

Termly Subject PLANNER – Autumn 2018

Academy: Little Snoring	Class: Rabbit	Year Groups: Yr R/1	Term: Autumn 2018
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Subject	Week 1	2	3	4	5	6	7	8	9	10	11	12	
Key Skills	Reading	Rabbit stories	Individual/ Guided reading in groups Pie Corbett story – The Enormous Turnip			Individual/ Guided reading in groups Pie Corbett story – Handas surprise		Individual/ Guided reading in groups Pie Corbett story – Little red hen			Individual/ Guided reading in groups Pie Corbett story – Rosie’s walk		
	Writing	Repeating patterns in texts: RWI/ Letters and sounds phonics Leaving spaces between words, Capital letters, full stops	Shared/ guided and individual writing opportunities Newspaper article Seed packet Speech bubbles Invitation Non fiction – growing Re – writing the story			Shared/ guided and individual writing opportunities Fruit salad/smoothie recipe Lists		Instructions – How to make bread Labelling Report factfile Letter writing Invitations Re – writing the story			Instructions Labelling Report factfile Letter writing Invitations Re – writing the story		
	Vocab, Spelling, grammar, punctuation		Spotting/reading writing known and unknown words YR – S a t Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – P I n Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – m d g Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – o c k Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – C K u h Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – e r b Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – f f l Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – l l s s Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – j v x Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – x y z Y1 – grouped depending on ability.	Spotting/reading writing known and unknown words YR – Recap previous learning Y1 – grouped depending on ability.
	Handwriting		YR – straight lines Y1 – simple patterns	YR – wavy lines Y1 – trickier patterns	YR – Loops Y1 – Curved and straight lines	YR – zigzag and boxy lines Y1 – linked patterns	YR/ 1 – C o a	YR/ 1 – l l t	YR/ 1 – u y j	YR/ 1 – r n m	YR/ 1 – h k	YR/ 1 – b p	YR/ 1 – d g q
Maths		YR I can count actions or objects which cannot be moved. Y1 I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	YR I can count up to three or four objects by saying one number name for each item. Y1 I can count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	YR I can order two or three items by length or height. Y1 I can compare, describe and solve practical problems for lengths and heights.	YR I can recognise numerals 0-5 Y1 I can read, write and interpret mathematical statements involving (+), (-) and (=) signs	YR I can recognise numerals 6-9 Y1 I can represent and use number bonds and related subtraction facts within 20	YR I can count objects and actions to beyond 10. Y1 I can recognise and create patterns and relationships involving numbers or shapes. I can recognise a symbol to represent a missing number.	YR I can use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. I can select a particular named shape. Y1 I can recognise and name common 2-D and 3-D shapes	YR I can describe my relative position such as 'behind' or 'next to'. Y1 I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.	YR I can uses everyday language related to time. I can use everyday language related to money. Y1 I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. I can recognise and know the value of different denominations of coins and notes.	YR I can say a number which is one more than a given number. Y1 I can solve one-step problems involving multiplication and division.	YR I can use familiar objects and common shapes to create and recreate patterns and build models. Y1 I can recognise, find and name a half/quarter of two equal parts of an object, shape or quantity.	

	Mental Maths		YR I can count objects and actions to beyond 10. Y1 I can count on and back from any given number	YR I can recognise numerals 1-5, 6-10. Y1 I can count in multiples of 2, 5 and 10.	YR I can count an irregular group of objects. Y1 I can use number bonds to 10/20.	YR I can use the language more and fewer. Y1 I can add and subtract one-digit and two-digit numbers to 20.	YR I can order 2 or 3 items by length or height. Y1 I can recognise positional place value.	YR I can count objects and actions to beyond 10. Y1 I can count in 2s to identify odd and even numbers.	YR I can name 2D shapes. Y1 I can identify 1/10 more and less than any given number.	YR I can estimate and check by counting. Y1 I can give a reasonable estimate for a number of objects.	YR I recognise and re-create patterns (including number sequences) Y1 I can recognise and continue patterns in a number sequence.	YR I can say a number which is one more than a given number. Y1 I can count in multiples of 2, 5 and 10.	YR I can say the number which is one less than a given number. Y1 I can use the language equal to, more than, less than (fewer), most & least.
	Computing	100 computing lessons All about me Lesson 1	100 computing lessons All about me Lesson 2	100 computing lessons All about me Lesson 3	100 computing lessons All about me Lesson 4	100 computing lessons All about me Lesson 5	100 computing lessons All about me Lesson 6	100 computing lessons Fairy tales Lesson 1	100 computing lessons Fairy tales Lesson 2	100 computing lessons Fairy tales Lesson 3	100 computing lessons Fairy tales Lesson 4	100 computing lessons Fairy tales Lesson 5	100 computing lessons Fairy tales Lesson 6
Scientific & Technological Understanding	Science	Plants/flowers – growth						Seasons					
Humanities	History							Farming past and present	Remembrance day Bonfire night			Christmas then and now	
	Geography							Countryside – our local area				Christmas around the world	
	RE	What does it mean to belong?	Why do Christians meet together?	Exploring celebrations – coming together		What have we learnt – evaluate and review.	How do we celebrate birthdays	How do Christians celebrate Jesus' birthday		Why do we give gifts at Christmas	Nativity story		What have we learnt
The Arts	Art and DT	Famous sunflower artists – Van Gogh/Monet/Georgia O'Keefe/Maggie Klment				Healthy eating – food packaging, Cooking - fruit salad/ vegetable soup			Moving pictures – bonfire Chalk art			Christmas art/ cards/decorations	
	Drama												
	Music	Sounds all around	Sounds unusual	Choose an instrument	Stop start sounds	Sounds on the move	Sounds in the city	Sounds long and short	Firework night	Sound waves	Pop, ripple and freeze	Long winter cold snap	Moving into winter
	PE	LB coaching – planned and taught by LB											
Social & Emotional Wellbeing	PSHE	My Emotions	My Emotions	My Emotions	My Emotions	My Emotions	My Emotions	Safety	Safety	Safety	Safety	Safety	Safety