

Medium Term Curriculum Plan

2023-2024

EYFS/Year 1- Autumn Term 1



Year 1 2023 – 2024 Theme Title: Where am I hiding?

| | | Week 1 Date 5.9.23 PROJECT LAUNCH | Week 2 Date 11.9.23 | Week 3 Date 18.9.23 | Week 4 Date 25.9.23 | Week 5 Date 2.10.23 | Week 6 Date 10.10.22 SHARE LEARNING OUTCOMES |
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| Key dates/ special occasions | | 1 st and 4 th INSET 7 th 3:30pm meet and teacher AT Baseline assessment Launch day plus 3 days | 13 th LM visit 15 th International Day of Democracy school council AT Baseline assessment | Recycle week 19 th 20 th RWI interim assessments | | Black History month 4 th onwards RWI assessment 5 th National Poetry Day | 9 th Alison Downing in 10 th or 11 th data afternoon 12 th RWI English Hub data in |
| PSHE | Reception (links with PSHE) | To build respectful relationships and encourage listening and cooperation skills in play. | | | | | |
| | | Project launch parachute and circle games - cooperation Our class – staff and friends incl Yr 1 - respect | School council and democracy Explore feelings in play – puppets, books, small world | Introduce Yr6 buddies The Fowey way – Ready, respectful, safe Listen and engage with storytelling Introduce Dojo | Meet-and-greet old friends – stay and play Respect – gentle hands in play | Listen and respond respectfully to staff and peers Listening and responding to others when eating lunch | Take responsibility for actions, tidying-away, respect towards others Listen and respond to story character actions and events |
| PSHE Reception Jigsaw Unit: Being Me In My World | Reception Circle time | Lesson 1 - Who... Me?! Objective Help others to feel welcome Learning Intention I understand how it feels to belong and that we are similar and different. | Lesson 2 – How am I feeling today? Objective Try to make our school community a better place Learning Intention I can start to recognise and manage my feelings. | Lesson 3 – Being at school Objective Think about everyone's right to learn Learning Intention I enjoy working with others to make school a good place to be. | Lesson 4 – Gentle hands Objective Care about other people's feelings Learning Intention I understand why it is good to be kind and use gentle hands. CONSENT | Lesson 5 – Our rights Objective Work well with others Learning Intention I am starting to understand children's rights and this means we should all be allowed to learn and play. | Lesson 6 – Our responsibilities Objective Choose to follow the learning charter Learning Intention I am learning what being responsible means. |

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| <p style="text-align: center;">PSHE Year 1 Jigsaw Unit: Being Me In My World</p> | <p>Year 1 Circle time</p> | <p>Lesson 1 – Special and safe Objective Help others to feel welcome Learning Intention I can talk about places I feel safe and special. Social and Emotional Objective I feel special and safe in my class.</p> | <p>Lesson 2 – My class Objective Try to make our school community a better place Learning Intention I understand the rights and responsibilities as a member of my class. Social and Emotional Objective I know that I belong to my class.</p> | <p>Lesson 3 – Rights and responsibilities Objective Think about everyone’s right to learn Learning Intention I understand the rights and responsibilities for being a member of my class. Social and Emotional Objective I know how to make my class a safe place for everybody to learn.</p> | <p>Lesson 4 - Rewards and feeling proud Objective Care about other people’s feelings Learning Intention I know my views are valued and can contribute to the learning charter. Social and Emotional Objective I recognise how it feels to be proud of an achievement.</p> | <p>Lesson 5 – Consequences (and Lesson 6 - Owing our learning charter) Objective Work well with others Choose to follow the learning charter I can recognise the choices I make and understand the consequences. Learning Intention I understand my rights and responsibilities within our learning charter. Social and Emotional Objective I recognise the range of feelings when I face certain consequences. I understand my choices in following the learning charter.</p> | <p>Lesson 6 Reduce / Reuse/ Recycle. Objective I can recognise how the choices I make can protect the environment in school. Learning Intention I can describe ways I can help protect the school environment and the people who work there. Social and Emotional Objective I understand that I am responsible for the whole school environment, not just my part.</p> |
| | <p>Reception</p> | <p>Communication and Language To learn new vocabulary throughout the day. To develop social phrases e.g Good morning, how are you? To engage in story times to include non-fiction. Book vote – alternate fiction and non-fiction each day and revisit books.</p> <p>Literacy To read individual letters by saying the letter sound. To start learning set 1 sounds. RWI phonics, Fred Games to develop oral awareness. To re-read books to build word reading confidence. By the end of this term - read single-letter Set 1 sounds (first 16) Group 1b</p> | | | | | |
| <p style="text-align: center;">English</p> | | | | | | | |

