



## Medium Term Plan Year: 1 Term 5

### Maths

<b>Week 1 - Multiplication and Division - <i>Number</i></b> - count in 2s - count in 10s - count in 5s - recognise equal groups	<b>Week 2 - Multiplication and Division - <i>Number</i></b> - add equal groups - make arrays - make doubles	<b>Week 3 - Multiplication and Division - <i>Number</i></b> - make equal groups (grouping) - make equal groups (sharing)	<b>Week 4 - Fractions - <i>Number</i></b> - recognise a half of an object or a shape - find a half of an object or a shape - recognise a half of a quantity - find a half of a quantity	<b>Week 5 - Fractions - <i>Number</i></b> - recognise a quarter of an object or a shape - find a quarter of an object or a shape - recognise a quarter of a quantity - find a quarter of a quantity	<b>Week 6 - Position and Direction - <i>Geometry</i></b> - describe turns - describe position (left and right) - describe position (forwards and backwards) - describe position (above and below) - understand ordinal numbers
<b>Key vocabulary:</b> odd, even, multiply, multiplication, multiplied by, division, divide, times, repeated addition, array, groups, sharing, grouping, doubling, halving			<b>Key vocabulary:</b> equal, unequal, half, halves, quarter, fraction, part, whole		<b>Key vocabulary:</b> direction, top, middle, bottom, above, between, forwards, backwards, left, right

### English Writing:

<b>Week 1</b> - explore themes - predict - use suffix -er	<b>Week 2</b> - use conjunctions - create similes - identify a command	<b>Week 3</b> - identify nouns - use exclamation marks - use suffix -er	<b>Week 4</b> - use suffix -ing - use question marks - publish	<b>Week 5</b> - retell a narrative through role play - identify verbs - use suffix -ed	<b>Week 6</b> - plan a story - use conjunctions - demarcate sentences accurately
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### 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.

<b>Little Wandle Reading Session 1 - Decoding</b>  Focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.	<b>Little Wandle Reading Session 2 - Prosody</b>  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.	<b>Little Wandle Reading Session 3 - Comprehension</b>  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 4 - Science					
<b>Lesson 1:</b> -identify the parts of a plant (step 1)  <b>Knowledge:</b> -Identify and describe the basic structure of a variety of common flowering plants, including trees.  <b>Working Scientifically:</b> -Identify and classify.  <b>Vocabulary:</b> flower, petal, leaf, stem, roots	<b>Lesson 2:</b> -identify the parts of a tree (step 1)  <b>Knowledge:</b> -Identify and describe the basic structure of a variety of common flowering plants, including trees.  <b>Working Scientifically:</b> -Identify and classify.  <b>Vocabulary:</b> leaf, branch, trunk, roots, fruit	<b>Lesson 3:</b> -name and identify wildflowers and garden plants (step 3)  <b>Knowledge:</b> -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  <b>Working Scientifically:</b> -Observe closely, using simple equipment.  <b>Vocabulary:</b> wildflower, daisy, garden plant, sunflower	<b>Lesson 4:</b> -identify plants in our local area (step 4)  <b>Knowledge:</b> -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  <b>Working Scientifically:</b> -Gather and record data to help answer questions.  <b>Vocabulary:</b> wildflower,nettle, buttercup, dandelion, garden plant	<b>Lesson 5:</b> -investigate deciduous trees (step 5) -investigate evergreen trees (step 6)  <b>Knowledge:</b> -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  <b>Working Scientifically:</b> -Identify and classify.  <b>Vocabulary:</b> deciduous tree, leaf, horse chestnut, oak, sycamore (step 5)  Evergreen tree, pine, holly, branch, needles (step 6)	<b>Lesson 6:</b> -identify trees in our local area (step 7)  <b>Knowledge:</b> -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  <b>Working Scientifically:</b> -Use observations and ideas to suggest answers to questions.  <b>Vocabulary:</b> deciduous tree, evergreen tree, leaf, needles

