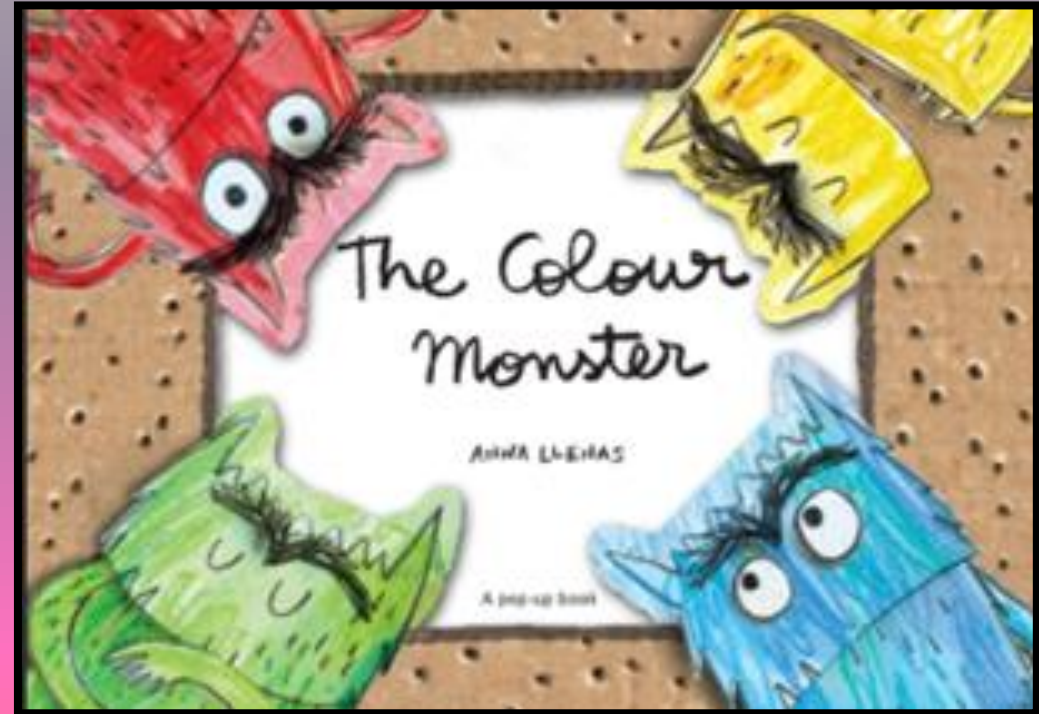


Footsteps Forward

Year 1

Autumn 1

2 Week Project



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Medium Term Plans - Overview

 <p>Footsteps Forwards</p> <p>Year 1 2 weeks Autumn 1</p>		
<p>Rationale</p> <p>When the children arrive, they discover colourful giant footprints and an open copy of The Colour Monster amongst a mix of tidy and messy areas, prompting them to explore the mess the monsters have made, investigate each zone, and discuss what has been happening. After hearing the story, they link each area to the monsters' emotions, step into role to explain how they feel, and develop the vocabulary they need to recognise and express their own feelings. They also explore classroom responsibilities and jobs through "Classroom Busters," learning how their actions help maintain a positive and well-organised classroom community. The children use the ChatterPix app to bring classroom items to life, giving the objects voices to share messages about care, respect, and responsibility. These ideas support the creation of a Class Charter, which each child talks about and proudly signs in front of Miss Sidney and Mr Bowie. This final step of their Year 1 induction marks their first footsteps forwards into a happy, responsible, and exciting Year 1 journey, knowing they have the skills, understanding, and tools to keep their classroom positive and welcoming for everyone.</p>		
<p>Hook</p> <p>The children enter a muddled classroom to find colourful giant footprints and The Colour Monster lying open on the floor, prompting them to investigate which colour monsters have caused the mess. They explore and 'photograph' each zone, examine the clues, and discuss responsibility as they read the story, tidy the space, and suggest ways to prevent future chaos, so that they can take confident footsteps forwards into Year 1 and enjoy a happy, positive journey where the classroom is well looked after.</p>	<p>Outcome</p> <p>The project culminates in the children creating and talking about their Class Charter, before proudly signing it in front of Miss Sidney and Mr Bowie, marking the completion of their Year 1 induction and their first confident step forward into an exciting and responsible Year 1 journey.</p>	
<p>Learning Value 1 Interdependence</p> <ul style="list-style-type: none"> I can take responsibility for my role in a team. I can play my part in a small team and can actively be involved in encouraging team members to make a positive contribution. 	<p>Learning Value 2 Thinking</p> <ul style="list-style-type: none"> I can use my imagination to generate ideas and make connections about something I have seen or heard. I can tell somebody how I felt about something. 	
<p>Lead Subject PSHE</p> <p>Recap the school's Golden Rules and understand that they are there to keep us happy and safe.</p> <p>Recognise, name and describe a range of emotions.</p>	<p>Focus Subject ENGLISH</p> <p>Take turns to speak and listen to each other's responses during Book Talk, offering ideas, extending responses, and beginning to give constructive</p>	<p>Focus Subject COMPUTING</p> <p>Use technology purposefully to create and share simple digital content related to classroom rules and responsibilities.</p>