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| | <p>Reception</p> <p>English beginning of lesson with Yr1 for 5 – 10 minutes and then provision of a related activity in learning-through-play context</p> | <p>Creative activities in response to the books about the Queen</p> <p>(3 days)</p> | <p>Buckingham Palace and meeting the Queen experience</p> <p>Pictures of Buckingham palace and the Queen</p> <p>Royal postbox</p> <p>A windy day experience – the Queen’s hat blowing away (pattern on hat)</p> <p>Different ways of running after the hat eg jumping, hopping...</p> | <p>Imaginary visit to London Zoo – animal noises</p> <p>Animal masks – stripes and spots</p> <p>Animal role-play and noises</p> <p>On the tube role-play</p> <p>Virtual experience – London Eye</p> <p>Explore feelings</p> | <p>Musical instruments – Big Ben</p> <p>Aerial view over car mat – what can the guards see as they float down?</p> <p>Doll with the Queen’s hat – who else could the hat have fallen on? Hats in the role-play with the dolls.</p> <p>New idea – Mrs Measom’s glasses blow off! Make glasses</p> | <p>Provide large rolls of paper to draw and mark make in response to the Queen’s Hat</p> | <p>Autumn poetry focus – leaf printing and rubbings</p> <p>Autumnal colours</p> |
| | <p>Year 1 structure</p> <p>(by the end of term Read Purple Storybooks Read Set 2 sounds 41 sounds)</p> | <p>The Queen’s Hat and The Queen’s Knickers</p> <p>Listen and respond to these stories</p> <p>Who was the Queen?</p> <p>Who is the King?</p> <p>Role-play</p> <p>(3 days)</p> | <p>Begin The Write Stuff unit for The Queen’s Hat (first 5 days of unit)</p> | <p>Next 5 days of unit</p> | <p>Final 3 days of unit</p> <p>Experience day and begin planning</p> | <p>Planning and independent write</p> | <p>(independent write edit?)</p> <p>Autumn poetry</p> |
| Maths | <p>Reception NCETM/ Power Maths/ White Rose separate to Yr 1 session</p> | <p>Getting to know you</p> <p>(3 days week 1)</p> | | <p>Match, sort and compare</p> | | <p>Talk about measure and patterns</p> | |
| | <p>Year 1 Power Maths/ White Rose</p> | <p>Numbers to 10</p> | | <p>Part whole within 10</p> <p>Addition within 10</p> | | <p>Begin subtraction within 10</p> | |

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| <p>K+U of the W</p> | <p>Knowledge and Understanding of the World - To talk about members of their family and community (links with RE and Geog) To name and describe people who are familiar to them (links with RE and Geog) To explore the natural world around them, making close observations (links with Science)</p> | | | | | | |
| <p>SCIENCE PZAZ and Explorify</p> | <p>Reception – with Yr 1 for 5-10 minutes. Then an activity added to the learning-through-play.</p> | <p>Initial activity at beginning of the lesson Weather story and props, role-play what clothes? (build into a story-time session) Lesson 2 seasonal pictures discuss – add seasonal pictures to the craft area</p> | <p>Tree role-play -use of a child to be a tree. Add and remove leaves, colour in etc. I wonder what you can find that tells us what season it is? Set up interest baskets/ bowls. Add seasonal pictures.</p> | <p>Hot and cold – what shall we wear? How do we know if it is hot and cold? Add hot and cold weather gear to the role-play. Add pictures and labels.</p> | <p>Video of different weather Describe what you see. Add weather symbols pZAZ and maps to role-play. Seasonal cards matching activity</p> | <p>Weather non-fiction book What is the weather today? What weather symbol would I need? What clothes do I need to wear? How could we measure the rain? Making rain activity</p> | <p>Where do the puddles go? Explore as a class. Draw around the puddles over time... Add large paint brushes and water pots to role-play for hard floor area chalks</p> |

