

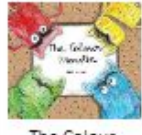



Topic: Marvellous Me!

Cycle 1 Autumn Term	Week One WC 04.09.22	Week Two WC 11.09.22	Week Three WC 18.09.22	Week Four WC 25.09.22	Week Five WC 02.10.22	Week Six WC 9.10.22	Week Seven WC 16.10.22	Week 8 WC 23.10.23
	Transition/ Getting to know you (Whole class first full day on the Friday.)	Transition/ Getting to know you	Feelings/ emotions.	Feelings/ emotions.	What you look like/ body parts	What you are like	What is special about <u>you</u> .	What is special about <u>you</u> .
Key Texts	 The invisible string	 The Colour Monster goes to school	 The Colour Monster	 The Colour Monster	 Funny bones	 I am a tiger	 Super Duper you	 A super power like mine
Literacy	Friday- Read 'The invisible string,' Discuss feelings of starting school.	Name writing recorded as baseline.	Children find the first initial of their name and use different textures to decorate it.	Draw one of the colour monsters and write initial sounds of feelings.	Self portraits- sentence 'I am _____'	Draw and write initial sounds/ label the different animals from the book.	Make a <u>my</u> amazing body book. Teacher/ child to write 'I can...'. Children make a shape <u>with body</u> and record in book.	Draw themselves as a <u>super hero</u> . Write the sounds they can hear in the word for their super power.
Phonics	Phase 1 sound games- sound walk.	Little Wandle						
Celebrations/Other	Introduce teeth cleaning			Look at seasons- what can we see in Autumn?				

<p>PSED</p>	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> • Play with other children • Explore new social situations • Show some independence to meet their needs - hungry, recognising and managing the toilet • Try new snacks • Learn and be exposed to how we sit on the carpet. • Select and use resources with help • Learn about feelings <p><u>They will know:</u></p> <p><u>Substantive:</u></p> <ul style="list-style-type: none"> • They go to Camblesforth School • Where the toilet is and where to find their coat • Some of the things they do in their day- snack, playing, counting • Happy and Sad to describe how they are feeling <p><u>They will apply by:</u></p> <p><u>Disciplinary:</u></p> <ul style="list-style-type: none"> • Communicating their feelings and navigating their way around the classroom <p><u>They will use the vocabulary:</u> Team, kind, happy, sad, toilet, snack</p>	<p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Begin to build constructive and respectful relationships • Show some resilience and perseverance when faced with a challenge • To manage most of their own needs including personal hygiene with limited support. • To know and talk about some factors that support overall health and wellbeing • Locate and find resources needed • To be able to talk about how they are feeling and continue to explain why they are feeling like this. • To understand how others might be feeling and begin to explain how others might be feeling. • To identify and moderate some of their feelings socially and emotionally. • To begin to think about the perspectives of others. <p><u>They will know:</u></p> <p><u>Substantive:</u></p> <ul style="list-style-type: none"> • They are part of a team at Camblesforth School • The importance of keeping healthy and how to do so (fruit, veg, exercise, water) • Happy, sad, excited, worried (feelings) <p><u>They will apply by:</u></p> <p><u>Disciplinary:</u></p> <ul style="list-style-type: none"> • Showing and forming healthy habits • Communicating their feelings as part of their daily routine <p><u>They will use the vocabulary:</u> Team, kind, happy, sad, feeling, excited, healthy, worried</p>	<p><u>This will be helpful in Year One when:</u></p> <p>The children learn about families and friendships and later on in the year when the children learn about respect ourselves and others</p>
<p>C&L</p>	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> • Enjoy listening to stories • Talk about familiar books • Sing simple rhymes • Learn what an instruction is and begin to follow a simple instruction 'put your coat on' • Begin to use simple sentences • Talk to others • Be able to discriminate between different sounds in their environment 	<p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Engage in fiction and non-fiction books • Be able to retell a story in their own words • Learn rhymes, poems and songs including 5 Little Ducks • Begin to follow a two part instruction 'first... and then...' • Begins to understand how and why questions • Ask simple questions • Speak in full sentences consistently • Develop social phrases 	<p><u>This will be helpful in Year One when:</u></p> <p>I am able to apply my knowledge of oral sentences to composing and</p>

