

# FRIARAGE MEDIUM TERM PLAN

Term: Autumn 2 2022-23

Topic: Once Upon a Time Class Teacher: ST / JC / EM / LL

Year group: 1/2



Questions: What makes a good story? Does a good story need a villain? Is there always a happy ending?

Week	English / texts Jack and the Beanstalk The 3 Little Pigs	Maths White Rose BIG MATHS	Science Topic: Seasonal Change / Materials	TOPIC HIST/GEOG/ART/DT/ Subject focus/Topic: Celebrations/ Once Upon a Time	Computing Music (PPA)	PE (PPA)	PHSE-Jigsaw RE (PPA)
			Year 1   Year 2				
1 31 <sup>st</sup> Oct	Celebrations Halloween Bonfire / Poetry  Gunpowder Plot fact files	Year 1 Addition and subtraction  Year 2 Addition and subtraction	<p>Knowledge assessment on material Objectives taught before Half term.</p> <p>Teachers to use the assessments to inform planning/teaching for this half term.</p> <p>Objectives to be assessed -</p> <p>Y1</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>Y1 Objectives to be assessed to ensure pupils have retained knowledge taught in Y1.</li> </ul> <p>Y1 Objectives</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> </ul>	<p><b>GEOG</b> Key facts to be learnt by retrieval</p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents</li> <li>Name and locate the 5 oceans</li> </ul> <p>NC- name and locate the world's seven continents and five oceans</p> <p><b>HIST</b></p> <p>NC: events beyond living memory that are significant nationally or globally</p> <p>The Gunpowder Plot/Bonfire Night LO: To understand why we celebrate Bonfire Night.</p> <p><b>KNOWLEDGE:</b> Y1 To know that we celebrate certain event because of something that happened a long time ago. Y2 Can they explain why Britain has a special history by naming some famous events and some famous people? <b>SKILLS:</b> To be able to put events in chronological order <b>VOCAB:</b> Bonfire night, Guy Fawkes, Houses of Parliament, King James 1, plot, gun powder, catholic, protestant.</p> <p><b>Activity</b> Input - looking at the story of the gunpowder plot. Exploring key names, events and locations.</p> <p>Y1 Activity. To sequence main events through pictures.</p> <p>Y2 Activity. To sequence main events and write captions using because to show understanding.</p>	<p>Internet Safety</p> <p>NC - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Music - Rhythm in the way we walk Step 1 Listen and Appraise - Rhythm In The Way We Walk by Joanna Mangona</p>	<p>Hands / ball skills</p> <p>Pupils will explore different ways of sending (passing) the ball to their partner.</p>	<p>RE - How should we care for others and the world, and why does it matter? Is each person unique and important?</p> <p>PSHE Celebrating Difference</p> <p>1. The same as...</p> <p>I can identify similarities between people in my class</p>

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			<ul style="list-style-type: none"> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p>Y2 Objectives - Taught so far this academic year.</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>	<p>Eg People were upset with King because he was catholic. Guy Fawkes plotted because he wanted someone else to be king. He targeted the houses of parliament because the king would be there. etc</p> <p><b>ART</b> Children explore colour mixing - firework pictures. NC- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>			
<p>2 7<sup>th</sup> Nov</p> <p>Library Trip</p>	<p>Jack and the Beanstalk</p> <p>Day 1: Readers Theatre</p> <p>Day 2: Vocab</p> <p>Day 3: Sequence the Story</p> <p>Day 4: Improve sentences</p>	<p>Year 1 Addition and subtraction</p> <p>Year 2 Addition and subtraction</p>	<p><b>Autumn Walk</b> Seasonal changes</p> <p>NC observe changes across the four seasons NC observe and describe weather associated with the seasons and how day length varies. <b>LO- To know that the season is Autumn and talk about features of the season.</b></p> <p><b>KNOWLEDGE:</b> To know that there are four seasons and some of the differences between them. <b>SKILLS:</b> To observe carefully in the local environment. <b>VOCAB:</b> autumn, season, deciduous, evergreen, weather, rain, sun etc</p> <p><b>Outcome</b> - To observe changes in Autumn in the local environment</p> <p><b>Activity</b> All children to participate in the Autumn walk.</p>	<p><b>GEOG</b> Key facts to be learnt by retrieval</p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents</li> <li>Name and locate the 5 oceans</li> </ul> <p>NC- name and locate the world's seven continents and five oceans</p> <p><b>Art</b> NC- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Year 1 <b>KNOWLEDGE:</b> to know the 3 primary colours <b>SKILLS:</b> to use the 3 primary colours in the style of Mondrian <b>VOCAB:</b> primary colour, shade</p> <p>YR 1 Who was Mondrian?</p> <p>Year 2 <b>KNOWLEDGE:</b> to know the 3 Secondary colours <b>SKILLS:</b> to mix the colours correctly , to apply colour in the style of mandrian <b>VOCAB:</b> primary colour, secondary colours, fill, shade, space, line</p>	<p>Music - Step 2 Listen and Appraise - The Planets: Mars by Gustav Holst</p>	<p>Hands / ball skills</p> <p>Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</p>	<p><b>RE - How should we care for others and the word, and why does it matter?</b> Caring and being cared for: how does it feel?</p> <p>PSHE Celebrating Difference</p> <p>2. Different from...</p> <p>I can identify differences between people in my class</p>