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| | <p>Year 1 (previous learning – what you notice, what you wear, changes)</p> | <p>Two Science lessons – first one story above and vocab assessment.</p> <p>Seasonal Changes</p> <p>Lesson 2</p> <p>1.1</p> <p>Objective</p> <p>To describe changes across the four seasons</p> <p>Success Criteria</p> <p>I can name the seasons and put them in the correct order</p> <p>I can describe some of the things that happen in each season</p> <p>I can identify a particular month with a season</p> <p>Sticky Knowledge/Skills</p> <p>There are four seasons in the year: autumn, winter, spring and summer. Each season is three months long.</p> | <p>Lesson 3</p> <p>1.1</p> <p>Objective</p> <p>To observe and understand how a tree changes across the four seasons</p> <p>Success Criteria</p> <p>I can contribute to a class poster showing how trees changes across the four seasons</p> <p>I can observe a tree in the school grounds (WS)</p> <p>I can answer questions using my observations (WS)</p> <p>Sticky Knowledge/Skills</p> <p>As the weather changes, plants change to suit the weather. For example, In spring, the weather begins to get warmer and</p> | <p>Lesson 4</p> <p>1.1</p> <p>Objective</p> <p>To use a thermometer to measure hot and cold</p> <p>Success Criteria</p> <p>I can use a thermometer to measure temperature (WS)</p> <p>I know that temperature is measured in degrees centigrade</p> <p>I know that the higher the temperature, the hotter an object is</p> <p>Sticky Knowledge/Skills</p> <p>Temperature is measured in degrees centigrade</p> <p>The higher the temperature, the hotter an object is</p> | <p>Lesson 5</p> <p>1.3</p> <p>Objective</p> <p>To describe weather associated with the seasons</p> <p>Success Criteria</p> <p>I can name different types of weather</p> <p>I can explain how different types of weather affects plants</p> <p>I can explain that different types of weather makes humans act differently</p> <p>Sticky Knowledge/Skills</p> <p>Rain and sunlight makes plants grow.</p> | <p>Lesson 6</p> <p>1.3</p> <p>Objective</p> <p>To observe weather associated with the seasons</p> <p>Success Criteria</p> <p>I can observe the weather today (WS)</p> <p>I can use appropriate vocabulary to describe the weather today</p> <p>I can use my observations to answer questions about what season it is (WS)</p> <p>Sticky Knowledge/Skills</p> <p>Making careful observations</p> | <p>Lesson 7</p> <p>1.3</p> <p>Objective</p> <p>To take part in an experiment to find out where puddles go</p> <p>Success Criteria</p> <p>I can observe closely (WS)</p> <p>I can perform simple tests (WS)</p> <p>I can use my observations to suggest answers to questions (WS)</p> <p>Sticky Knowledge/Skills</p> <p>The greater the wind, the greater the evaporation rate of the water. The hairdryer should dry the paper out most quickly. Wind is mainly responsible for the evaporation of puddles, but temperature plays a part too.</p> |
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| | | | trees and other plants grow new leaves. In autumn, the weather becomes mild and leaves start falling from many types of trees. | | | | Vocab assessment |
| <p>GEOGRAPHY</p> <p>Key Question Where Am I?</p> <p>Fowey Harbour Virtual Tour</p> | <p>Reception with Yr 1 for 5-10 minutes. Then an activity added to the learning-through-play.</p> | <p>(Launch day parachute games and hide and seek and focus on the below)</p> <p>Where do I live? When the postman or postwoman delivers mail to you, how do they know what house to find? Do you live in one house or two? Type of house and number Street name Add pictures of different types of houses to construction Post box? Envelopes and writing paper. Postal uniform...</p> | <p>Pictures of different features in Fowey eg trees, ice-cream shop, beach, corner shop, Squire's field. What is near to your house? Who lives near to you?</p> | <p>Separate groups</p> <p>Who do we know in school and where are they? Walk in pairs with one of the adults around the school to find out where the library is, the different play spaces, the office and Mrs Measom's office and the classrooms.</p> | <p>Where would these people be working in Fowey? Match them up. What do you think they do?</p> <p>Ferryman – Fowey ferry Chef – one of the restaurants Doctor – Fowey Surgery Fireman – Fowey Fire station RNLI lifeguard – Fowey lifeboat station</p> <p>We will be learning about people who help us after the half-term!</p> | <p>Pictures – Where are these - in Fowey or somewhere else? Link with our English text. Eg Mayor of Fowey, King Charles, London Zoo, Fowey Aquarium, Fowey Parish Church, Big Ben</p> <p>Add pictures to the construction area</p> | <p>Look at photographs of the River Fowey. What can you see?</p> |

