






Term Planner




Year: 1 Term: Autumn Topic: Bright Lights, Big City Trip: School Forest
 Class book/s: The Queens Knickers, Paddington Bear and Julia Donaldson
 Terrific Topic Opener: 'Tea with the Queen'



	Week 1 w/b 3.9.18	Week 2 w/b 10.9.18	Week 3 w/b 17.9.18	Week 4 w/b 24.9.18	Week 5 w/b 1.10.18	Week 6 w/b 8.10.18	Week 7 w/b 15.10.18	Wee
Whole School	3rd TD day 6th Read a Book Day	New topics begin 10th 'Our Terrific Topic Opener' 14th National Teaching Assistant Day 14th Eco and School Councillors voted	21st International day of Peace -certificates based around peace	26th Macmillan Coffee Morning 26th European Languages Day	4th National poetry day 5th World Teachers' day		Y4 Legge House Book monitoring 17th Parents' evening 18th Parents' evening	Themed days to celebrate remembrance of WW1
Writing	Holiday News	Write about Class names Loch Ness and Tintagel	Paddington Bear at the Palace Label Paddington Bear Instructions – How to make a marmalade sandwich		Paddington Bear at the Tower Write a postcard		Room on the Broom Write their own version of the story	
Reading	Benchmark all children Daily Readers Precision Grids Guiding Reading Groups							
SPAG/Phonics	We will be refreshing the Phase 3 sounds and start to learn alternative spellings for the same sound. Focus: Real and Alien words Assess all children on 2018 Phonics Screener so we have baseline and are aware of gaps							
Word of the Week	Tintagel/Loch Ness	city	bright	light	bear	London	bow	potion
Maths	Number – Place Value (Within 10)				Number – Addition and Subtraction (Within 10)			
Science	<u>Seasonal Changes – Summer to Autumn</u> What do we know about the sun?		<u>Seasonal Changes – Summer to Autumn</u> Observe that the sun appears to move across the sky		<u>Seasonal Changes – Summer to Autumn</u> Using their observations and ideas to suggest answers to questions		<u>Seasonal Changes – Summer to Autumn</u> Go outside & choose a tree and ask children to draw a picture of it. Explain that they will each draw it again in future seasons to see how it changes over the year.	
RE	I know who a Christian is and what they believe I know who a Christian is and what they believe		I know who a Christian is and what they believe What do Christians believe about God?		I know who a Christian is and what they believe Why is Jesus important to Christians?	I know who a Christian is and what they believe What do the miracles of Jesus teach us about what is important to Christians?	I know who a Christian is and what they believe Why do Christians pray?	I know who a Christian is and what they believe Who is a Christian?
PE	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness
Computing	Recognise common uses of Information Technology in the home and in school.							
	Agree classroom rules Elicit children's understanding of the term e-safety – how can we stay safe when we are using the internet? Why do we need to think about using technology safely?		Making Children aware of some of the risks of the Internet Discuss with the class what they do on the internet. Discuss what some of the dangers are when they are doing these things online – for example who are they talking to when playing online games?		Who do you trust? Recap what is meant by personal information and ask the children to tell you different types of personal information (e.g. name, address, phone number, email Address, clubs they attend).		Introducing the 'online life' Consider what we use the internet for and ask children to identify what they use it for. Emphasise the positive ways in which children can use the internet, to help the children grow up using the internet appropriately.	
History					<u>The Great Fire of London</u> <u>Introduction</u> What is History? Introduce topic	<u>The Great Fire of London</u> To know where the Great Fire of London was. To know where the fire started.	<u>The Great Fire of London</u> Learn about Samuel Pepys and why his importance to the GFoL	<u>The Great Fire of London</u> How would you have felt if you were in the GFoL?

Geography	<u>Local Area – Compare familiar places.</u> What does UK stand for?	<u>Local Area – Compare familiar places.</u> To know the names of the four capitals of the UK and some facts about them	<u>Local Area – Compare familiar places.</u> Locate the four capitals on a map. Use google earth to show how far they are from Swindon.	<u>Local Area – Compare familiar places.</u> Write some facts they have learnt about the four capitals.				
Jigsaw (PSHE)	<u>Being Me in My World</u> Class Rules	<u>Being Me in My World</u> Help Others to Feel Welcome	<u>Being Me in My World</u> School Community	<u>Being Me in My World</u> Everyone’s Right to Learn	<u>Being Me in My World</u> Feelings	<u>Being Me in My World</u> Work Well with Others	<u>Being Me in My World</u> Following the Learning Charter	
Art					<u>Graffiti Art (Linked to London)</u> Learn about Banksy. Who is he and what he is famous for.	<u>Graffiti Art (Linked to London)</u> What graffiti have you seen? Have you seen some in Swindon? Do you know what a graffiti tag is?	<u>Graffiti Art (Linked to London)</u> Write your name in the style of a graffiti tag.	
DT	<u>Make a London scene of famous landmarks (Corridor Display)</u> Design your building	<u>Make a London scene of famous landmarks (Corridor Display)</u> Paint boxes ready for display	<u>Make a London scene of famous landmarks (Corridor Display)</u> Make windows etc and put on design features	<u>Make a London scene of famous landmarks (Corridor Display)</u> Compare and discuss buildings made.				
Music	<u>Charanga</u> ‘Hey You’	<u>Charanga</u> ‘Hey You’	<u>Charanga</u> ‘Hey You’	<u>Charanga</u> ‘Hey You’	<u>Charanga</u> ‘Hey You’	<u>Charanga</u> ‘Hey You’	<u>Charanga</u> ‘Hey You’	<u>Charanga</u> ‘Hey You’
Opportunities for								
British Values 		Voting for school and eco council			<u>Look at Capital Cities of the UK</u>			
					<u>England</u> London	<u>Wales</u> Cardiff	<u>Scotland</u> Edinburgh	<u>Northern Ireland</u> Belfast
Outdoor Learning 	<u>Science – Seasonal Changes (Summer to Autumn)</u> Sessions outside to monitor and observe these changes.				<u>Camp Fire in Forest (Liz Mann)</u> Show how fire spreads			
Local Links 	Where we are in comparison to the location of our class			Where we are in comparison to France	Link with Art . Graffiti in local area. Compare houses in the Great Fire of London with their houses.			

