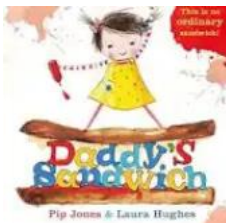
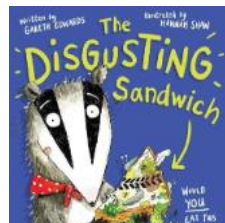
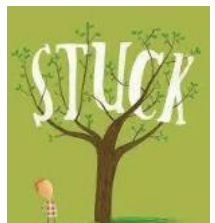
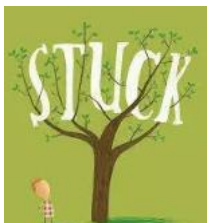
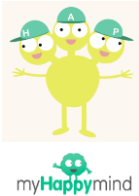


Manor Park First School

Year 1 Medium Term Plan : Autumn 1

	1.1 	1.2 	1.3 	1.4 	1.5 	1.6 	1.7 
ENGLISH	Fiction Daddy's Sandwich Writing Outcome: Label and list of food items to put in your sandwich Grammar: Leave spaces between words,  Use capital letters for names of people, places, days of the week  Know letter names ABC etc.	Fiction Daddy's Sandwich/Mummy's Sandwich Writing Outcome: Using our own ideas and experiences to write lists of food and clothing. 'I will put in' Grammar: Leave spaces between words,  Use capital letters for names of people, places, days of the week	Fiction The Disgusting Sandwich Writing Outcome: Instructions: how to make a disgusting sandwich. Grammar: Leave spaces between words,  Use capital letters for names of people, places, days of the week  Know letter names ABC etc.	Fiction: Stuck Writing outcome: Grammar: Leave spaces between words,  Use capital letters for names of people, places, days of the week  Know letter names ABC etc. 	Fiction: Stuck Writing outcome: Grammar: Leave spaces between words,  Use capital letters for names of people, places, days of the week  Know letter names ABC etc. 	Non- Fiction: The Tree The Boy and the Bear Writing outcome: Seasonal vocabulary – captions, labels. Rhyming words. Grammar: Leave spaces between words,  Use capital letters for names of people, places, days of the week 	Fiction: Writing outcome: Seasonal Poem Grammar: Leave spaces between words,  Use capital letters for names of people, places, days of the week 

	Engage LO: To understand what it means to belong	Enquire LO: To be able to explain how the Christian faith show belonging.	Explore LO: To be able to explain how the bible shows welcome.	Explore LO: To understand how Christians show welcome in the church.	Explore LO: How does belonging help with Christian living?	Evaluate LO: To explain why belonging to God and the church family important to some Christians	Express LO: to be able to share my findings
HISTORY BLOCK				Key Question: How has technology changed our lives over the last 60 years? • comparison of technology from the past and modern day • changes in technology over the past 60 years • technology we use in everyday life • technology to help us write, talk and be entertained • historical figures in the history of technology eg: Tim Berners-Lee Themes & Concepts: Society & Community Substantive concepts explicitly taught: Trade, Industry			
SCIENCE BLOCK	Seasons (explicit teaching now, and then to apply these skills throughout the year as the seasons change) - To observe changes across the four seasons - To observe and describe weather associated with the seasons and how day length varies						
	- to use observation skills in our school environment and look for changes	- to know the names of, and key characteristics of each season	- to know about different weather - to know that day length varies	Assessment			

MyHappy Mind 	Meet your Brain *We are learning what our brain looks like and how it helps us. *We are learning that the brain has 3 parts.	Meet your Brain *We are learning about how our brains help us. *We are learning what Neuroplasticity is. *We are learning how Team H-A-P help us be our best self.	Meet your Brain *We are learning what happens when Team H-A -P is happy and sad. *We are learning how you can help Team H-A -P.	Meet your Brain *We are learning more about Happy Breathing and how it helps us. *We are learning that our brain can react differently indifferent situations.	Meet your Brain *We will be recapping and thinking about how we can use our new knowledge.	Celebrate *We are learning what character is. *We are learning how character makes us special	Celebrate *We are learning more about Character Strengths. *We are learning why it is important to use our strengths.
PE INDOORS	Fundamentals To explore balance, stability and landing safely. *Physical: balance, jump, hop, run, speed, agility, dodge, skip, coordination * Social: collaboration, work safely, support others * Emotional: determination, self-regulation, honesty, perseverance * Thinking: comprehension, select and apply skills	Fundamentals To explore how the body moves differently when running at different speeds. *Physical: balance, jump, hop, run, speed, agility, dodge, skip, coordination * Social: collaboration, work safely, support others * Emotional: determination, self-regulation, honesty, perseverance * Thinking: comprehension, select and apply skills	Fundamentals To explore changing direction and dodging. *Physical: balance, jump, hop, run, speed, agility, dodge, skip, coordination * Social: collaboration, work safely, support others * Emotional: determination, self-regulation, honesty, perseverance * Thinking: comprehension, select and apply skills	Fundamentals To explore jumping, hopping and skipping actions. *Physical: balance, jump, hop, run, speed, agility, dodge, skip, coordination * Social: collaboration, work safely, support others * Emotional: determination, self-regulation, honesty, perseverance * Thinking: comprehension, select and apply skills	Fundamentals To explore co-ordination and combination jumps. *Physical: balance, jump, hop, run, speed, agility, dodge, skip, coordination * Social: collaboration, work safely, support others * Emotional: determination, self-regulation, honesty, perseverance * Thinking: comprehension, select and apply skills	Fundamentals To explore combination jumping and skipping in an individual rope. *Physical: balance, jump, hop, run, speed, agility, dodge, skip, coordination * Social: collaboration, work safely, support others * Emotional: determination, self-regulation, honesty, perseverance * Thinking: comprehension, select and apply skills	Fundamentals To explore combination jumping and skipping in an individual rope. *Physical: balance, jump, hop, run, speed, agility, dodge, skip, coordination * Social: collaboration, work safely, support others * Emotional: determination, self-regulation, honesty, perseverance * Thinking: comprehension, select and apply skills

		difference between pulse and rhythm	difference between pulse and rhythm	difference between pulse and rhythm	difference between pulse and rhythm	difference between pulse and rhythm	difference between pulse and rhythm
Digital Citizenship Computing	Media Balance OBJECTIVES: *Know when and why to take breaks from device time. *Consider the feelings of people around them, even when engaged in fun online activities.	Media Balance OBJECTIVES: *Know when and why to take breaks from device time. *Consider the feelings of people around them, even when engaged in fun online activities.	Using a computer keyboard OBJECTIVES: To use a keyboard to type on a computer. *I can say what a keyboard is for *I can type my name on a computer *I can save my work to a file	Developing Keyboard skills OBJECTIVES: To use the keyboard to edit text *I can open my work from a file *I can use the arrow keys to move the cursor *I can delete letters	Using a computer responsibility OBJECTIVES: To create rules for using technology responsibly *I can identify rules to keep us safe and healthy when we are using technology in and beyond the home *I can give examples of some of these rules *I can discuss how we benefit from these rules	Media Balance OBJECTIVES: *Know when and why to take breaks from device time. *Consider the feelings of people around them, even when engaged in fun online activities.	Media Balance OBJECTIVES: *Know when and why to take breaks from device time. *Consider the feelings of people around them, even when engaged in fun online activities.