<p>Recognise and name a range of feelings (e.g., happy, sad, angry, confused) and use simple strategies to express and manage them appropriately.</p> <p>Understand that classroom rules and the Golden Rules keep everyone safe, happy, and able to learn, and begin to explain why they are important.</p> <p>Show responsibility by caring for the classroom environment, tidying up, completing classroom jobs, and supporting others in their learning.</p> <p>Understand how their choices affect others, practise empathy, and work cooperatively to maintain a positive and inclusive classroom community.</p> <p>Know classroom routines and responsibilities, including daily jobs, and apply these consistently to contribute to a well-organised learning environment.</p> <p>Contribute ideas, discuss, and help create a Class Charter that reflects the rules, responsibilities, and expectations of the class, supporting a successful and happy Year 1.</p>	<p>feedback.</p> <p>Recognise how words combine to form meaningful sentences and practise building sentences using Lego sentence unscrambling.</p> <p>Recap sentence structure, including the use of capital letters, finger spaces, and full stops, with a particular focus on using the personal pronoun 'I' correctly and always as a capital letter.</p> <p>Expand vocabulary and use adventurous word choices verbally and in written work to describe feelings, emotions, and classroom rules.</p> <p>Use drama techniques, such as hot-seating and freeze-frame, to explore emotions, responsibilities, and scenarios from The Colour Monster.</p> <p>Retell and perform a talk-for-writing text about the Golden Rules, using actions, expression, and discussion to reinforce understanding.</p> <p>Write captions and simple sentences to accompany ChatterPix animations or role-play activities, applying sentence structure and punctuation consistently.</p>	<p>Record, edit, and play back short voice messages using ChatterPix to communicate ideas clearly.</p> <p>Operate an iPad confidently, selecting images, recording voice clips, and combining them to achieve a desired outcome.</p> <p>Understand how digital tools can support learning, reinforce routines, and help share important messages with others.</p> <p>Develop digital literacy skills by experimenting with different features of apps and reflecting on how technology can support communication and creativity.</p>
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<p>Application Subject Music</p> <p>Use body percussion to create music to go with our talk for writing golden rules.</p>
<p>Application Subject Art</p> <p><i>Sculpture</i></p> <p>Make a Colour Monster footprint in clay, using different tools to add patterns and textures.</p>
<p>Visits and Visitors</p> <p>n/a</p>
<p>Home Learning</p> <p>Create a home charter to help children take responsibility at home.</p>