	<p><u>They will know:</u> <u>Substantive:</u></p> <ul style="list-style-type: none"> What an instruction is That ears are what helps us to listen <p><u>They will apply by:</u> <u>Disciplinary:</u></p> <ul style="list-style-type: none"> Talking to others Singing Nursery Rhymes- Old McDonald, Twinkle Twinkle, the wheels on the bus 	<p><u>They will know:</u> <u>Substantive:</u></p> <ul style="list-style-type: none"> A question is something we can ask 'how' and 'why' <p><u>They will apply by:</u> <u>Disciplinary:</u></p> <ul style="list-style-type: none"> Asking 'how and why' questions specific to the topic/focus 	<p>transcribing simple sentences and some question in my writing</p>
PD	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> Continue to develop their gross motor skills Begin to move on different apparatus using alternate feet Begin to skip, hop, stand on one leg and hold a pose during games Use large muscle-movements to make marks Begin to develop a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand. Start to have some independence when getting dressed and undressed e.g. putting on and taking off coat Be able to communicate to adults when wet <p><u>They will know:</u> <u>Substantive:</u></p> <ul style="list-style-type: none"> They can make marks using different equipment They can move in different ways People usually have a preferred hand for mark making and handling tools <p><u>They will apply by:</u> <u>Disciplinary:</u></p> <ul style="list-style-type: none"> Mark making in the provision areas. Practising their movements in the outdoor area. 	<p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> Begin to safely use a range of large and small apparatus indoors and outside alone with some confidence. Begin to refine fundamental movement skills such as jumping, running, skipping Begin to use core muscle strength to achieve a good posture sitting at the table or on the floor Continue to develop small motor skills to be able to use a range of tools Begin to control a pencil with a dominant hand To manage basic toileting needs independently. To communicate clearly when hungry or thirsty. To pour own drink with some control <p><u>They will know:</u> <u>Substantive:</u></p> <ul style="list-style-type: none"> What being safe means How to hop, skip and jump What high energy sitting is How to hold a pen with increasing control(moving from a modified tripod grip) <p><u>They will apply by:</u> <u>Disciplinary:</u></p> <ul style="list-style-type: none"> Using their knowledge of safety to access the enabling environment Sitting on the carpet with 'high energy.' Managing their toilet needs and asking for help when needed. 	<p><u>This will be helpful in Year One when:</u></p> <p>I start year one ready as an independent learner</p> <p>I will use the fundamental movement skills in my P.E lessons</p>
Phonics (Reading and Writing)	Little Wandle		

<p>Literacy</p>	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Enjoy listening to stories • Enjoy drawing, mark making and writing in play • Start to add meaningful marks to their drawings, such as by saying this says cat • Sing a range of rhymes • Talk about familiar books • Discriminate between different sounds in their environment (siren, wow bell, clapping, whistling-wind) <p>They will know: Substantive:</p> <ul style="list-style-type: none"> • Several nursery rhymes • That their marks can have meaning • The different sounds they hear within their environment (using phonics knowledge) <p>They will apply by: Disciplinary:</p> <ul style="list-style-type: none"> • Discriminating sounds within the environment (part of phonics) • Drawing representations of things and giving meaning to their pictures/marks 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Take part in daily phonics lessons • Learn the phonics routines • Begin to form the letters for a given set 1 sound • Begin to sound out/segment cvc words • Give meaningful meaning to the marks they make • Be able to write their first name accurately • Begin to hear initial and end sounds <p>They will know: Substantive:</p> <ul style="list-style-type: none"> • Phase Two Phonic Sounds • How to form the letters in their name • How to segment to spell <p>They will apply by: Disciplinary:</p> <ul style="list-style-type: none"> • How to write their name • How to write cvc words using phase 2 phonics 	<p>This will be helpful in Year One when:</p>
<p>Maths</p>	<p>See Separate Maths Planning for Nursery and Reception</p> <p>Mastering Number for Reception</p>		
<p>UW</p> <p>People, Cultures and Communities</p>	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Talk about what they see • Talk about their own lives. • Notice differences between people • To begin to understand the need to respect and care for the environment in which the children live and play. <p>They will know: Substantive:</p> <ul style="list-style-type: none"> • How people are different and similar. • Who is in their family. <p>They will apply by: Disciplinary:</p> <ul style="list-style-type: none"> • Explaining and showing people and families are 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Talk about immediate members of their family and school community. • Name people who are familiar to them • Talk about events in their life • To know some special places in the community and begin to talk about why they could be special • To begin to recognise different environments from the one that they live and talk about basic differences <p>They will know: Substantive:</p> <ul style="list-style-type: none"> • What a family is • That they are part of Camblesforth Primary and Village • They are part of a community <p>They will apply by: Disciplinary:</p>	<p>This will be helpful in Year One when:</p> <p>I learn about similarities and differences in PSHE and R.E</p>

