



Medium Term Plan Year: 1 Term 4

Maths

Week 1 - Place value (within 50) - Number - count from 20 to 50 - develop understanding of multiples of 10 (20, 30, 40 and 50) - count by making groups of tens - consolidate understanding of groups of tens and ones	Week 2 - Place value (within 50) - Number - partition into tens and ones - understand the number line to 50 - estimate on a number line to 50 - understand 1 more, 1 less	Week 3 - Length and height - Measurement - compare lengths and heights - measure length using objects	Week 4 - Length and height - Measurement - measure length using objects - measure length in centimetres	Week 5 - Mass and volume - Measurement - understand heavier and lighter - measure mass - compare mass	Week 6 - Mass and volume - Measurement - understand full and empty - compare volume - measure capacity - compare capacity
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English Writing: Dadaji's Paintbrush - Rashmi Sirdeshpande

Poetry Unit (acrostic)		Narrative Unit (innovate)			
Week 1 - explore a range of poems - identify features of acrostic poems - select adjectives	Week 2 - compose sentences orally before writing - discuss writing with teacher - present	Week 3 - add -s or -es to create plurals - predict - use capital letters for names and for 'I'	Week 4 - use the suffix -ing - use phonics to spell - use question marks	Week 5 - use imperative verbs - plan a story - use the suffix -ing	Week 6 - use full stops and capital letters - use exclamation marks - discuss writing with others

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 Focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.	Little Wandle Reading Session 2 - Prosody 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.	Little Wandle Reading Session 3 - Comprehension 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.
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Year 1 Term 4 - Science

<p>Lesson 1: -compare and group animals (step 6)</p> <p>Knowledge: -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Working Scientifically: -Identify and classify.</p> <p>Vocabulary: mammal, bird, fish, amphibian, reptile</p>	<p>Lesson 2: -explore carnivores (step 7)</p> <p>Knowledge: -Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Working Scientifically: -Identify and classify.</p> <p>Vocabulary: animal, carnivore, sharp teeth, wild animal, pet</p>	<p>Lesson 3: -explore carnivores (step 8) -explore omnivores (step 9)</p> <p>Knowledge: -Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Working Scientifically: -Identify and classify.</p> <p>Vocabulary: animal, herbivore, plants, vegetable, fruit omnivore, herbivore, carnivore, plants</p>	<p>Lesson 4: -explore caring for our planet (step 1 & 2)</p> <p>Knowledge: -Why is it important to look after our planet? (sustainability, non-statutory) (step 1)</p> <p>-How can we care for our planet? (sustainability, non-statutory) (step 2)</p> <p>Working Scientifically: -Explore the world around them and raise their own questions (non-statutory). (Step 1)</p> <p>-Use their observations and ideas to suggest answers to questions. (step 2)</p> <p>Vocabulary: Earth, plant, animal, helpful, harmful Earth, material, recycle, reuse</p>	<p>Lesson 5: -identify changes in seasons (Spring -step 1) -collect and record data (step2) N.B. Weather changes should be recorded over a week. Process repeated for each season.</p> <p>Knowledge: -Observe changes across the four seasons. (step 1)</p> <p>-Observe and describe weather associated with the seasons and how day length varies. (step 2)</p> <p>Working Scientifically: -Ask simple questions and recognise that they can be answered in different ways. (step1) -Gather and record data to help in answering questions. (step 2)</p> <p>Vocabulary: Spring, daylight, night, weather, season rain, sleet, cloud, sun, wind, snow</p>	<p>Lesson 6: -observe changes (step 1) -explore plant growth in Spring (step 2) <i>N.B. Plants potted for Planting A (term 3) can be planted outside now as well as Spring seeds. Liaise with Jesse - What seeds would be suitable for sowing outside now?</i></p> <p>Knowledge: -Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Working Scientifically: -Observe closely, using simple equipment. (step 1) -Gather and record data to help in answering questions. (step 2)</p> <p>Vocabulary: plant, flower, stem, leaf, roots, seed, soil</p>
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Design and Technology: Cooking and nutrition: Fruit salad/kebabs

Week 1 Knowledge objective: WALT: Know that some foods come from animals while others come from plants Skill objective: Vocabulary:	Week 2 Knowledge objective: WALT: Fruits and vegetables are good for your health Skill objective: Vocabulary:	Week 3 Knowledge objective: WALT: Foods have different textures Skill objective: Vocabulary: - sweet, bitter, sour, salty - juicy, fresh, crunchy, soft	Week 4 Knowledge objective: Skill objective: WALT: Present food in different ways Vocabulary:	Week 5 Knowledge objective: WALT: Understand that when we cook it is important to clean our hands and surfaces Skill objective: WALT: Cut and peel safely, with support Vocabulary:	Week 6 Knowledge objective: Skill objective: WALT: talk about my work, what I did and what went well or could have been done differently Vocabulary: - sweet, bitter, sour, salty - juicy, fresh, crunchy, soft
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Geography