Medium Term Plans - Plotter

Orchard Infant School
Medium Term Plotter - Integrated

Year: 1

Title: Footsteps Forwards
Number of weeks: 2

	Lead 1 RSHE	Lead 2 ENGLISH	Lead 3 MUSIC	Value 1 INTERDEPENDENCE	Value 2 THINKING
Week 1 8th September HOOKE: The children enter a muddled classroom to find colourful giant footprints and The Colour Monster lying on the floor, prompting them to investigate which colour monsters have caused the mess. They explore and photograph each zone, examine the clues, and discuss responsibility as they read the story, tidy the space, and suggest ways to prevent future chaos, so that they can take confident footsteps forwards into Year 1 and enjoy a happy, positive journey where the classroom is well looked after.	Teaching Objectives When the children arrive, they are met with a surprise-giant, colourful footprints scattered across the classroom and an open copy of <i>The Colour Monster</i> lying among a mix of tidy and messy areas. After listening to the story, they explore each zone, connect it to the monsters' emotions, and step into role to describe how they feel. They then learn about the personal pronoun 'I' and use it to begin writing their own sentences.			I can listen carefully to someone else sharing their ideas. I can accept their views may be different to mine. Talk about how they felt when they saw the messy classroom and why. Listen to how a partner felt and why. I can play my part in a team. I can involve others when working in a team.	Use thinking tools to generate, explore, extend and represent ideas: As a class, make a bubble map of different emotions. Extend vocabulary beyond the obvious. Display emotions and use as a word bank. Sort feelings you want and feelings you don't want into a simple Venn diagram. Use the Red Thinking Hat to tell someone how they felt about the messy classroom. Justify their thoughts and understand that others have different opinions. Vote on whether they liked the story. Thinking Challenge: From the clues, write and draw who/what you think made the classroom messy.
	1. Gather ideas about where the footprints came from and who they belong to and discuss how we all have different ideas. 2. Children discuss how they felt when they saw the footprints. Did everyone feel the same? Why not? 3. Whose responsibility is it to tidy up the classroom? Discuss their responsibilities before tidying up. Discuss what is fair and unfair about our situation. 4. As a class, make a bubble map of different emotions. Extend vocabulary beyond the obvious. Display emotions and use as a word bank. 7. Continue to explore the Golden Rules and complete their individual booklets to show their understanding. 8. As a class, discuss importance of rules and make up a set for the Colour Monster to follow.	1. Shared Reading/ Talk for Writing (Speaking and listening): Read the storybook "The Colour Monster". Use PowerPoint too so children can join in. Learn to tell the beginning of the story with actions. 2. Generate vocabulary around emotions together using a bubble map- discussing each word and how it feels when we experience that emotion. Develop new language and vocabulary together. 3. Teach the personal pronoun I as always being a capital letter. Introduce the "writers checklist" when doing a modelled write. <u>Modelled writing</u> Look at different Colour Monsters and how they were doing in the classroom when it was a mess. Children to stick a lego sentence in their book the copy underneath. 5. Shared Writing: Look at Colour Monsters emotions again. Generate a simple sentence together to go with one of the monsters... eg 'I am angry'. The children help tell her how to write this. Use AFL to see who remembers to use a capital letter, finger spaces, full stop and the correct spelling for I. <u>Writing:</u> Children label a picture of a Colour monster to write how they are feeling, following the teacher's model. Use wordbank for the feeling word. HA to justify, eg 'I am sad because and I tore up the tissues.	Introduce children to the iPad ensuring they understand the main functions. Show children some pictures of the teacher disappointed with some of the jobs that haven't been done in the classroom. Get children to decide what we could do about it and lead them to recording some videos. Introduce Chatterpix using the visualiser to show the children how to take a picture and how to use the program. Record, edit, and play back short voice messages using Chatterpix to communicate a rule.		
Week 2 9th September The project culminates in the children creating and talking about their Class Charter, before proudly signing it in front of Miss Sidney and Mr Bowie, marking the completion of their Year 1 induction and their first confident step forward into an exciting and responsible Year 2 journey.	Teaching Objectives As a class, the children will learn to retell the first part of the story with actions (Talk for Writing). They will explore rules and which Buster rules might be needed in the classroom. They will work on their Chatterpix videos to teach others about the classroom jobs and they will decide which Buster job they would like to do. In their Golden Books, children will draw their own Colour Monster and independently write about it in the first person using the word I. The project will finish with all the children signing the Class Charter with Mr Bowie as their witness.			I can play my part in a team. I can involve others when working in a team. Share ideas for Chatterpix video and which rule is to be displayed.	Justify their thoughts and understand that others have different opinions: Thinking Challenge: Design a new Colour Monster of your own.
	Look at pictures of the teacher picking up hangars from the floor or getting glue lids back on and discuss the responsibilities in the classroom. Come up with a Class Charter as a class. As part of the outcome, ask the children to sign the charter using their fingerprint to symbolise the end of their Year 1 induction and their first steps into their Year 2 journey.	Talk for Writing: Practise throughout the week, adding expression. Introduce the Writers Checklist 'Think it, say it, hear it, like it, write it, check it', and practise oral rehearsal of a sentence. Set whole class writing target: I can say my sentence out loud before I write it. Guided Writing: generate adjectives to describe the Colour Monsters and write simple noun phrases to create character profiles. Shared Reading: Compare a range of texts to the story "The Colour Monster". Independent writing: Apply K/U of adjectives to create their own Colour Monster to label and write about.	Children have their Chatterpix videos with the class.		

