



Stratford upon Avon Primary Planning – Medium Term



Year group: 1

Autumn Term 2021 – 1st half

Lesson/Date	Week 1 30 th August	Week 2 6 th September	Week 3 13 th September	Week 4 20 th September	Week 5 27 th September	Week 6 4 th October	Week 7 11 th October	Week 8 18 th October
Visits/Visitors/ Other Info	INSET – 2 nd Sept INSET – 3 rd Sept	6 th - Children in 9 th – Place2Be staff meeting	13 th – JIGSAW assembly					
Phonics Focus		Phase 3 assessment	Phase 3	Phase 3	Phase 3	Phase 3	Phase 3	Phase 3
Spellings and GPS	SPELLINGS FOCUS Spellings taken from The Spelling Shed – 1 Spelling pattern per week Some pupils will have specific spellings taken from their books for an area of focus:							
		Spelling rule: The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.	Spelling rule: The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.	Spelling rule: The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.	Spelling rule: Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.	Spelling rule: Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as – s. If it forms an extra syllable, then it is spelled as –es.	Spelling rule: Adding the suffixes – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	Spelling rule: Adding –er, –est and un- to words.
	GPS FOCUS							
	Finger spaces	Finger spaces	Capital letters and full stops	Capital letters and full stops	Capital letters and full stops	Capital letters and full stops	Question marks	Question Marks

English	<p>Text title: What We'll Build</p> <p>Writing focus/ purpose:</p>	<p>Writing focus/ purpose: Exploring the word 'build' What can you build?</p>	<p>Writing focus/ purpose: What would you build? What can you build instead of physical objects? E.g. friendships.</p>	<p>Text title: The Darkest Dark</p> <p>Writing focus/ purpose: VIPERS What do you think Chris' favourite dream is?</p>	<p>Writing focus/ purpose: What do you think everyone is waiting for? Would you like to be an astronaut?</p>	<p>Writing focus/ purpose: Using adjectives to make our writing more exciting. Writing simple sentences.</p>	<p>Writing focus/ purpose: Moon Landing and the first person on the moon</p>	<p>Writing focus/ purpose: Diary entry</p>
Maths	<p>Unit: Number and place value within 10</p> <p>Addition and subtraction (within 10)</p>	Sort, count and represent objects	Count forwards and backwards Count one more and one less	Compare objects Introduce <, > and =	Order objects and numbers The number line	Parts and whole	Addition Fact families	Number bonds Addition
Science	Science focus: Materials	Exploring materials	Naming materials	Difference between objects and materials	Properties of materials	Testing materials	Building a rocket	Sorting materials
Topic	Title of topic: Space	What we already know about space	History of space travel	History of space travel	Exploring rockets	Designing a rocket	Building a rocket	Evaluating our design
PE		Body control – start and stop	Movement and change of direction	Throwing and catching	Throwing and catching	Moving with a ball	Target games	Target games
Music	Hey you! By Charanga	Hey you!	Me, myself and I	Fresh Prince of Bel Air!	Rapper's delight	U can't touch this	It's like that	Recap of unit

RE Taken from the Warwickshire SACRE	Who is a Christian and what do they believe?	Who is a Christian and what do they believe?	What do Christians believe about God?	What does the Bible teach us about God?	Why is Jesus important to Christians?	What do the miracles of Jesus teach us about what is important to Christians?	Why do Christians pray?	Who is a Christian?
PSHE	Jigsaw	Being in my world	Special and safe	My class	Rights and responsibilities	Rewards and feeling proud	Consequences	Owning our learning charter