Week 1 Knowledge objective: Know the four seasons of Streatham (UK) and the typical weather patterns associated with them (Spring, Summer, Autumn, Winter). Skill objective: Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the poles and the equator. Vocabulary: weather, Spring, Summer, Autumn, Winter WALT: Identify weather patterns in the UK including seasons.	Week 2 Knowledge objective: Know that different parts of the world can be hot or cold, specifically the poles and the equator. Know that the temperature typically gets warmer during the day and cooler at night. Know that India is a different country and that it is located closer to the equator than the UK Skill objective: Use basic geographical vocabulary to refer to the season and weather and compare two places. Vocabulary: weather/climate, climate zones, equator WALT: Locate hot and cold areas around the world.	Week 3 Knowledge objective: Know that Mumbai is a city in India and that Streatham is in London. Know that Mumbai and London are built up cities with large populations. Skill objective: Understand geographical similarities and differences through studying the physical geography two areas Vocabulary: Mumbai, London, physical geography WALT: Understand the physical geography of London and Mumbai.	Week 4 Knowledge objective: Know that Mumbai has a Monsoon season which is very wet and that it is generally hotter than London. Skill objective: Use basic geographical vocabulary to refer to the season and weather and compare two places. Vocabulary: monsoon, humid WALT: Identify the weather patterns of Mumbai.	Week 5 Skill objective: Use basic geographical vocabulary to refer to the season and weather and compare two places Vocabulary: monsoon season, difference/similarity WALT: Compare the seasons and weather patterns in London and Mumbai.	Week 6 Trip opportunity and/or: <ul style="list-style-type: none"> revisiting/reviewing any sessions presenting learning in a written format
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Computing	French (MFL)	Music	Physical Education
Data and information – Grouping data <ul style="list-style-type: none"> - label objects - identify that objects can be counted - describe objects in different ways - count objects with the same properties - compare groups of objects - answer questions about groups of objects 	Bonjour Tonton! Topic 3 <u>It's My Birthday!</u> <ul style="list-style-type: none"> - Learn Les Numéros Un a Dix - numbers 1-10 - Say 'C'est mon anniversaire!' – It's my birthday! - Ask 'Quel âge as-tu?' – How old are you? Tu as quel âge? – How old are you? - Say 'J'ai ... ans.' – I am ... years old - Say 'Un cadeau.' – A present and 'J'ai ... cadeaux.' – I have ... presents - Say 'Je n'ai pas de cadeaux!' –I don't have any presents! 	Song: Round Round. Finding the pulse of a song and identifying and naming instruments.	Hit, Catch, Run <ul style="list-style-type: none"> - select a space to throw or roll a ball into. - track and collect a rolling ball. - catch a ball to stop an opponent from scoring. - use our hands to hit a ball. - run between bases to score points. - work as a team to score points.
PSHE	Religious Education	Mastering Number	Phonics
<u>Relationships: Respecting Ourselves and Others</u> <ul style="list-style-type: none"> - know what kind and unkind behaviour is and its impact -talk about similarities and difference - understand what is meant by the word stereotypes - identify how differences can lead to unkindness and explore ways to be kind -know how to speak up when people are being unkind 	Christianity: Jesus the teacher <ul style="list-style-type: none"> - Understand that Jesus' teaching and life give Christians the perfect example - Read the story about Jesus which develops Christian values: Zacchaeus - Know stories told by Jesus about forgiveness and love: The Lost Son; The Good Samaritan. - Know the two greatest Commandments taught by Jesus: 'Love God' and 'Love your neighbour' - Understand that the Bible is a special book which Christians read to learn about Jesus 	<ul style="list-style-type: none"> - continue to practise conceptually subitising numbers they have already explored - review the linear number system to 10, looking at a range of representations, including a number line - explore the use of 'midpoints' to enable them to identify the location of other numbers - review the composition of odd and even numbers, link this to doubles/near doubles - explore the composition of the numbers 11-20, seeing representations which show the structure of these numbers as 'ten and a bit' - continue to develop their recall of bonds within 10, through the use of exercises which do NOT involve written equations, such as $4 + 3 = ?$ - identify doubles and near doubles through visual representations of odd and even numbers 	<ul style="list-style-type: none"> -/ur/or word, /oo/ u awful oul could, /air/ are share, Grow the code: /or/ author, dinosaur, floor, walk -/ch/ tch match, /ch/ture adventure, /ar/ al half, /ar/a father - /or/a water, schwa in longer words: different, /o/a want, Grow the code: /air/bear there -/ur/ ear learn, /r/wr wrist, Grow the code: /s/whistle science, schwa at the end of words: actor -Grow the code: /c/ /sh/ chef school, /z/ /s/ ce se se ze freeze, a /o/ wasp /ar/ father /or/ water /ai/ baking and longer words
Handwriting	<ul style="list-style-type: none"> -Practise long legged giraffe letters, one armed robot and curly caterpillar letters -Practise zig-zag monster letters -Writing words with double zz -Mixing all the letter families -Practising all the capital letters 		

Story time texts	The Ghanaian Goldilocks - Tamara Pizzoli
Texts for writing	Dadaji's Paintbrush - Rashmi Sirdeshpande