

# Halfway Nursery Infant School

**Topic Medium Term Plan      Term: Autumn 2   Year Group: 1   Topic Title: Would you do what Goldilocks did?   Concept: Safety and Wellbeing**

<p><b>RATIONALE:</b> What are your children's interests and where are their gaps in learning?</p>						
<p><b>ENRICHMENT:</b> Include Super Starter and Fantastic Finish information, along with any other trips, visitors or experiences.</p>	<p>Super Starter – Wellbeing day (sport science) – Friday 4<sup>th</sup> November                      Y1 classes in action – Tuesday 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup> November.                      Children in need spoptacular – Friday 18<sup>th</sup> November.                      Winter Fayre – 25<sup>th</sup> November                      Y1 panto trip – 6<sup>th</sup> December                      KS1 nativity – Thursday 8<sup>th</sup> December 2pm and Friday 9<sup>th</sup> 9:15am                      Fantastic Finish – Healthy eating café – Monday 12<sup>th</sup> December.                      Show off and share night – Tuesday 13<sup>th</sup> December 4-7pm                      Party day – Thursday 15<sup>th</sup> December                      Well done assembly – 16<sup>th</sup> December .</p>					
<p><b>DRIVER 1: Science</b>  <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>Find out by watching, listening, tasting, smelling and touching</li> <li>Using their observations and ideas to suggest answers to questions.</li> <li>Asking simple questions and recognising that they can be answered in different ways.</li> <li>Observing closely using simple equipment.</li> <li>Performing simple tests.</li> </ul> <p><b>Steps to Success:</b></p> <ul style="list-style-type: none"> <li>I can notice that some forces need contact between two objects.</li> <li>I know that magnetic forces can act at a distance.</li> <li>I can describe the simple physical properties of every day materials.</li> <li>I know why solid shapes of some materials can be squashed, bent, twisted and stretched.</li> <li>I can identify and name a variety of common animals.</li> <li>I can find out by watching, listening, tasting, smelling and touching.</li> <li>I can use observations and ideas to suggest answers and questions.</li> <li>I can observe closely using simple equipment.</li> <li>I can perform simple tests.</li> </ul>			<p><b>DRIVER 2: PSHE</b>  <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Recognise what is right and wrong and show responsibility for themselves and others in different situations</li> <li>Know how to apologise and make amends</li> <li>Listen to other people, and play and work co-operatively</li> <li>Develop positive relationships through work and play</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>Retell religious stories</li> <li>Recognise that some questions cause people to wonder, and are difficult to answer.</li> <li>Ask and respond sensitively to questions about their own and others' experiences and feelings.</li> </ul> <p><b>Steps to Success:</b></p> <ul style="list-style-type: none"> <li>I know what is right and wrong and show responsibility for myself and others in different situations.</li> <li>I know how to apologise and make amends.</li> <li>I can listen to other people and play and work co-operatively.</li> <li>I can make positive relationships through work and play.</li> </ul> <ul style="list-style-type: none"> <li>I can retell religious stories.</li> <li>I recognise that some questions cause people to wonder and are difficult to answer.</li> <li>I can ask and respond sensitively to question about my own and others experiences and feelings.</li> </ul>			
<p><b>WEEK 1</b>  <b>LC: How could Goldilocks stay safe on Bonfire night?</b></p>	<p><b>WEEK 2</b>  <b>LC: What makes the porridge just right?</b></p>	<p><b>WEEK 3</b>  <b>LC: Did you know some cereals can be magic?</b></p>	<p><b>WEEK 4</b>  <b>LC: Can you help baby bear to build a strong chair?</b></p>	<p><b>WEEK 5</b>  <b>LC: Why do people celebrate Christmas?</b></p>	<p><b>WEEK 6</b>  <b>LC: What makes Christmas important?</b></p>	<p><b>WEEK 7</b>  <b>LC: What is your Christmas wish?</b></p>
<p><i>T – (2) Bonfire night safety rules exploding out of fireworks.                      I – (3) Autumn leaf bonfire collage.</i></p>	<p><i>T – (2) Use senses to explore porridge. Taste it, smell it, touch it, watch it. Investigate how to make the perfect porridge for goldilocks.</i></p>	<p><i>T – (4) Video clip of children investigating the magnetism of different cereals. Snap shot.                      I – Hot chocolaty reindeers for winter fayre. Wobbly eyes, red</i></p>	<p><i>T – (8) investigate which material will make the strongest chair. Snap shot.                      I – (6) Can you make a bigger chair for mummy bear? Using</i></p>	<p><i>T – re-tell the Christmas story with puppets. Record and take Photo and add video link to sticker.                      I – Design a crown for the</i></p>	<p><i>T – Healthy eating café menus and posters to make the event special for the people we love.                      I – Make crown for the Christmas party.</i></p>	<p><i>T – Design games for Christmas party.                      I – Christmas wish list.</i></p>

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	<i>I – (2) Porridge consistency exploration.</i>	<i>pompoms and brown pipe cleaners for the face.</i>	<i>craft resources independently to join materials.</i>	Christmas party.	(healthy eating café week 7, porridge and fresh fruit breakfast)	
<b>LINKS TO LITERACY:</b> Goldilocks and the Three Bears	<b>LINKS TO LITERACY:</b> Goldilocks and the Three Bears	<b>LINKS TO LITERACY:</b> Goldilocks and the Three Bears	<b>LINKS TO LITERACY:</b> Goldilocks and the Three Bears	<b>LINKS TO LITERACY:</b> Midnight Superhero	<b>LINKS TO LITERACY:</b> Midnight Superhero	<b>LINKS TO LITERACY:</b> Midnight Superhero
<p><b>Genre – Aspects of Narrative linked to SPAG focus on experiencing new learning at Age Related Expectation:</b></p> <ul style="list-style-type: none"> <li>• Sentence – How words can combine to make a sentence. Joining words and joining clauses using and.</li> <li>• Text – Sequencing sentences to form short narratives.</li> <li>• Punctuation – Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I.</li> <li>• Terminology – letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul>						
<b>LINKS TO NUMERACY:</b> •Recognise and name common 2D and 3D shapes.  Describe position, direction and movement	<b>LINKS TO NUMERACY:</b> Count to 20 forwards and backwards from 0 and 1 and from any given number.  Count, read and write numbers from 1 to 20 in numerals and words.	<b>LINKS TO NUMERACY:</b> Represent numbers to 20 using objects, pictorially and on number lines.  Count in multiples of 2's and 5's.	<b>LINKS TO NUMERACY:</b> Number bonds to 20. Adding 1 digit and 2 digit numbers to 20 including zero.	<b>LINKS TO NUMERACY:</b> Number bonds to 20 with related subtraction facts.  Subtract 1 digit numbers and 2 digit numbers to 20 including zero.	<b>LINKS TO NUMERACY:</b> Solve one step addition and subtraction problems using objects and pictorial representations and missing number problems.	<b>LINKS TO NUMERACY:</b>
<b>EVALUATION &amp; NEXT STEPS:</b>						