	<p>different (through talk, books, adult directed questioning and modelling)</p> <ul style="list-style-type: none"> Showing care and respect for the school, community and home <p><u>They will use the vocabulary:</u></p> <p>House, family, job, Mummy, Daddy, Baby, Brother, Sister, same, different, school, home, community.</p>	<ul style="list-style-type: none"> Beginning to make sense of their own life-story and family's history. Understand the ways they have changed. Talk about the changes that have happened within their family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society. Explaining what similarities and differences means and comparing their family to those in their class Showing and modelling respect in the community, home and school <p><u>They will use the vocabulary:</u></p> <p>Home, family, Mummy, Daddy, Baby, Brother, Sister, Grandma, Grandad, Similar, Different, Community, Respect, Care, Equipment, town, village, countryside, house, past and present.</p>	
EAD	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> Make basic 'small worlds' using construction equipment Make simple models Join in with rhymes and songs Use a range of tools and materials to make marks 	<p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> Begin to develop storylines in their pretend play Begin to create collaboratively, sharing some ideas, resources and skills Begin to explore and engage in music making and dance Begin to explore and use a variety of mediums available within the provision <p><u>They will know:</u></p> <p><u>Substantive:</u></p> <ul style="list-style-type: none"> Know the features of a face Know the colours in relation to hair, eye colour Know how to make different marks and lines using a range of paintbrushes <p><u>They will apply by:</u></p> <p><u>Disciplinary:</u></p> <ul style="list-style-type: none"> Painting a self portrait Exploring with colour mixing 	<p><u>This will be helpful in Year One when:</u></p> <p>I learn about artists in Year One and focus on a range of mediums.</p>

Key Stage 1 (Year 1 & 2) Medium Term Plan Cycle 1 2023/2024

DT-Structures & Mechanism

- *Build structures such as windmills and chairs, exploring how they can be made stronger, stiffer and more stable.
- *Recognise areas of weakness through trial and error.
- *Introduce and explore simple mechanisms, such as sliders, wheels and axles in their designs
- *Recognise where mechanisms such as these exist in toys and other familiar products.

Computing - Digital Literacy

- *Understand why we should keep personal information private
- *Understand what is appropriate online content and how to report it to a trusted adult.

Art & Design- Drawing

- *Experiment with a range of mark-making techniques, showing increasing control
- * Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.

History - Florence Nightingale

- *Who was Florence Nightingale and when did she live?
- *What were the key events in the life of Florence Nightingale?
- *What is the same and what is different between medical care now and in Victorian times?

Science - Animals including humans

- *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- *identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets)
- *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.

PSHE - Relationships - (6 lessons)

Families and friendships

- *Which people care for us and what is their role?
- *What it means to be a family and how families are different.
- *The importance of telling someone – and how to tell them – if you are worried about something in your family

Geography - Human and physical geography

- *What are the different weather types in the UK and what do weather symbols look like?
- *What daily changes occur in the weather in the UK?
- *What are the different seasons and how does this relate to the weather and the months of the year?
- *How might the weather be dangerous? How might we protect ourselves and our environment
- *Where on a map are: the equator, the north pole and the south pole?
- *How does the equator affect the temperature and types of weather?
- *Which countries are hot and which countries are cold?

RE

*Believing

- *1.1 Who is a Christian and what do they believe?
- *1.2 Who is a Muslim and what do they believe?

