

Medium Term Plan Year: 1 Term: 2

Maths

Week 1 - Addition and Subtraction - *Number*	Week 2 - Addition and Subtraction - *Number*	Week 3 - Addition and Subtraction - *Number*	Week 4 - Addition and Subtraction - *Number*	Week 5 - Addition and Subtraction - *Number*	Week 6 - Shape - *Geometry*
- explore parts and wholes - understand and use a part-whole model - write number sentences - understand fact families: addition facts	- identify number bonds within 10 - understand systematic number bonds within 10 - understand and use number bonds to 10	- add together - add more - solve addition problems	- find a part - find a part (subtraction) - understand fact families (the eight facts)	- subtract by taking away/crossing out *(How many left?)* - subtract by taking away *(How many left?)* - subtract on a number line - add or subtract 1 or 2	- recognise and name 3-D shapes - sort 3-D shapes - recognise and name 2-D shapes - sort 2-D shapes - identify patterns with 2-D and 3-D shapes

English Writing: A Walk in London - Salvatore Rubbino

Narrative unit (Settings)			Poetry unit (Senses Poems)		
Week 1 - use question marks - retell and order the story - use capital letters for proper nouns	**Week 2** - identify nouns and adjectives - use adjectives -use sentences to describe	**Week 3** - use time connectives - use past tense verbs - use capital letters	**Week 4** - identify rhyme - recognise styles of poetry - recite a poem	**Week 5** - explore onomatopoeia - explore alliteration - identify nouns, adjectives and verbs	**Week 6** - identify features of senses poems - use features of a senses poem - perform own work

English Reading - Little Wandle Reading Sessions

Little Wandle Reading sessions: Children read with an adult in small groups three times a week. Children will read a book that is matched to their phonics ability. Each session has a specific focus. Once children have completed the three sessions they take the book home to read with their parents/carers.

Little Wandle Reading Session 1 - Decoding	Little Wandle Reading Session 2 - Prosody	Little Wandle Reading Session 3 - Comprehension
Focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.	Focuses on reading the book again and practising reading with prosody so children develop reading with appropriate meaning, stress and intonation. Explores characters' feelings, what words mean and how punctuation adds to the meaning.	Draw on knowledge of vocabulary to understand texts. Identify/explain key aspects of fiction and non-fiction texts. Identify and explain the sequence of events in the text. Inference and deduction. Prediction.

Year 1 Term 2 - Materials & Changing seasons (Winter)					
Lesson 1: -explore materials (wood, plastic, glass and metal) (step 1) -explore materials (water, ice) (step 4 - To be taught as continuous provision activities) **Knowledge**: -Describe the simple physical properties of a variety of everyday materials. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. **Working Scientifically:** -Identify and classify. (step 1) -Perform simple tests (step 4) **Vocabulary:** material, soft, hard, shiny, dull (step 1) solid, liquid, melt, freeze, ice (step 4)	**Lesson 2:** -explore materials (rock) (step 2) **Knowledge**: -Describe the simple physical properties of a variety of everyday materials. **Working Scientifically:** -Observe closely, using simple equipment. **Vocabulary:** rock, heavy, light, rough, smooth	**Lesson 3:** -explore materials that objects are made from (step 3) **Knowledge**: -Distinguish between an object and the material from which it is made. **Working Scientifically:** -Identify and classify. **Vocabulary:** object, material, metal, wood, plastic, glass, wool	**Lesson 4:** -make predictions (step 5) **Knowledge**: -Compare and group together a variety of everyday materials on the basis of their simple physical properties. **Working Scientifically:** -Gather and record data to help in answering questions. **Vocabulary:** heavy, light, float, sink material	**Lesson 5:** -perform a comparative test (Does it absorb water? - step 6) -perform a comparative test (Investigate materials: transparent/opaque - step 7) **Knowledge**: -Compare and group together a variety of everyday materials on the basis of their simple physical properties. **Working Scientifically:** -Use their observations and ideas to suggest answers to questions. **Vocabulary:** absorb, independent variable, dependent variable, controlled variable (step 6) transparent, opaque,, independent variable, dependent variable, controlled variable (step 7) *If it is a 6 week term, teach step 7 as a lesson and have step 6 as continuous provision. If it is a 7 week term, teach as separate lessons.*	**Lesson 6:** -identify changes in season (Winter -step 1) -collect and record data (step2) N.B. Weather changes should be recorded over a week. Process repeated for each season. **Knowledge**: -Observe changes across the four seasons. -Observe and describe weather associated with the seasons and how day length varies. **Working Scientifically:** -Ask simple questions and recognise that they can be answered in different ways. -Gather and record data to help answer questions. **Vocabulary:** Winter, daylight, night, weather, season (step 1) rainy, windy, frosty, snowy, cloudy, sunny (step 2) PLEASE SEE adaptations for Year 1 science, for guidance on terms longer than 6 weeks