NC Programmes of Study for PSHE

Pupils have the opportunity to learn:

- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise how their behaviour affects other people
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to offer constructive support and feedback to others
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to help construct, and agree to follow, group and class rules and to understand how these rules help them
- that they belong to various groups and communities such as family and school

NC Programmes of Study for English

WRITING: Pupils should be taught to write sentences by:
saying out loud what they are going to write about
composing a sentence orally before writing it
sequencing sentences to form short narratives
re-reading what they have written to check that it makes sense
discuss what they have written with the teacher or other pupils
read aloud their writing clearly enough to be heard by their peers and the teacher.

Pupils should be taught to:
develop their understanding of the concepts set out in English Appendix 2
by:
leaving spaces between words
joining words and joining clauses using and
beginning to punctuate sentences using a capital letter and a full stop
using a capital letter for the personal pronoun 'I'
learning the grammar for year 1 in English Appendix 2
use the grammatical terminology in English Appendix 2 in discussing their writing.

READING: Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:
listening to and discussing a wide range of poems, stories and non-fiction at a level
beyond that at which they can read independently
being encouraged to link what they read or hear read to their own experiences
becoming very familiar with key stories, fairy stories and traditional tales, retelling
them and considering their particular characteristics
recognising and joining in with predictable phrases
learning to appreciate rhymes and poems, and to recite some by heart
discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those
they listen to by:**

drawing on what they already know or on background information and vocabulary
provided by the teacher
checking that the text makes sense to them as they read and correcting inaccurate
reading discussing the significance of the title and events
making inferences on the basis of what is being said and done
predicting what might happen on the basis of what has been read so far
participate in discussion about what is read to them, taking turns and listening to what
others say
explain clearly their understanding of what is read to them

NC Programmes of Study for Computing

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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.

Hook

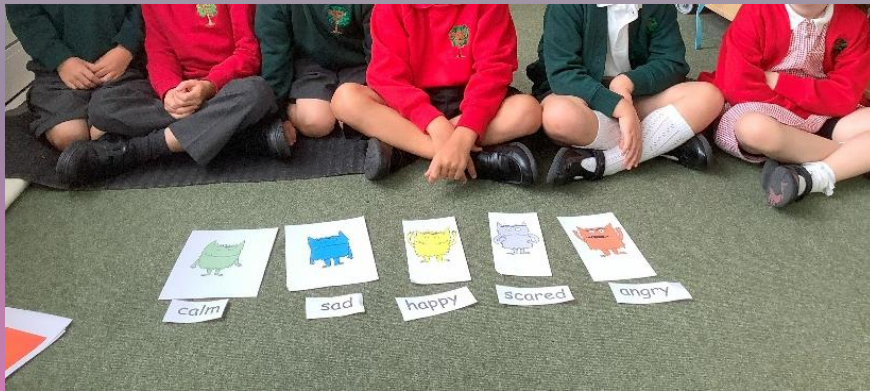
One day we came into a really messy classroom and found giant footprints everywhere! We searched for clues to see what could have happened.



