships</b> <b>How are you Listening?</b> I can demonstrate attentive listening skills. <b>SCARF 1 Lesson 2</b></p>	<p><b>Me and My Relationships</b> <b>Thinking about Feelings</b> I can recognise how others are feeling by reading their body language. <b>SCARF 1 Lesson 3</b></p>	<p><b>Me and My Relationships</b> <b>Our Feelings</b> I can identify a range of feelings and how these might make me behave. <b>SCARF 1 Lesson 4</b></p>	<p><b>Me and My Relationships</b> <b>Feelings and Bodies</b> I can recognise that feelings and bodies can be hurt and suggest ways of dealing with different hurts. <b>SCARF 1 Lesson 5</b></p>	<p><b>Me and My Relationships</b> <b>Good Friends</b> I can identify simple qualities of friendship and can suggest simple ways of making up. <b>SCARF 1 Lesson 6</b></p>	<p><b>Me and My Relationships</b> <b>Post unit assessment</b></p>
<b>PE</b>	<p><b>FOM- Gym</b> I can explore space around me. <b>NC: 1</b></p> <p><b>FSS- Team games</b> I can follow given instructions. <b>NC:2</b></p>	<p><b>FOM- Gym</b> I can copy the five basic gymnastics shapes. (Straight, tuck, star, pike, straddle.) <b>NC: 1</b></p> <p><b>FSS- Team games</b> I can take part in whole class games. <b>NC:2</b></p>	<p><b>FOM- Gym</b> I can recall and begin to use the five basic gymnastics shapes. <b>NC: 1</b></p> <p><b>FSS- Team games</b> I can show I understand how to work with a partner. <b>NC:2</b></p>	<p><b>FOM- Gym</b> I can link two chosen shapes together. <b>NC: 1</b></p> <p><b>FSS- Team games</b> I can begin to work as part of a team. <b>NC:2</b></p>	<p><b>FOM- Gym</b> I can explore height and travel to link and join two or three shapes. <b>NC: 1</b></p> <p><b>FSS- Team games</b> I can engage in a game with a group of peers. <b>NC:2</b></p>	<p><b>FOM- Gym</b> I can develop a short movement phrase using space around my body. <b>NC: 1</b></p> <p><b>FSS- Team games</b> I can follow rules and expectations of a game. <b>NC:2</b></p>	<p><b>FOM- Gym</b> I can copy and explore basic gymnastic actions. <b>NC: 1</b></p> <p><b>FSS- Team games</b> I can be an active member of a team. <b>NC:2</b></p>

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<b>Music</b>		I can demonstrate an understanding of pulse using parts of my body NC: 1 NC: 3	I can keep a pulse and show a sound pattern using bodies and voices NC: 1 NC: 3	I can explore using a thinking voice to show the pulse NC: 1 NC: 3	I can play short rhythms in time with the pulse NC: 1 NC: 3	I can demonstrate an understanding of pulse through performance NC: 1 NC: 3	Assessment Checkpoint Perform, evidence and evaluate NC: 1 NC: 3
<b>Collective Worship</b>	Autumn	Autumn School Values	Independence	Respect	Collaboration	Harvest	Harvest

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English &amp; Maths</b>	See Separate Subject Overview						
<b>Science</b>	<b>Materials</b> I can talk about what things are made from.	<b>Materials</b> I can identify and name a variety of everyday materials.	<b>Materials</b> I can describe the physical properties of everyday materials	<b>Materials</b> I can describe and label everyday materials. Including wood, plastic, glass, metal, water and rock.	<b>Materials</b> I can compare a variety of materials based on their physical properties.	<b>Materials</b> I can group materials together based on their physical properties.	
<b>History</b>	<b>Toys- changes within living memory</b> I can talk about my own toy NC 1	<b>Toys</b> I can observe differences between old and new toys NC 1	<b>Toys</b> I can compare similar toys from past and present NC 1	<b>Toys</b> I can sort toys into two sets – now and then NC 1	<b>Toys</b> Assessment I can write a label for a toy museum NC 1		
<b>RE</b>	<b>Journey's End Communicate</b> I can talk about journeys' end in relation to my own experience.	<b>Journey's End Apply</b> I can Identify how different journeys' end applies to my life.	<b>Journey's End Enquire</b> I can Identify and talk about different journeys' ends. <b>Babushka</b>	<b>Journey's End Contextualize</b> I can recognise the journeys' end of the characters in the Christmas story narratives. <b>Mary and Joseph</b>	<b>Journey's End Contextualize</b> I can recognise the journeys' end of the characters in the Christmas story narratives. <b>The shepherds</b>	<b>Journey's End Contextualize</b> I can recognise the journeys' end of the characters in the Christmas story narratives. <b>The Magi</b>	<b>Journey's End Evaluate</b> I can talk about the importance of the journeys' end to Christians.