Art:					
<p><b>Knowledge objective:</b> WALT: Clay can be shaped and modelled</p> <p><b>Skill objective:</b> WALT: Experiment with shaping and modelling clay</p> <p><b>Vocabulary:</b> rolling, squeezing, pinching</p>	<p><b>Knowledge objective:</b> WALT: Know that objects and tools can be used to make imprints in clay.</p> <p><b>Skill objective:</b> WALT: imprint into clay</p> <p><b>Vocabulary:</b> Imprint, printing</p>	<p><b>Knowledge objective:</b> WALT: Know that objects and tools can be used to make imprints in clay.</p> <p><b>Skill objective:</b> WALT: Use tools and equipment safely and in the correct way</p> <p><b>Vocabulary:</b> - rolling, carving</p>	<p><b>Knowledge objective:</b></p> <p><b>Skill objective:</b> WALT: design a clay model</p> <p><b>Vocabulary:</b></p>	<p><b>Knowledge objective:</b></p> <p><b>Skill objective:</b> WALT: Experiment with shaping and modelling clay from observation and imagination. WALT: Experience impressed printing into clay - Begin to use tools and equipment safely and in the correct way</p> <p><b>Vocabulary:</b> - imprint - rolling, squeezing, pinching, carving, printing</p>	<p><b>Knowledge objective:</b> WALT: Know that once clay has dried it is hard and can be painted</p> <p><b>Skill objective:</b> WALT: Apply simple decoration techniques, including painting. WALT: talk about our work, what we did and what went well or could have been done differently</p> <p><b>Vocabulary:</b></p>
History					
<p><b>WALT: know that some buildings and some are new</b></p> <p><b>Knowledge objective:</b> Know that some buildings are old and some are new.</p> <p><b>Skill objective:</b> Answer questions using an artefact/photograph provided, including an event beyond living memory.</p> <p><b>Vocabulary:</b></p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p><b>WALT: know what St Peter's Church is, where and when it was built</b> <i>Visit to St Peter's church</i></p> <p><b>Knowledge objective:</b> - Know what St Peter's Church is and where and when it was built.</p> <p><b>Skill objective:</b> Answer questions using an artefact/photograph provided, including an event beyond living memory.</p> <p><b>Vocabulary:</b> artefact</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p><b>WALT: know how the church has changed over time</b></p> <p><b>Knowledge objective:</b> Know how the church has changed over time.</p> <p><b>Skill objective:</b> Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning.</p> <p><b>Vocabulary:</b></p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p><b>WALT: describe changes in the local area</b></p> <p><b>Knowledge objective:</b> Know that the church was bombed in 1944.</p> <p><b>Skill objective:</b> Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p> <p><b>Vocabulary:</b> stained glass window.</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p><b>WALT: understand how we know about what the church was like in the past</b></p> <p><b>Knowledge objective:</b> Understand how we know about what the church was like in the past.</p> <p><b>Skill objective:</b> Use a range of sources to find out about the past.</p> <p><b>Vocabulary:</b> source</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p><b>WALT: describe the importance of a local place</b></p> <p><b>Knowledge objective:</b> Know why the church was and is a significant place in our local area.</p> <p><b>Skill objective:</b> Describe the importance of a local place.</p> <p><b>Vocabulary:</b> community</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>

Computing	French (MFL)	Music	Physical Education
<p>use a computer to write</p> <ul style="list-style-type: none"> <li>- add and remove text on a computer</li> <li>- identify that the look of text can be changed on a computer</li> <li>- make careful choices when changing text</li> <li>- explain why I used the tools that I chose</li> <li>- compare typing on a computer to writing on paper</li> </ul>	<p><b>Colours I like</b></p> <ul style="list-style-type: none"> <li>- Use 'J'aime...' – I like...</li> <li>- Ask 'Tu aimes...?' – Do you like? And 'Est-ce que tu aimes?' – Do you like?</li> <li>- Use 'Je n'aime pas...' – I don't like...</li> <li>- Ask 'C'est de quelle couleur?' – What colour is it?</li> </ul>	<p><b>Song:</b> Your Imagination Finding the pulse of a song and identifying and naming instruments</p>	<p><b>Athletics - Sports Day!</b></p> <ul style="list-style-type: none"> <li>- Run with a basic technique over different distances, varying pace and speed.</li> <li>- To run with some coordination and rhythm over obstacles</li> <li>- Throw a ball underarm and overarm towards a target</li> <li>- To throw for distance (by learning the basic techniques of throwing a vortex)</li> <li>- Begin to bounce a ball whilst moving</li> <li>- Work as a team to competitively perform a relay.</li> </ul>
PSHE	Religious Education	Mastering Number	Phonics
<p><b><u>Relationships: Safe Relationships</u></b></p> <ul style="list-style-type: none"> <li>- recognise our special people</li> <li>- identify what is private on our bodies</li> <li>- recognise appropriate touch and personal space</li> <li>- know how and why to ask permission</li> <li>- know how and why to give/not give consent</li> <li>-</li> </ul>	<p><b>Islam- The Prophet Muhammad (PBUH)</b></p> <ul style="list-style-type: none"> <li>- Understand the profession of faith and what Muslims believe in</li> <li>- Know what the Qur'an is</li> <li>- Learn why Prophet Muhammad (PBUH) is important to Muslims</li> <li>- Know stories from the life of Prophet Muhammad (PBUH)</li> <li>- Learn about place of worship - The Mosque</li> </ul>	<ul style="list-style-type: none"> <li>- conceptually subitise numbers within 20</li> <li>- review the linear number system to 20, looking at a range of representations, including a number line</li> <li>- explore the use of 'midpoints' to enable children to identify the location of other numbers.</li> <li>- compare numbers within 20, including questions which use the symbols +, &lt;, &gt;, =</li> <li>- develop fluency in additive relationships within 10, using a range of activities and games</li> <li>- draw on knowledge of the composition of numbers to complete written equations</li> <li>- revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations.</li> </ul>	<p>Review Phase 5 GPCs for phonics screening check</p> <ul style="list-style-type: none"> <li>- ay play, a-e shake, ea each, e he</li> <li>- ie pie, i-e time, o go, o-e home</li> <li>- ue blue/rescue, ew chew/new, u-e rude/cute, aw claw</li> <li>- ea head, ir bird, ou cloud, oy toy</li> <li>- i tiger, a paper, ow snow, u unicorn</li> <li>- ph phone, wh wheel, ie shield, g giant</li> </ul>

Handwriting	Numbers 10-20 (spacing), ch unjoined, diagonal joins to ascender: ch, ai unjoined, diagonal join, no ascender: ai
Story time texts	The big Book of Blooms - Yuval Zommer
Texts for writing	Dinosaurs and all that Rubbish- Michael Foreman