“creativity is intelligence having FUN”

	Week 9 w/b 5.11.18	Week 10 w/b 12.11.18	Week 11 w/b 19.11.18	Week 12 w/b 26.11.18	Week 13 w/b 3.12.18	Week 14 w/b 10.12.18	Week 15 w/b 17.12.18
Whole School	9 th Fireworks	Anti Bullying week KS2 Feeling Safe survey 16 th certificates based on being a good friend 16 th Children in Need		30 th St Andrew's day	5 th KS2 Christmas dinner 6 th EYFS & KS1 Christmas dinner 7 th Christmas fayre	All topics end EYFS and KS1 Christmas plays	19 th Christmas at the church 20 th Christmas party days 21 st Christmas Jumper day
Writing	Julia Donaldson Focus A Squash and a Squeeze Punctuating sentences		The Smartest Giant in Town How to make a magic carpet		Stickman What other uses could there be for Stickman		Christmas List
Reading	Benchmark all children Daily Readers		Precision Grids		Guiding Reading Groups		
SPAG/Phonics	Continue to learn alternative spellings. Complete Phase 4.			Focus: Real and Alien words		Practise Phonic Screener for all children	
Word of the Week	sparkle	friend	giant	Scotland	Christmas	nativity	celebration
Maths	Geometry – Shape		Number Place Value (Within 20)		Consolidation and Assessment		
Science	<u>Seasonal Changes – Autumn to Winter</u> To create a birthday pictogram		<u>Seasonal Changes – Autumn to Winter</u> Days are longer in the summer than in winter (and nights are shorter in the summer than in winter).		<u>Seasonal Changes – Autumn to Winter</u> Seasons (and associated weather) occur at different times of the year in the Northern and Southern Hemispheres.		
RE	How and Why do we Celebrate Special and Sacred Times? What do you celebrate and why? What stories do your family tell?		How and Why do we Celebrate Special and Sacred Times? The Christmas Story		How and Why do we Celebrate Special and Sacred Times? Christmas Traditions		
PE	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness
Computing	Use a search engine to research information about London. Use technology to create, organise and retrieve digital content.						
History					History of Christmas Why do we have Christmas tree?		
Geography	Seasonal Weather Changes – Autumn to Winter Linked with Science						
Jigsaw (PSHE)	Celebrating Difference Accept that Everyone is Different	Celebrating Difference Include all in Work and Play	Celebrating Difference Help Someone if Being Bullied	Celebrating Difference Try to Solve Problems	Celebrating Difference Use Kind Words	Celebrating Difference Give and Receive Compliments	
Art					Christmas Art Make Christmas Card	Christmas Art Christmas Bauble	Christmas Art Decorate Christmas Bag
DT	Explore and Use Mechanisms e.g. leavers, sliders, wheels and axels Assess prior knowledge		Explore and Use Mechanisms Children explore and evaluate a collection of books and everyday products that have moving parts, including those with levers and sliders. e.g. What is it? Who is it for? What is it for?				
Music	Charanga Rhythm in the Way we Walk and the Banana Rap	Charanga Rhythm in the Way we Walk and the Banana Rap	Charanga Rhythm in the Way we Walk and the Banana Rap	Charanga Rhythm in the Way we Walk and the Banana Rap	Charanga Rhythm in the Way we Walk and the Banana Rap	Charanga Rhythm in the Way we Walk and the Banana Rap	Charanga Rhythm in the Way we Walk and the Banana Rap
Opportunities for							
British Values 	Guy Fawkes			Celebration of St Andrew's day	Christmas – Traditional Values		
Outdoor Learning 	Science – Seasonal Changes (Autumn to Winter) Sessions outside to monitor and observe these changes.				Go to the Forest and make their own 'Stickman'		
Local Links 				Where we are in comparison to Scotland	Look at Graffiti from around the world. Have they seen anything like it in Swindon?		

Summary of topic: This term Year 1's topic is 'Bright Lights, Big City'. What do you know about London? They will start with 'Tea with the Queen', and then delve into its history. Along the way they will look at transport and its famous landmarks.



"Think left and think right
and think low and think high.
Oh, the thinks you can think up
if only you try!"

- Dr. Seuss