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			<p>Y2 Focus - recapping key knowledge learnt in Y1.</p> <p>Y1 - To look out for signs if Autumn, How do we know it's Autumn? What can you see?</p>	<p>Identify primary colours</p> <p>Y2 how do we mix secondary colours</p>				
			<h2 style="color: red;">F15 - Library Trip Launch of story topic</h2>					
<p><b>3</b> 14<sup>th</sup> Nov</p>	<p>Jack and the Beanstalk</p> <p>Day 5: Improve sentences</p> <p>Day 6: Innovate the story</p> <p>Day 7: Shared/Slow write</p> <p>Day 8: Shared/Slow write</p>	<p>Year 1 Addition and subtraction</p> <p>Year 2 Addition and subtraction</p>	<p>Materials</p> <p>NC asking simple questions and recognising that they can be answered in different ways</p> <p>Perform simple tests</p> <p>Observe closely using simple equipment.</p> <p>Gather and record data.</p> <p>LO - To find out about the properties of materials.</p> <p><b>KNOWLEDGE:</b> to know the names of materials, to understand why we test things.</p> <p><b>SKILLS:</b> to observe closely, to predict and record</p> <p><b>VOCAB:</b> waterproof, fair, measure, test, predict</p> <p><b>Activity</b> Keep the witch dry. Input - To create a cape to keep a witch dry. CHn to explore different materials and test the properties against water</p>	<p><b>GEOG</b> Key facts to be learnt by retrieval</p> <ul style="list-style-type: none"> <li>- Name and locate the 7 continents</li> <li>- Name and locate the 5 oceans</li> </ul> <p>NC- name and locate the world's seven continents and five oceans</p> <p><b>DESIGN AND TECHNOLOGY - Once Upon a Time</b></p> <p>NC- explore and evaluate a range of existing products</p> <p>NC design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>LO- To explore different picture books already created.</p> <p>Chn to explore pictures books and pick a favourite and why?</p> <p>Explore how the mechanisms work.</p> <p><b>KNOWLEDGE:</b> To know that some books have moving parts and understand how they can be created.</p> <p><b>TECHNICAL KNOWLEDGE</b> Hoe levers and sliders work</p>	<p>Music</p> <p>Step 3 Listen and Appraise - Tubular Bells by Mike Oldfield</p>	<p>Hands / ball skills</p> <p>Pupils will continue to develop their understanding of why we aim when sending a ball.</p> <p>Pupils will learn why we need to send a ball using different force and speeds</p>	<p><b>RE - How should we care for others and the word, and why does it matter?</b> Who cares? Who should care?</p> <p>PSHE Celebrating Difference</p> <p>3. What is 'bullying'?</p> <p>I can tell you what bullying is</p>	

