



## Medium Term Plan Year: 1 Term: 2

### Maths

<p><b>Week 1 - Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>- Explore parts and wholes</li> <li>- Understand and use a part-whole model</li> <li>- Write number sentences</li> <li>- Understand fact families: addition facts</li> </ul>	<p><b>Week 2 - Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>-Identify number bonds within 10</li> <li>-Understand systematic number bonds within 10</li> <li>-Understand and use number bonds to 10</li> </ul>	<p><b>Week 3 - Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>-Explore addition – add together</li> <li>-Explore addition – add more</li> <li>-Solve addition problems</li> </ul>	<p><b>Week 4 - Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>- Find a part (subtraction)</li> <li>- Explore subtraction – find a part</li> <li>- Understand fact families (the eight facts)</li> </ul>	<p><b>Week 5 - Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>- Explore subtraction – take away/cross out (How many left?)</li> <li>- Explore take away (How many left?)</li> <li>- Explore subtraction on a number line</li> <li>- Add or subtract 1 or 2</li> </ul>	<p><b>Week 6 - Geometry</b></p> <ul style="list-style-type: none"> <li>- Recognise and name 3-D shapes</li> <li>- Sort 3-D shapes</li> <li>- Recognise and name 2-D shapes</li> <li>- Sort 2-D shapes</li> <li>- Identify patterns with 2-D and 3-D shapes</li> </ul>
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### English Writing

Narrative unit (Settings)			Non-fiction unit (Poetry)		
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- Use question marks</li> <li>- Retell and order the story</li> <li>- Use capital letters (proper nouns)</li> </ul>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- Identify nouns and adjectives</li> <li>- Use adjectives (senses-see, hear and feel-emotions)</li> <li>-Use sentences to describe</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- Use time connectives</li> <li>- Use past tense verbs (walked, saw, heard, felt)</li> <li>- Write a postcard</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- Understand what a poem is</li> <li>- Listen to a range of poems</li> <li>- Perform a popular poem (class recital)</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- Understand rhyme</li> <li>- Explore onomatopoeia</li> <li>- Explore alliteration</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- Investigate senses poems</li> <li>- Write a senses poem</li> <li>- Perform senses poem</li> </ul>