The book 'Colour Monster' was lying open... What were they doing in our classroom?

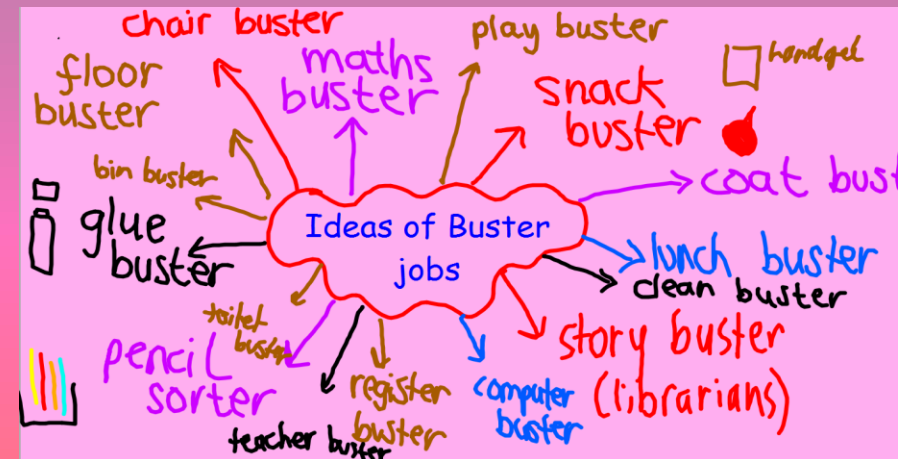
Examples of RSHE work

We learnt about the emotions of the Colour Monsters



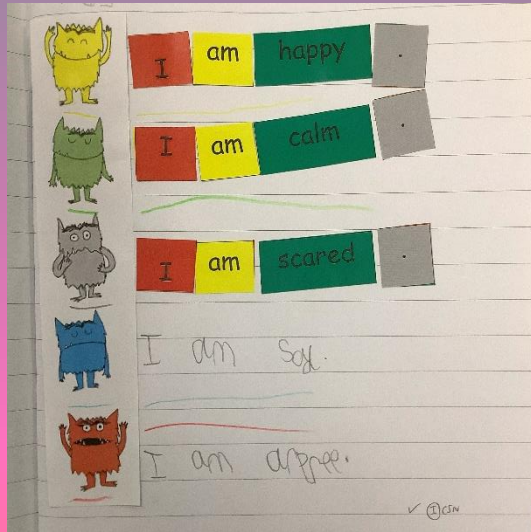
We thought about what Golden Rules they were breaking

We came up with some 'Buster' roles so we can help the adults to do all the classroom jobs.

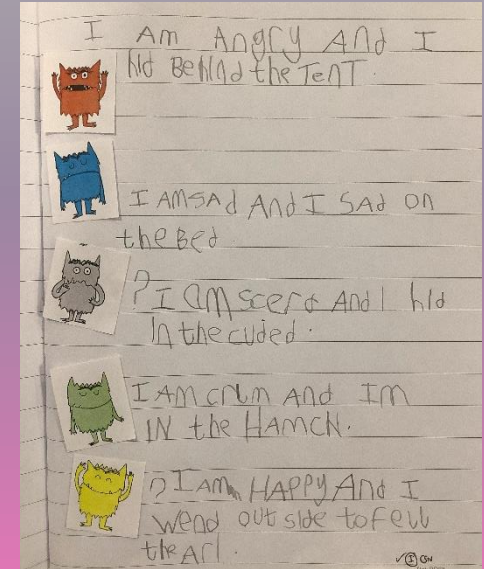


Examples of English work

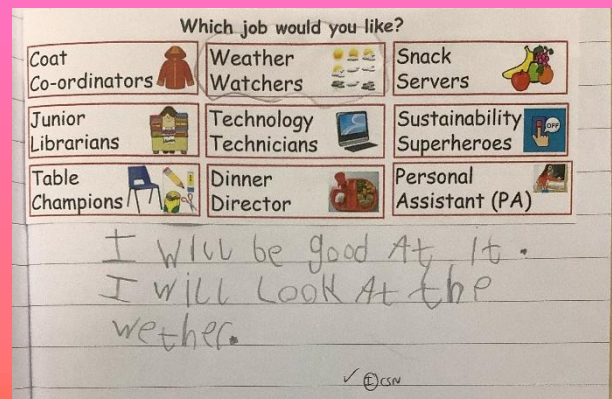
We learnt about the personal pronoun **I** and how it is always a capital letter.



