



Medium Term Plan Year: 1 Term: 4

Maths

<p>Week 1 - Place value (within 50)</p> <ul style="list-style-type: none"> - 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 	<p>Week 2 - Place value (within 50)</p> <ul style="list-style-type: none"> - Partition into tens and ones - Understand the number line to 50 - Estimate on a number line to 50 - Understand 1 more, 1 less 	<p>Week 3 - Measure (Length and height)</p> <ul style="list-style-type: none"> - Compare lengths and heights - Measure length using objects 	<p>Week 4 - Measure (Length and height)</p> <ul style="list-style-type: none"> - Measure length using objects - Measure length in centimetres 	<p>Week 5 - Measure (Mass and volume)</p> <ul style="list-style-type: none"> - Understand heavier and lighter - Measure mass - Compare mass 	<p>Week 6 - Measure (Mass and volume)</p> <ul style="list-style-type: none"> - Understand full and empty - Compare volume - Measure capacity - Compare capacity
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English Writing

Poetry (Acrostic)		Narrative unit (Innovate)			
<p>Week 1</p> <ul style="list-style-type: none"> - explore a range of poems - identify features of acrostic poems - select adjectives 	<p>Week 2</p> <ul style="list-style-type: none"> - compose sentences orally before writing - discuss writing with teacher - present 	<p>Week 3</p> <ul style="list-style-type: none"> - add -s or -es to create plurals - predict - use capital letters for names and for 'I' 	<p>Week 4</p> <ul style="list-style-type: none"> - use the suffix -ing - use phonics to spell - use question marks 	<p>Week 5</p> <ul style="list-style-type: none"> - use imperative verbs - plan a story - use the suffix -ing 	<p>Week 6</p> <ul style="list-style-type: none"> - use full stops and capital letters - use exclamation marks - discuss writing with others

English Reading

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.