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| | Year 1 | <p>IALT locate the river and my street on a map of Fowey and the surrounding areas IALT make a plan of my house</p> <p>Map -town of Fowey</p> <p>Can you see the river? Where do you live in Fowey? Blown up map of Fowey (and surrounding areas depending on address)</p> <p>Place name or photo on the map.</p> <p>Look at different types of plans and pictures of houses. Can you make a plan of your house?</p> | <p>IALT locate where I live on a map of Fowey and surrounding areas IALT make a simple map</p> <p>Map – town of Fowey revisit with our houses on.</p> <p>What is on the street where you live?</p> <p>I wonder how much you can remember about where you live?</p> <p>Can you draw a simple map of your street and what is nearby?</p> | <p>IALT locate our school on a map of Fowey IALT use simple directional language</p> <p>Where is our school? Look at an aerial view of Fowey. What do you notice?</p> <p>Where do you like to go in Fowey? Show photos of key places in Fowey. Where are these?</p> <p>Can you still see the River Fowey?</p> <p>Can we follow a simple plan of our school? What words will we need to use to find our way? (walk around locality of school??)</p> | <p>IALT locate Fowey on a map of Cornwall, Cornwall on a map of England and England on a map of the UK</p> <p>Where am I in Cornwall? What is our town called? Find it on an OS map of Cornwall.</p> <p>What do you notice about the features of Cornwall?</p> <p>Can you still see the River Fowey?</p> <p>Where am I in the UK?</p> <p>What country is Fowey part of? Do you know the four countries of the United Kingdom? Where are we in relation to these?</p> | <p>IALT name the four countries of the UK and their capital cities</p> <p>Map of the UK</p> <p>Where are we? How do you know?</p> <p>Zoom in – Google Earth</p> <p>What are the names of the four countries of the UK?</p> <p>What is special about Fowey? Revisit our map.</p> <p>How is a harbour town different to a capital city?</p> <p>Let’s do some research and find out about the four capital cities.</p> | <p>IALT locate the seas and oceans around the UK on a map</p> <p>Where am I in the UK?</p> <p>Can you pinpoint where the county of Cornwall is? What do you notice about what surrounds the UK?</p> <p>Do you know the names of any oceans? Let’s find out the names. Which ocean does the River Fowey join (English Channel part of the Atlantic Ocean)?</p> |
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| <p style="text-align: center;">RE: What makes people special? Christianity and Judaism</p> | <p>Reception with Yr 1 for 5-10 minutes. Then an activity added to the learning-through-play.</p> | <p>First 5- 10 minutes of RE Families Introduce Bertie and Abbey Owls to FS and Yr1 – wise friends who you can ask questions. Who is special to you at home? What do you like to do? Pull out pictures of family activities and talk about. Display pictures of families in the home corner.</p> | <p>Friends Abbey Owl and Bertie Owl are good friends. They like to make... together (link with the Yr1 content) Roll a ball to someone in the circle – say something special about that person. All have special friends. We will look out for what you like to do with your friends and take photos. These can help to answer our question Can you find me?</p> | <p>Role-models Pictures of people around the world doing things including making to link with Yr1 content. Role-models and how they help. Staff in school and the Yr6s are role-models. Add these to the classroom as ‘mini-me’s.</p> | <p>Jesus Show a picture of what some people think Jesus looked like. Jesus as role-model for Christians.</p> | <p>Jesus continued Helping others Story about Jesus performing a miracle (link with Yr1 stilling the storm) Add story pictures and props to water play</p> | <p>Moses Rules Moses as role-model for Jews 10 commandments</p> |
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| <p style="text-align: center;">RE</p> <p style="text-align: center;">Unit: Does God want Christians to look after the world?</p> | <p>Year 1</p> | <p>Link what do you like to make at home?</p> <p>Lesson 1 Objective To describe how it feels to have created something. Success Criteria -I can create something of my own. -I can say how it made me feel. Sticky Knowledge/Skills Children to feel and explore the emotions of awe and wonder at their creations.</p> | <p>What can you make?</p> <p>Lesson 2 Objective To describe how it feels to have created something. Success Criteria -I can create something of my own. -I can say how it made me feel. -I can share how I want people to treat it. Sticky Knowledge/Skills Children to feel and explore the emotions of awe and wonder at their creations. Children to feel pride in their work and how this impacts how they want others to treat it.</p> | <p>Many Christians believe God made something very special...</p> <p>Lesson 3 Objective To express an opinion about the Christian Creation story. Success Criteria -I can listen to the creation story. -I can recall events in the story. -I can share my beliefs about the story. Sticky Knowledge/Skills God is the creator of the world according to the Bible. Children to have some recollection of the sequence- using visual aids.</p> | <p>Jesus as God's son also power over creation eg storm etc to help people and show who God is.