Design and Technology: Tye-Dye Fabric					
Week 1 **Skill objective:** WALT: choose suitable textiles and materials and explain choices, describing differences in materials **Vocabulary:** Textile Natural Man-made	**Week 2** **Knowledge objective:** WALT: know that manipulating textiles before the dying process can affect the finished product WALT: know that dye is used to change the colour of textiles **Vocabulary:** dye twist/knot/fold/tie Spiral	**Week 3** **Knowledge objective:** WALT: know that manipulating textiles before the dying process can affect the finished product **Vocabulary:** twist/knot/fold/tie Spiral	**Week 4** **Skill objective:** WALT: design a product following simple design criteria (t-shirt for sports day) WALT: explain what we want to do, using pictures and some words to plan **Vocabulary:** Design Product	**Week 5** **Skill objective:** WALT: measure and manipulate textiles, with support **Vocabulary:** twist/knot/fold/tie	**Week 6** **Skill objective:** WALT: talk about our work, what we did, what went well or could have been done differently **Vocabulary:** Product
Geography: Hitherfield Primary School					
Week 1 **Knowledge objective:** Know the 4 point compass directions (N,S,E,W) and how they relate to each other. **Skill objective:** Use simple compass directions; Use locational and directional language. **Vocabulary:** Compass points *WALT: Use simple compass directions.*	**Week 2** **Knowledge objective:** Know what different human and physical features are on the school site **Skill objective:** Recognise key human and physical features; Use basic geographical vocabulary to refer to key physical features e.g. hill. **Vocabulary:** physical/human features *WALT: Recognise human and physical features.*	**Week 3** **Skill objective:** Use simple fieldwork and observational skills. **Vocabulary:** fieldwork *WALT: Use simple fieldwork and observational skills.*	**Week 4** **Skill objective:** Use aerial photographs to recognise landmarks and basic human and physical features. **Vocabulary:** aerial view *WALT: Describe the location of features on a map.*	**Week 5** **Knowledge objective:** 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. **Vocabulary:** Aerial view *WALT: Identify school site locations using N/E/S/W.*	**Week 6** **Knowledge objective:** 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. **Skill objective:** use a simple map key. **Vocabulary:** key *WALT: Make a simple map and symbol key.*

Computing	French (MFL)	Music	Physical Education
Creating media- digital painting - Describe what different freehand tools do - Use the shape tool and the line tools - Make careful choices when painting a digital picture - Explain why I chose the tools I used - Use a computer on my own to paint a picture - Compare painting a picture on a computer and on paper	**How are you?** Understand and use the following: Ask: Comment ça va? – How are you? Reply: - ça va bien – I'm fine - ça ne va pas – I'm not good - ça va très bien! – I'm great! - Je suis ennuyé(e) – I am bored - Je suis fâché(e) – I am angry	**Singing** - Know one song off by heart - Know what the songs are about - Know that we can create rhythms from words, our names, favourite food, colours and animals - Confidently sing or rap five songs from memory and sing them in unison - Improvise on the spot - Compose a song	**Gymnastics** - perform 'like' actions in a sequence. - carry and set up apparatus safely. - perform shapes on large and small body parts. - take off and land and use shape in our jumps. - travel on our feet, showing good body tension. - create different levels in our performance.
PSHE	**Religious Education**	**Mastering Number**	**Phonics**
Relationships: Friends and Families - Recognise the people who care for them and understand what it means to be a family - Know that families are different, e.g. single parents, same-sex parents - Know how and who to tell if they are worried about something in their family **Living in the Wider World: Belonging to a Community** -Identify different people's needs in a community and recognise rules for different situations (class/home/outside) -Know how we care for people and living things and how to look after the environment	**Christianity: Birth of Jesus Christ and Christmas** - Learn about what Christians remember at Christmas - Know about different Christian celebrations - Identify what Christians believe about Jesus - Understand why the Bible is important to Christians	- Practise conceptually subitising numbers - Review the linear number system to 10 as numbers are compared -Explore the composition of the numbers 7–9 in-depth, linking this to understanding of odd and even numbers -Explore the composition of 10, developing a systematic approach to finding pairs that sum to 10 -Revisit what is meant by 'comparing' and see that quantities can be compared according to different attributes, including numerosity	-/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn -/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he -/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute -/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw -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
Handwriting	-Introduce capitals for one-armed robot letters -Practise curly caterpillar letters -Writing words with double ff -Writing words with double ss -Introduce capitals for curly caterpillar letters		
Story time texts	Seasons by Hannah Pang		
Texts for writing	A walk in London by Salvatore Rubbino		