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			<p>Y1 Activity chn to explore and pick 3 material to test make predictions and observe results.</p> <p>Y2 Activity chn choose 4 materials, to make predictions and record in a table. Chn will ensure it is a fair test and know why it needs to be fair and measured.</p>	<p><b>SKILLS:</b> drawing labelling exploring materials and products to use, cutting, joining materials.</p> <p><b>OUTCOME/LINKS</b> Children will be designing their own page from a story book that we have read with a moving part.</p> <p><i>Activity</i> All children to explore existing products. Children to choose a favourite page to explore further and record.</p> <p><b>ART:</b> Explore artist Mondrian (primary colours) To identify primary colours and explore secondary colours</p> <p><i>NC-</i> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><i>LO-</i> To identify primary colours and explore secondary colours</p> <p>Year 1 <b>KNOWLEDGE:</b> to know the 3 primary colours <b>SKILLS:</b> paint mixing <b>VOCAB:</b> primary colour, shade</p> <p>Y1 Activity - Children to explore mixing primary colours to create orange, purple and green</p> <p>Year 2 <b>KNOWLEDGE:</b> to know how to create shades to primary and secondary colours <b>SKILLS:</b> paint mixing <b>VOCAB:</b> primary secondary mix tone shade</p>			
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				Y2 Activity - Children to create a colour wheel, using the primary colours to mix a range of different secondary colours.			
4 21 <sup>st</sup> Nov	The 3 Little Pigs Day 1: Readers Theatre Day 2: Vocab Day 3: Sequence the Story Day 4: Improve sentences	Year 1 Addition and subtraction  Year 2 Addition and subtraction	<p><b>WOW Science.</b>  <b>NC asking simple questions and recognising that they can be answered in different ways</b>  <b>Perform simple tests</b>  <b>Observe closely using simple equipment.</b>  <b>Gather and record data.</b>  <b>LO - To find out about the properties of materials.</b></p> <p>Explore and investigate different materials and the amazing things they can do! See Stem Halloween activities.</p> <p>Y1/Y2 pupils to carry out an investigation. Practising the key skills they have been taught in science so far.</p> <p>Y2 pupils to write a simple evaluation of the experiment.</p>	<p><b>GEOG</b> Key facts to be learnt by retrieval</p> <ul style="list-style-type: none"> <li>- Name and locate the 7 continents</li> <li>- Name and locate the 5 oceans</li> </ul> <p>NC- name and locate the world's seven continents and five oceans</p> <p><b>DESIGN AND TECHNOLOGY - Once upon a time</b></p> <p>NC- explore and evaluate a range of existing products  NC design purposeful, functional, appealing products for themselves and other users based on design criteria  LO- To design their own mechanism.</p> <p><b>KNOWLEDGE:</b> To know that some books have moving parts and understand how they can be created.  <b>TECHNICAL KNOWLEDGE</b>  Hoe levers and sliders work  <b>SKILLS:</b> drawing labelling exploring materials and products to use, cutting, joining materials.</p> <p><b>OUTCOME/LINKS</b>  Children will be designing their own page from a story book that we have read with a moving part.</p> <p><u>Activity</u></p> <p>Chn <u>design</u> their own moving picture and how it is going to move for their own story created in Literacy</p> <p>Y1 Children to create a simple plan for their moving picture.</p>	Music - Step 4 Listen and Appraise - The Banana Rap	Hands / ball skills  Pupils will explore different ways of stopping a ball with our hands.	<p><b>RE - How should we care for others and the word, and why does it matter?</b>  Looking after those who need help: Tzedekah</p> <p>PSHE  Celebrating Difference</p> <p>4. What do I do about bullying?</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p>

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				Y2 children to create a detailed plan for their moving picture.			
5 28 <sup>th</sup> Nov	<p>Day 5: Improve sentences</p> <p>Day 6: Innovate the story</p> <p>Day 7: Shared/Slow write</p> <p>Day 8: Shared/Slow write</p>	<p>Year 1 Addition and subtraction</p> <p>Year 2 Shape</p>	<p><b>Materials</b></p> <p><b>Y1</b></p> <p>NC To describe the simple physical properties of a variety of everyday materials Identify and classify Perform simple tests.</p> <p>LO -</p> <p><b>KNOWLEDGE:</b> To know how to describe the physical properties of some everyday materials accurately. <b>SKILLS:</b> To use senses and vocabulary knowledge to accurately describe the physical properties of a material. <b>VOCAB:</b> hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</p> <p>Explore different objects in the classroom and what they are made of. <b>Outcome:</b> To sort materials according to property</p> <p><b>Activity</b> Children to spend time discovering/describing the materials that they can find within their classroom.</p> <p><b>Y2</b></p> <p>NC - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><b>GEOG</b> Key facts to be learnt by retrieval</p> <ul style="list-style-type: none"> <li>- Name and locate the 7 continents</li> <li>- Name and locate the 5 oceans</li> </ul> <p>NC- name and locate the world's seven continents and five oceans</p> <h2 style="text-align: center;">Christmas Nativity Rehearsals</h2> <p><b>DESIGN AND TECHNOLOGY - Once upon a time</b></p> <p>Children to MAKE moving picture. NC- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>LO- To make a moving part for a page in their story.</p> <p><b>KNOWLEDGE:</b> To know that some books have moving parts and understand how they can be created. <b>TECHNICAL KNOWLEDGE</b> Hoe levers and sliders work <b>SKILLS:</b> drawing labelling exploring materials and products to use, cutting, joining materials.</p> <p>Activity</p> <p>Children to make a page for their story containing a moving part.</p>	<p>Music Step 5 Listen and Appraise - Happy by Pharrell Williams</p>	<p>Hands / ball skills</p> <p>Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p>	<p><b>RE - Opening up for Christmas</b> The Nativity Story</p> <p>PSHE Celebrating Difference</p> <p>5. Making new friends</p> <p>I know how to make new friends</p>