</p> <p>Lesson 4 Objective To remember the Christian Creation story. Success Criteria -I can sequence the images of the creation story. -I can recall the story. -I can represent my understanding of the story. Sticky Knowledge/Skills Using visual aids the children can sequence the story and use this to retell it. Children to explain what this story is telling us that Christians believe about the creation of the world and living things.</p> | <p>Story of the storm as link</p> <p>Lesson 5 Objective To think about what God would want for the world. Success Criteria -I can decide if things are good or bad for the world. -I can talk about what I think would make God proud. Sticky Knowledge/Skills Christians believe that they should be "stewards" of God's creation and that if they neglect, abuse and spoil the environment, they are damaging something that is precious to God.</p> | <p>Which commandments cause Christians to care for the world and all that is in it?</p> <p>Lesson 6 Objective To understand why God wants Christians to look after the world. Success Criteria -I can remember the creation story. -I can share why this is important to Christians. -I can share how we can help protect the world. Sticky Knowledge/Skills Christians believe that God created the world and everything in it, that he created it for the people. Therefore, we need to be thankful and look after it.</p> |
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| <p>COMPUTING Purple Mash Unit: 1.1 – Online Safety</p> | <p>Reception Separate to year 1. Adult model for 5 minutes. Activity available in play on IWB.</p> | <p>Understanding the world focus: The Natural World (seasons)</p> <p>(Also throughout make reference to the Communication and Language + Literacy units)</p> | | <p>Understanding the world focus: People, culture and communities</p> | | <p>Maths city and car race</p> | |
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| | <p>Year 1 Online safety and exploring Purple Mash Grouping and sorting</p> | <p>Online Safety Lesson 1 – Safe Logins Objective: To understand how to login, navigate and log out of Purple Mash. Success Criteria:</p> <ul style="list-style-type: none"> I can use the keypad to log into Purple Mash. I can create an avatar and explain why we use them. I can create a piece of work and save it in my folder. <p>Sticky Knowledge/Skills: To be able to login to Purple Mash. To be able to create an avatar and understand why we use them. To be able to save a piece of work in a folder. To be able to logout.</p> | <p>Lesson 2 – My Work Area Objective: To understand how to find saved work in a folder. Success Criteria:</p> <ul style="list-style-type: none"> I can find saved work in ‘My Work’ and the ‘Class’ folders. I can find feedback left by my class teacher. I understand what a notification is. Challenge: I can search Purple Mash to find resources. <p>Sticky Knowledge/Skills: To be able to find saved work. To understand notifications and how to read them.</p> | <p>Lesson 3 – Purple Mash Topics Objective: To understand how to use a writing template in Purple Mash. Success Criteria:</p> <ul style="list-style-type: none"> I can add text in a writing template. I can add pictures to a writing template. I can use the ‘think about’ box to help me with my writing. <p>Sticky Knowledge/Skills: To understand how to edit and add to a writing template.</p> | <p>Lesson 4 – Purple Mash Tools Objective: To explore the Tools area of Purple Mash. Success Criteria:</p> <ul style="list-style-type: none"> I can explore the tools area and become familiar with some of the key icons. I can identify the save, print, open and new icons. I can log out of Purple Mash. Challenge: I can explain why logging out is important. <p>Sticky Knowledge/Skills: To be able to identify key icons needed to use Purple Mash. To be able to log out and understand why it is important.</p> | <p>Grouping and sorting Lesson 1 Objective: To sort items using a range of criteria. Success Criteria: Children can sort various items offline using a variety of criteria. Sticky Knowledge/Skills: To sort shapes according to size, number of sides and colour.</p> | <p>Lesson 4 – Purple Mash Tools Objective: To sort items on the computer using the ‘Grouping’ activities in Purple Mash. Success Criteria: Children have used Purple Mash activities to sort various items online using a variety of criteria. Sticky Knowledge/Skills: To use click and drag skills to sort shapes.</p> |
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| | | (a learning through play activity week 1 – adult with a group) | To be able to search Purple Mash for resources. | | | | |
| EYFS Expressive Arts and Design | To listen attentively, move to and talk about music, expressing their feelings and responses. | | | | | | |
| | Transition – dance Tidy up song/ music Music teaching | | | | | | |
| Music | Reception | Year 1 Unit Charanga beat and rhythm – adapt for Reception as appropriate | | | | | |
| | Year 1 | | | | | | |
| DT: Kapow | Reception Textiles unit bookmarks – YrR and Yr 1 | Threading and weaving (build into learning through play) | Paper weaving – taught lesson | Sewing with hessian | Design a bookmark | Create a bookmark | Evaluate a bookmark |
| | Year 1 | Develop Yr1 skills; select materials and equipment, consider decoration and finish | | | | | |
| PE | Reception | Go Active Striver: Gymnastics (Yr1 unit adapt for Reception) | | | | | |
| | Year 1 | | | | | | |
| PE | Reception | Go Active Striver: Games (Yr1 unit adapt for Reception) | | | | | |
| | Year 1 | | | | | | |