LKS2 (Year 3 & 4) Medium Term Plan Cycle 1 2023/2024

DT- Mechanics Systems and Digital world

- *Understand how pneumatic systems work
- *That pneumatic systems can be used as part of a mechanism.
- *To know that pneumatic systems operate by drawing in, releasing and compressing air.
- *To understand that in programming a 'loop' is code that repeats something again and again until stopped.
- *To know that a Micro:bit is a pocket-sized, codeable computer.
- *Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm

History – World War 1

- *What event triggered the first world war and when?
- *What was life like in the trenches and how did that impact on the health of the soldiers?
- *What is propaganda and what emotive messages did propaganda publications use to recruit?
- *Can you explain the significance of the Battle of the Somme?

Science – Animals including humans & Rocks

- *identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- *identify that humans and some other animals have skeletons and muscles for support, protection and movement
- *compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- *describe in simple terms how fossils are formed when things that have lived are trapped within rock
- *recognise that soils are made from rocks and organic matter

Geography – Place knowledge (similarities and differences between a town in the UK, Europe and North or South America

- *What are the main features in Whitby?
- *Where does the river in Whitby start and end?
- *What are the different types of land use in Whitby?
- *What's it like to live in Albert (France)?
- *What are the main features in Albert?
- *How has the River Somme affected the landscape of Albert?
- *What's it like to live in Bluffton, South Carolina?
- *What are the main features in Bluffton, South Carolina?
- *How has the May River affected the landscape?

Computing – Digital Literacy

- * Understand how to use safely, respectfully and responsibly.
- *Understand that there are a range of ways to report concerns online about content and contact.

PSHE – Relationships – (6 lessons)

Families and friendships

- *To recognise and respect that there are different types of families and that being part of a family provides support, stability and love
- *The positive aspects of being part of a family, such as spending time together and caring for each other
- *The different ways that people can care for each other.
- *To identify if/when something in a family might make someone upset or worried
- *What to do and whom to tell if family relationships are making you feel unhappy or unsafe

RE

Believing

- *L2.1 What do different people believe about God?

Art & Design–Growing Artists

- *Understand how to apply tone, with some guidance about where to use it.
- *Draw a framed selection of an image onto a large scale with some guidance.
- *Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

UKS2 (Year 5 & 6) Medium Term Plan Cycle 1 2023/2024

DT- What could be healthier?

*Know that I can adapt a recipe to make it healthier by substituting ingredients.

*That I can use a nutritional calculator to see how healthy a food option is.

Textiles- Stuffed Toys

Understand that it is easier to finish simpler designs to a high standard.

Know that soft toys are often made by creating appendages separately and then attaching them to the main body.

Art & Design-Drawing

*Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

*Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Craft & Design

*Create a building design based on a theme or set purpose.

*Draw a plan view or front elevation of their building, annotating the key features.

*Discuss Hundertwasser's work and recognise his style.

History - World War 1

*What were the causes of WW2?

*How did the aftermath of WW1 lead to WW2?

*What was the role of women during WW2?

* Why were children evacuated?

*What happened to Jewish people during WW2?

Science -Properties and changes of materials

*compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

*know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

*use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

*give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

*demonstrate that dissolving, mixing and changes of state are reversible changes

*explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Geography - Place knowledge (similarities and differences between a town in the UK, Europe and North or South America

* Can you name and locate countries and cities of the UK on a globe, Ordnance Survey map or an atlas?

*Can you locate human map symbols (e.g. church, campsite, footpath etc)?

*Can you locate physical map symbols (e.g. contour lines, water and river)?

Computing - Digital Literacy

*Understand what a digital footprint is and how it can impact your life.

*Understand that algorithms are used to track online activity in order to influence us (e.g. cookies = advertising).

PSHE - Relationships - (6 lessons)

Families and friendships

*What makes a healthy friendship and how to make people feel included

*Peer influence (including online)

Strategies to positively resolve disputes and reconcile differences in friendships

*The benefits of having new and different types of friends

*How to recognise if a friendship is making you feel unsafe, worried, or uncomfortable and when and how to seek support in relation to friendships

RE

Believing

*U2.1 Why do some people believe God exists?