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<b>Computing</b>	<b>Unit 1.3 Pictograms Data in Pictures</b>  I can understand that data can be represented in picture format. <b>NC4</b>	<b>Unit 1.3 Pictograms Class Pictogram</b>  I can contribute to a class pictogram. <b>NC4</b>	<b>Unit 1.3 Pictograms Recording Results</b>  I can use a pictogram to record the results of an experiment. <b>NC4</b>	<b>Unit 1.4 Lego Builders Following Instructions</b>  I can emphasise the importance of following instructions. <b>NC2, 3</b>	<b>Unit 1.4 Lego Builders Following and Creating Simple Instructions on the Computer</b>  I can follow and create simple instructions on the computer <b>NC2, 3</b>	<b>Unit 1.4 Lego Builders To consider how the order of instructions affects the result.</b>  I can consider how the order of instructions affects the result. <b>NC2, 3</b>	
<b>Art/DT</b>	<b>ART Collage Artist study Henri Matisse</b> I can identify primary colours and blend and mix secondary colours. <b>NC 3</b>	<b>ART</b> I can use colour and texture to create a mood board. <b>NC 3</b>	<b>ART</b> I can use drawing and painting to share my ideas. <b>NC 2</b>	<b>ART</b> I can talk about an artist. <b>NC 4</b>	<b>ART</b> I can use a range of materials creatively. <b>NC 1</b>	<b>ART</b> I can use a range of materials creatively to make a collage. <b>NC 1</b>	<b>ART</b> I can use a range of materials creatively to make a collage. <b>NC 1</b>
<b>PSHE</b>	<b>Valuing Difference Pre unit assessment Same or Different</b> I can identify the similarities and differences between people. <b>SCARF 2 Lesson 1</b>	<b>Valuing Difference Unkind, tease or bully?</b> I can explain the differences between being unkind, teasing and bullying. <b>SCARF 2 Lesson 2</b>	<b>Valuing Difference Harold's School Rules</b> I can explain some of our school rules and how these rules help to keep everyone safe. <b>SCARF 2 Lesson 3</b>	<b>Valuing Difference It's not fair!</b> I can recognise what is fair, unfair, kind and unkind and suggest ways in which I can show kindness to others. <b>SCARF 2 Lesson 4</b>	<b>Valuing Difference Who are our special people?</b> I can identify some of the people who are special to me and recognise and name some of the qualities that make a person special to me. <b>SCARF 2 Lesson 5</b>	<b>Valuing Difference Our special people balloons.</b> I can recognise that I belong to different groups and communities such as my family. <b>SCARF 2 Lesson 6</b>	<b>Valuing Difference Post unit assessment</b>
<b>PE</b>	<b>FMS – Dance</b> I can move in a space safely. <b>NC: 3</b>  <b>FOM- Ball</b> I can balance a beanbag on my body with control. <b>NC:2</b>	<b>FMS – Dance</b> I can copy actions. <b>NC: 3</b>  <b>FOM- Ball</b> I can send a beanbag into a given location. <b>NC:2</b>	<b>FMS – Dance</b> I can link actions with an idea. <b>NC: 3</b>  <b>FOM- Ball</b> I can send a ball into the air and receive with my hands. <b>NC:2</b>	<b>FMS – Dance</b> I can listen and link actions with a piece of music. <b>NC: 3</b>  <b>FOM- Ball</b> I can use control and begin to co-ordinate sending a ball into a target. <b>NC:2</b>	<b>FMS – Dance</b> I can link individual and whole-body movements together. <b>NC: 3</b>  <b>FOM- Ball</b> I can send and receive a piece of equipment with another person. <b>NC:2</b>	<b>FMS – Dance</b> I can watch others work and choose actions. <b>NC: 3</b>  <b>FOM- Ball</b> I can send and receive a piece of equipment with accuracy. <b>NC:2</b>	<b>FMS – Dance</b> I can recognise how to move in a space. <b>NC: 3</b>  <b>FOM- Ball</b> I can send and receive a piece of equipment between locations or another person. <b>NC:2</b>

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<b>Music</b>		I can use voices and bodies expressively, while exploring tempo NC: 1 NC: 2 NC: 4	I can practise a rhyme using fast and slow beats on instruments NC: 1 NC: 2 NC: 4	I can use voices to perform a song with a fast and slow beat NC: 1 NC: 2 NC: 4	I can use singing voices and an instrument to perform a song with a fast and slow beat NC: 1 NC: 2 NC: 4	I can demonstrate fast and slow beats within the context of a story NC: 1 NC: 2 NC: 4	Assessment Checkpoint Perform, evidence and evaluate NC: 1 NC: 2 NC: 4
<b>Collective Worship</b>	Resilience	Remembrance Day	Anti-Bullying Children in Need	Nurture	Nativity	Christmas Jumper Day	Christmas