



Medium Term Plan Year: 1 Term: 1

Maths

<p>Week 1 - Number place value</p> <ul style="list-style-type: none"> - sort objects - count objects - count objects from a larger group 	<p>Week 2 - Number place value</p> <ul style="list-style-type: none"> - represent objects - recognise numbers as words - count on from any number 	<p>Week 3 - Number place value</p> <ul style="list-style-type: none"> - understand 1 more - count backwards within 10 - U understand 1 less 	<p>Week 4 - Number place value</p> <ul style="list-style-type: none"> - compare groups by matching - understand fewer, more, same - understand less than, greater than, equal to 	<p>Week 5 - Number place value</p> <ul style="list-style-type: none"> - compare numbers - order objects and numbers - understand the number line 	<p>Week 6 - Addition and subtraction</p> <ul style="list-style-type: none"> - introduce parts and wholes - understand and use Part-whole model - write number sentences
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English Writing

Narrative (Character description)			Non-fiction (Biography)		
<p>Week 1</p> <ul style="list-style-type: none"> - retell a story (orally) - use capital letters for names of people. - identify adjectives - create noun phrases using adjectives (orally) 	<p>Week 2</p> <ul style="list-style-type: none"> - create noun phrases (written) - identify adjectives (Character traits) - use conjunctions (and) - write descriptive sentences 	<p>Week 3: Independent Application of Skills</p> <ul style="list-style-type: none"> - label nouns (Design their own chalk character) - label adjectives (Design their own chalk character) - use noun phrases to write sentences 	<p>Week 4</p> <ul style="list-style-type: none"> - sequence and retell a story - use verbs to demonstrate the passing of time - identify facts and opinions - sequence and retell events 	<p>Week 5</p> <ul style="list-style-type: none"> - use past tense verbs (ed endings) - identify characteristics (Bessie Coleman dispositions) - identify features of a biography (introduction, subheadings, key events). 	<p>Week 6: Independent Application of Skills</p> <ul style="list-style-type: none"> - write in the past tense - retell events in chronological order - record an opinion

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> - discuss word meanings, linking new meanings to those already known - draw upon knowledge of vocabulary in order to understand the text and vocabulary provided by the teacher 	<p>Inference</p> <ul style="list-style-type: none"> - make inferences on the basis of what is being said and done 	<p>Prediction</p> <ul style="list-style-type: none"> - predict what might happen on the basis of what has been read so far 	<p>Explanation</p> <ul style="list-style-type: none"> - explain their understanding of what is read to them - link what they read or hear being read to their own experiences 	<p>Retrieval</p> <ul style="list-style-type: none"> - participate in discussions about what is read to them, taking turns and listening to what others say 	<p>Sequence/Summarise</p> <ul style="list-style-type: none"> - discuss the significance of the title and events of a text - check that texts make sense as reading and correct any inaccurate reading
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Art	Computing	French (MFL)	History	Music	Physical Education
<p>Painting</p> <ul style="list-style-type: none"> - investigate how to mix secondary colours - apply knowledge of colour mixing when painting - experiment with paint mixing to make a range of secondary colours - experiment with paint mixing to make a range of tints, shades and tones - apply painting skills when working in the style of an artist - compare their own work and that of the artist 	<p>Computing systems and networks - Technology around us</p> <ul style="list-style-type: none"> - identify technology - identify a computer and its main parts - use a mouse in different ways - use a keyboard to type on a computer - use the keyboard to edit text - create rules for using technology responsibly 	<p>Introductions</p> <ul style="list-style-type: none"> - listen to and understand familiar spoken words and phrases. - follow along and repeat key words, phrases or short sentences from a song. - repeat and say familiar words and short simple phrases with an - express likes and dislikes including using understandable pronunciation. - ask and answer simple questions with support. - translate words from French to English 	<p>Bessie Coleman</p> <ul style="list-style-type: none"> - sequence events, artefacts or pictures in chronological order. - describe similarities and differences in artefacts and pictures. - sequence the story of a significant historical figure - recall a significant memory from the past - begin to identify different ways to represent the past. - answer questions using an artefact/photograph provided - use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time. 	<p>Singing</p> <ul style="list-style-type: none"> - know 5 songs by heart. - know what the songs are about - know that we can create rhythms from words, our names, favourite food, colours and animals - sing or rap five songs from memory and sing them in unison - improvise on the spot. - compose a song 	<p>Games</p> <ul style="list-style-type: none"> - track and receive a ball. - change direction, bounce a ball with control. - move at different speeds - throw and catch a ball with a partner. - throw overarm. - throw a quoit
PSHE	Religious Education	Science	Mastering Number	Phonics	Handwriting
<p>Growing and changing</p> <ul style="list-style-type: none"> - identify what makes us unique and special. - understand that we are the same and different from other people. - recognise feelings and uncomfortable feelings. - know what to do when things become difficult for us or go wrong in a friendship. - recognise different emotions in ourselves and others. - recognise how we are the same and how we are different to a friend. 	<p>Belonging</p> <ul style="list-style-type: none"> - explore ways in which you belong. - understand the concept of belonging to a family. - understand that there are a number of religions and beliefs in the world. - understand the concept of belonging to a faith family. - understand what is involved for a child in belonging to a religion. - understand how people show they belong to a religion - understand what is special about belonging. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> - distinguish between an object and what it is made from - classify one object from different materials. - interpret results (Talk about the number of objects in each group). - ask a scientific question (to be able to ask a yes/no question to aid sorting) - observe and describe weather and day length. Take measurements - observe, describe and record clothing worn. 	<p>Subitising</p> <ul style="list-style-type: none"> - subitise within 5 - subitise larger numbers once familiar with patterns made by the numbers 5–10. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> - explore the linear number system within 10 - explore the link between the 'staircase' pattern and a number track. <p>Composition</p> <ul style="list-style-type: none"> - focus on the composition of numbers within 10 - explore the composition of odd and even numbers. 	<p>Little Wandle Phonics</p> <ul style="list-style-type: none"> - review Phase 3 GPCs ai ee igh oa oo or ur oo ow oi ear air er /z/ s -es words with two or more digraphs e.g. queen thicker - Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels - Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each - review longer words 	<p>Penpals handwriting</p> <ul style="list-style-type: none"> - practise long-legged giraffe letters - write words with ll - introduce capitals for long-legged giraffe letters - practise one-armed robot letters - practise long-legged giraffe letters and one-armed robot letters
Story time texts	<i>Traditional Tales: The Ghanaian Goldilocks - Tamara Pizzoli</i>				
Texts for writing	<i>Chalk - Bill Thompson / Nobody Owns the Sky - Reeve Lindbergh</i>				