We used the word **I** to describe ourselves in the role of a colour monster.

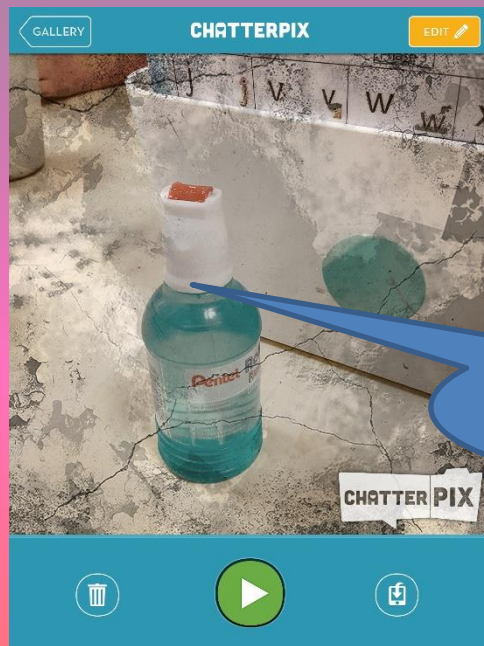


We wrote about which 'Buster' role we would like and what we would do.



Examples of Computing work

We used 'Chatterpix' to create some videos to go along with our rules



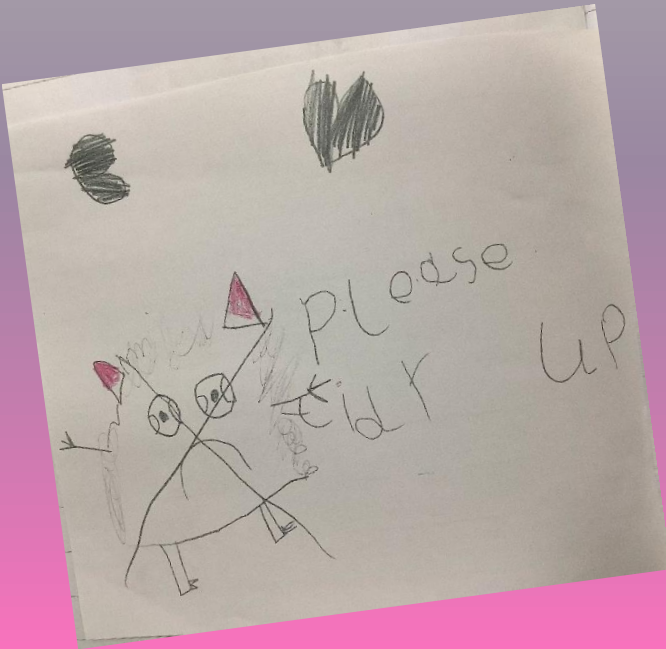
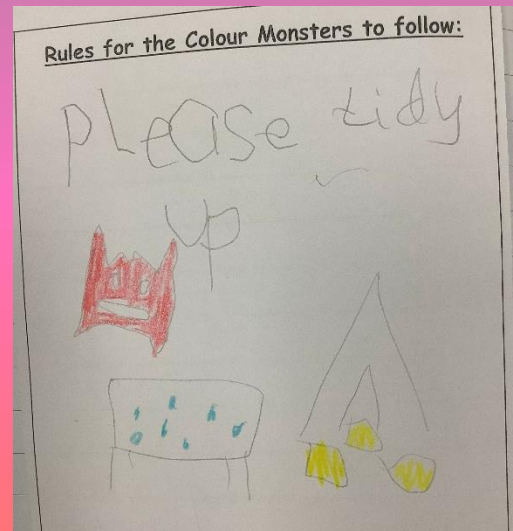
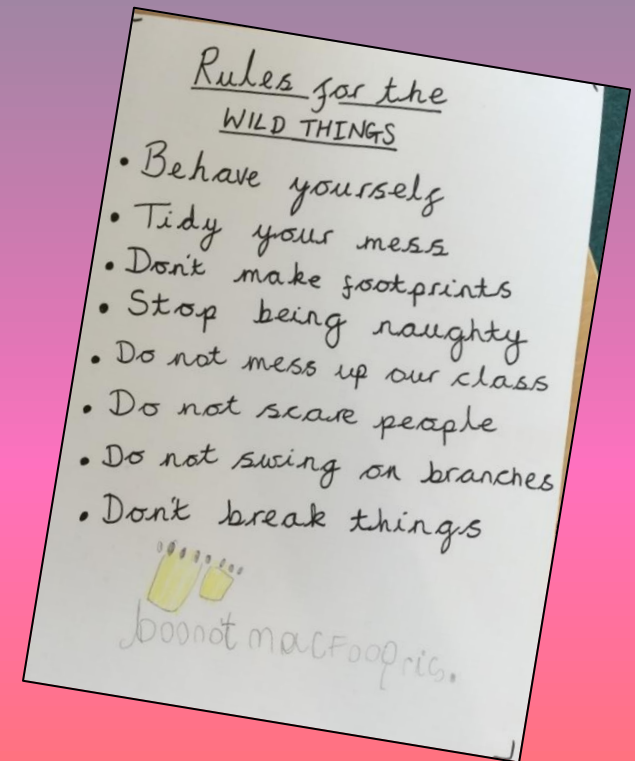
"Please put my lid back on"