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			<p>LO - To find out how the shape of objects can change</p> <p>SKILLS - To carry out an investigation to discover how the shape of solid objects can be changed. Children to bend, twist, squash and twist a variety of objects and observe carefully how they change.</p> <p>VOCAB - Bend, squash, twist, stretch, observe.</p> <p>Activity - Children to be given a variety of materials. Children to test them to see how their properties can be changed. Can it be twisted? bended? squashed or stretched? Children to record their findings.</p>				
<p>6 5<sup>th</sup> Dec</p>	<p>SPaG focus Capital letters for names and places. Text: Jolly Christmas postman.  Recount of theatre trip?</p>	<p>Year 1 Shape  Year 2 Shape</p>	<p>WOW Science. NC asking simple questions and recognising that they can be answered in different ways Perform simple tests Observe closely using simple equipment. Gather and record data. LO - To find out about the properties of materials.</p> <p>Explore and investigate different materials and the amazing things they can do! See Stem Christmas Science activities</p> <ul style="list-style-type: none"> <li>- Moving Christmas Santa sleigh</li> <li>- Magnets</li> <li>- Christmas chromatography</li> </ul>	<p>GEOG Key facts to be learnt by retrieval</p> <ul style="list-style-type: none"> <li>- Name and locate the 7 continents</li> <li>- Name and locate the 5 oceans</li> </ul> <p>NC- name and locate the world's seven continents and five oceans</p> <p style="text-align: center;"><b>Christmas Nativity Rehearsals</b></p> <p>DESIGN AND TECHNOLOGY - Once upon a time</p> <p>Using skill acquired make Christmas card with moving part <b>KNOWLEDGE:</b> To know that some books have moving parts and understand how they can be created. <b>TECHNICAL KNOWLEDGE</b> How levers and sliders work <b>SKILLS:</b> drawing labelling exploring materials and products to use, cutting, joining materials.</p>	<p>Music Step 6 Listen and Appraise - When I'm 64 by The Beatles</p>	<p>Hands / ball skills  Pupils will use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p>	<p>RE - Opening up for Christmas The Nativity Story  PSHE Celebrating Difference  6. Celebrating difference; celebrating me  I can tell you some ways I am different from my friends</p>

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				<p><b>Activity</b> Explore materials and design a Christmas Card with a moving part. MAKE - Christmas Card</p>			
<p>7 12<sup>th</sup> Dec</p> <p>KS1 Christmas production</p>	<p>Christmas riddles. SPAg focus Question marks and exclamation marks I have black eyes and a long wooley scarf. I like the cold . I cant come in your house. I smell carrots ! What I am?</p> <p>The Navity performance.</p>	<p>Year 1 Consolidation</p> <p>Year 2 Shape</p>	<p><b>WOW Science.</b> NC asking simple questions and recognising that they can be answered in different ways Perform simple tests Observe closely using simple equipment. Gather and record data. LO - To find out about the properties of materials.</p> <p>Explore and investigate different materials and the amazing things they can do! See Stem Christmas Science activities</p> <ul style="list-style-type: none"> <li>- Moving Christmas Santa sleigh</li> <li>- Magnets</li> <li>- Christmas chromatography</li> </ul>	<p><b>GEOG</b> Key facts to be learnt by retrieval</p> <ul style="list-style-type: none"> <li>- Name and locate the 7 continents</li> <li>- Name and locate the 5 oceans</li> </ul> <p>NC- name and locate the world's seven continents and five oceans</p> <p style="text-align: center;"><b>F15 - Visit a Theatre - SJT Performance</b></p> <p style="text-align: center;"><b>Christmas Nativity Performance</b></p> <p style="text-align: center;"><b>Christmas Party</b></p>	<p><b>Internet Safety</b></p> <p>NC - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Music</p>	<p>Hands / ball skills</p> <p>Consolidation of the unit / assessments</p>	<p>RE</p> <p>PSHE Celebrating Difference Assessment Opportunity</p>