### English Reading

<p><b>Key information</b></p> <ul style="list-style-type: none"> <li>- Teacher to read a story at the start of every session</li> <li>- Carousel of activities with each child completing a different activity everyday</li> </ul>	<p><b>Activity 1 - Reading with the teacher</b></p> <ul style="list-style-type: none"> <li>- 15 mins - Decoding Session</li> <li>- 15 mins - Comprehension Session</li> </ul>	<p><b>Activity 2 - Responding to reading</b></p> <ul style="list-style-type: none"> <li>-Written/drawn response to the book children have heard an adult read</li> </ul>	<p><b>Activity 3 - Phonics focus</b></p> <ul style="list-style-type: none"> <li>- Phonics activity at appropriate level</li> </ul>	<p><b>Activity 4 - Phonics focus</b></p> <ul style="list-style-type: none"> <li>- Phonics activity at appropriate level</li> </ul>	<p><b>Activity 5 - Independent reading</b></p> <ul style="list-style-type: none"> <li>- Children read a book from their phonic phase. This is the book which they take home</li> </ul>
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Design and Technology: Textiles (Tie-dye fabric)	Geography: Mapping Hitherfield Primary School	Science: Humans (Body parts and senses)
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that dye is used to change the colour of textiles</li> <li>- Know that manipulating textiles before the dying process can affect the finished product</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Design a product following simple design criteria (t-shirt for sports day)</li> <li>- Explain what I want to do to achieve desired result</li> <li>- Use pictures and some words to plan</li> <li>- Measure and manipulate textiles, with support</li> <li>- Choose suitable textiles and materials and explain choices, describing differences in materials</li> <li>- Talk about my work, what I did and what went well or could have been done differently</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- textile/fabric/cotton/manmade/natural</li> <li>- dye</li> <li>- twist/knot/fold/tie</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Explore different materials to develop their ideas about how to use them and what to make</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- How can colour be applied to textiles/fabric?</li> <li>- How can we affect the way that a colour/dye is applied to textile/fabric?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 4 point compass directions (N,S,E,W) and how they relate to each other.</li> <li>- Know what different human and physical features are on the school site (observational skills) - Nature area (trees, ponds, plants, grass, edible playground), Buildings, The Avenue - hill/slope.</li> <li>- Know how to use a plan and aerial photographs to identify what parts of the school are in the N,S,E+W of the school site.</li> <li>- Know how to draw a map of the school, using a key to identify the library, nursery, reception, Year 1 classes, school entrance gates and the play spaces.</li> <li>- Know how to use locational and directional language (near, far, left, right) to describe locations in the school.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Use simple fieldwork and observational skills</li> <li>- Use simple compass directions</li> <li>- Use locational and directional language</li> <li>- Describe the location of features on a map</li> <li>- Use aerial photographs to recognise landmarks and basic human and physical features</li> <li>- Devise a simple map and use and construct basic symbols in a key</li> <li>- Recognise key human and physical features</li> <li>- Use basic geographical vocabulary to refer to key physical features e.g. hill</li> </ul> <p><b>Vocabulary</b></p> <p>North, South, East, West, compass, near, far, left, right, map, key, hill</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What are the four points of the compass?</li> <li>- Can you face North, South etc?</li> <li>- What are the key human and physical features of the school site?</li> <li>- Can you identify those key features on a sketch map/plan?</li> <li>- Can you describe where those features are in relation to each other</li> </ul>	<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know and label the basic parts of the human body</li> <li>- Know the 5 human senses</li> <li>- Know which part of the human body is associated with each sense</li> </ul> <p><b>Skills (Working Scientifically)</b></p> <ul style="list-style-type: none"> <li>- Pattern seeking: To ask scientific questions.</li> <li>- Ask a question that is looking for a pattern based on observation.</li> <li>- Comparative/fair testing: To observe closely.</li> <li>- Make observations linked to answering the question</li> <li>- Comparative/fair testing: To gather record results.</li> <li>- Record data in simple prepared tables, pictorially or by taking photographs</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- head, body, arms, leg, toes, fingers, ankles, wrists</li> <li>- eyes, ears, mouth, tongue, nose, fingers, skin</li> <li>- senses, touch, see, smell, taste, hear</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Describe what they see, hear and feel when outside</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you name the parts of the human body?</li> <li>- Can you name the 5 human senses?</li> <li>- Can you name the part of the body that is used to smell/taste/touch/hear/see?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Creating media- digital painting</b></p> <ul style="list-style-type: none"> <li>- Describe what different freehand tools do</li> <li>- Use the shape tool and the line tools</li> <li>- Make careful choices when painting a digital picture</li> <li>- Explain why I chose the tools I used</li> <li>- Use a computer on my own to paint a picture</li> <li>- Compare painting a picture on a computer and on paper</li> </ul>	<p><b>How are you?</b></p> <ul style="list-style-type: none"> <li>- Listen to and understand familiar spoken words and phrases</li> <li>- Follow along and repeat key words, phrases or short sentences from a song</li> <li>- Repeat and say familiar words and short simple phrases with an introduction to expressing likes and dislikes including using understandable pronunciation</li> <li>- Ask and answer simple questions with support</li> <li>- Translate words from French to English</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- Know 1 song off by heart</li> <li>- Know what the songs are about</li> <li>- Know that we can create rhythms from words, our names, favourite food, colours and animals</li> <li>- Confidently sing or rap five songs from memory and sing them in unison</li> <li>- Improvise on the spot</li> <li>- Compose a song</li> </ul>	<p><b>Gymnastics – Animal antics:</b></p> <p>Master basic movements, develop balance, agility and coordination</p> <ul style="list-style-type: none"> <li>- Carry and place apparatus</li> <li>- Travel safely in different ways</li> <li>- Travel at different speeds and levels</li> <li>- Make and hold different shapes</li> <li>- Link two actions to make a sequence</li> <li>- Link two actions with a movement</li> </ul>
PSHE	Religious Education	Mastering Number	Phonics/Word Study
<p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>- Know what it means to keep things private/parts of the body that are private/what is personal space</li> <li>- Understand that different types of touch make people feel different feelings</li> <li>- Know when and how to ask permission to enter someone’s personal space</li> <li>- Know how and when to give permission.</li> <li>- Know when and who to go to for help if being touched makes you feel uncomfortable</li> <li>- Discuss personal space scenarios/ to sort personal space images</li> </ul>	<p><b>Christianity- Jesus’ birth and Christmas</b></p> <ul style="list-style-type: none"> <li>- Know that Christians believe that Jesus is God’s Son</li> <li>- Identify Christian celebrations</li> <li>- Understand Christmas is the celebration of Jesus’ birth which shows he is special for Christians</li> <li>- Understand that the Bible is a special book, different from other books and contains stories about the birth and life of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>- Practise conceptually subitising numbers</li> <li>- Review the linear number system to 10 as numbers are compared</li> <li>-Explore the composition of the numbers 7–9 in-depth, linking this to understanding of odd and even numbers</li> <li>-Explore the composition of 10, developing a systematic approach to finding pairs that sum to 10</li> <li>-Revisit what is meant by ‘comparing’ and see that quantities can be compared according to different attributes, including numerosity</li> </ul>	<ul style="list-style-type: none"> <li>-/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</li> <li>-/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</li> <li>-/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute</li> <li>-/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</li> <li>-Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>-Introduce capitals for one-armed robot letters</li> <li>-Practise curly caterpillar letters</li> <li>-Writing words with double ff</li> <li>-Writing words with double ss</li> <li>-Introduce capitals for curly caterpillar letters</li> <li>-Practise long legged giraffe letters, one armed robot and curly caterpillar letters</li> <li>-Practise zig-zag monster letters</li> </ul>		
Story time texts	Ada Twist Scientist - Andrea Beaty		
Texts for writing	A walk in London by Salvatore Rubbino, A great big cuddle - poems for the very young by Michael Rosen		