"Please tuck me back under the table"

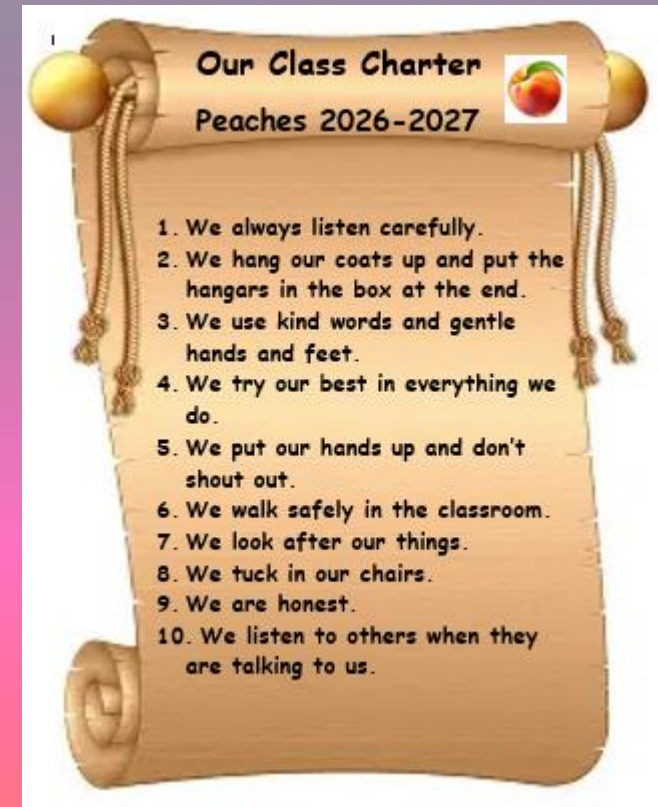
Interdependence Learning Value

After exploring our Golden Rules, we made up a set of rules for the Colour Monsters to follow and we made some posters.



Thinking Learning Value

We thought long and hard about what rules we wanted in our class and came up with a 'Class Charter'



Outcome

We enjoyed performing our class rules using Talk for Writing. We then used our fingerprint to sign our Class Charter.