<p>Little Wandle Reading Session 1 - Decoding</p> <p>Focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.</p>	<p>Little Wandle Reading Session 2 - Prosody</p> <p>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.</p>	<p>Little Wandle Reading Session 3 - Comprehension</p> <p>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.</p>
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Design and Technology: Cooking and Nutrition	Geography: India	Science: Animals
<p style="text-align: center;"><u>Fruit Salad and Fruit Kebabs</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> - Know that fruit contains fibre and vitamins to keep us healthy - Know to 'eat the rainbow' - Know how to peel and cut safely - Know that different fruits have different textures <p>Skills</p> <ul style="list-style-type: none"> - Say where some foods come from, (i.e. plant or animal) - Discuss how fruit and vegetables are healthy - Think of interesting ways to present food - Wash hands & clean surfaces - Cut and peel safely, with support - Describe textures <p>Vocabulary</p> <ul style="list-style-type: none"> - Cut, peel - texture - crunchy, juicy, bitter, sweet, sour, tasty, ripe, colourful, fresh, sticky - nutritious, vitamins, fibre, healthy <p>Learning Revisited</p> <ul style="list-style-type: none"> - Know and talk about the different factors that support their overall health and wellbeing: including healthy eating <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What does it mean to 'eat the rainbow' - What does fruit contain which makes it healthy? - How can you describe the texture and taste of fruit? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know the four seasons of Streatham (UK) and the typical weather patterns associated with them (Spring, Summer, Autumn, Winter). - Know that the temperature typically gets warmer during the day and cooler at night. - Know that different parts of the world can be hot or cold, specifically the poles and the equator. - Know that India is a different country and that it is located closer to the equator than the UK - Know that Mumbai is a city in India and that Streatham is in London - Know that Mumbai has a Monsoon season which is very wet and that it is generally hotter than London - Know that Mumbai and London are built up cities with large populations. <p>Skills</p> <ul style="list-style-type: none"> - 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. - understand geographical similarities and differences through studying the physical geography two areas - use basic geographical vocabulary to refer to the season and weather and compare two places <p>Vocabulary</p> <p>Spring, Summer, Autumn, Winter, Monsoon, North Pole, South Pole, Equator, India, Mumbai, London, United Kingdom, weather</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Explore the effect of changing seasons on the natural world around them e.g. weather, plants, animals etc <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What are the four seasons of the UK and what are the associated weather patterns? - What part of the day is it likely to be hotter/colder? - What is the weather like at the Equator and the poles? - Can you describe any difference between the seasons and weather in London and Mumbai? - Can you describe something that London and Mumbai have in common? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know how to Identify and then name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Know how to Identify and then name a variety of common animals that are carnivores, herbivores and omnivores. - Know the scientific vocabulary to use when describing and comparing the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <p>Skills (Working Scientifically)</p> <p>Classifying: To plan an enquiry</p> <ul style="list-style-type: none"> - Identify the headings for the two groups (It is... It is not...) <p>e.g Classify animals they have seen/have first-hand experience of, choosing their own criteria to do so. Such as features of an animal: wings, tail, scales etc</p> <p>Classifying: To present results</p> <ul style="list-style-type: none"> - Sort living things into two groups using a basic Venn diagram or simple table <p>E.g Classify animals they have first-hand experience of based on what they eat (plants, other animals, both).</p> <p>Researching: To ask scientific questions</p> <ul style="list-style-type: none"> - Ask one or two simple questions linked to a topic <p>E.g. Research what animals they have first-hand experience of eat.</p> <p>Researching: To interpret results</p> <ul style="list-style-type: none"> - Be able to answer their questions using simple sentences <p>E.g. Research what animals, that they have first-hand experience of, eat and record questions and researched answers as voice notes on Seesaw.</p> <p>Researching: To present results</p> <ul style="list-style-type: none"> - Present what they have learnt verbally or using pictures. <p>E.g. Research what animals, that they have first-hand experience of, eat and record questions and researched answers as voice notes on Seesaw.</p> <p>Vocabulary</p> <p>head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, (Names of animals experienced first-hand from each vertebrate group) fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, omnivore</p> <p>Learning Revisited</p> <p>Explore the natural world around them, making observations and drawing pictures of animals (Early learning goal)</p> <ul style="list-style-type: none"> - Name and describe animals that live in different habitats - Explore the animals in the surrounding natural environment <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What scientific vocabulary can you use to describe the features of an animal? - How can you identify if an animal is a fish, amphibian, reptile, bird or mammal? - How do you know if an animal is carnivore, herbivore or omnivore?

Computing	French (MFL)	Music	Physical Education
<p>Data and information – Grouping data</p> <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 	<p>Bonjour Tonton! It's My Birthday!</p> <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! 	<p>Song - Round and Round</p> <p><u>Listen and Appraise:</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p><u>Games:</u> Listen to the rhythm and clap back.</p> <p><u>Singing:</u> Learn about voices, singing notes of different pitches (high and low)</p> <p><u>Performance:</u> Add their ideas to the performance</p>	<p>Games - Bat and Ball</p> <ul style="list-style-type: none"> - To master basic movements and apply these in a range of activities. - To hold a racket correctly and use it to hit a ball or beanbag with control. - To apply my racket skills to play a target game. - To use a cricket bat to control a ball along the ground. - To use a cricket bat to hit a ball with control. - To apply bat and ball skills to play a small-sided game.
PSHE	Religious Education	Mastering Number	Phonics
<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - reflect on what we know already about keeping healthy - identify ways to keep clean - understand how to eat well - know the importance of exercise, sleep and a balanced lifestyle - consider our mental health - show what we now know about keeping healthy 	<p>Christianity -Jesus the teacher</p> <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 and 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"> - Practising all numbers 0-9 - Writing words with ck and qu - Practising long vowel phonemes (ai, igh, oo) - Practising vowels with adjacent consonants (ee, oa, oo) 		
Story time texts	Seasons - Hannah Pang		

