



Medium Term Plan Year: 1 Term: 5

Maths

<p>Week 1 - Multiplication and Division - <i>Number</i></p> <ul style="list-style-type: none"> - Count in 2s - Count in 10s - Count in 5s - Recognise equal groups 	<p>Week 2 - Multiplication and Division - <i>Number</i></p> <ul style="list-style-type: none"> - Add equal groups - Make arrays - Make doubles 	<p>Week 3 - Multiplication and Division - <i>Number</i></p> <ul style="list-style-type: none"> - Make equal groups (grouping) - Make equal groups (sharing) 	<p>Week 4 - Fractions - <i>Number</i></p> <ul style="list-style-type: none"> - 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 	<p>Week 5 - Fractions - <i>Number</i></p> <ul style="list-style-type: none"> - 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 	<p>Week 6 - Position and Direction - <i>Geometry</i></p> <ul style="list-style-type: none"> - Describe turns - Describe position (left and right) - Describe position (forwards and backwards) - Describe position (above and below) - Understand ordinal numbers
---	--	--	---	---	---

English Writing

Non-fiction unit (Non-chronological Report)			Narrative unit (Adventure)		
<p>Week 1</p> <ul style="list-style-type: none"> - explore themes - predict - use suffix -er 	<p>Week 2</p> <ul style="list-style-type: none"> - use conjunctions - create similes - identify a command 	<p>Week 3</p> <ul style="list-style-type: none"> - identify nouns - use exclamation marks - use suffix -er 	<p>Week 4</p> <ul style="list-style-type: none"> - use suffix -ing - use question marks - present 	<p>Week 5</p> <ul style="list-style-type: none"> - retell a narrative through role play - identify verbs - use suffix -ed 	<p>Week 6</p> <ul style="list-style-type: none"> - plan a story - use conjunctions - demarcate sentences accurately

English Reading

<p>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>		
<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>

Art: 3D sculpture and printing	History: Historical Britain - St Peter's Church	Science: Animals/Materials 3
<p>Knowledge</p> <ul style="list-style-type: none"> - Clay can be shaped and modelled. - Objects and tools can be used to shape clay and to make imprints into it. - Once clay has dried it is hard and can be painted <p>Skills</p> <ul style="list-style-type: none"> - Experiment with shaping and modelling clay or salt dough from observation and imagination. - Experience impressed printing (into clay) and apply simple decoration techniques, including painting. - Begin to use tools and equipment safely and in the correct way <p>Vocabulary</p> <ul style="list-style-type: none"> - clay, imprint - rolling, squeezing, pinching, carving, pressing, printing <p>Learning Revisited</p> <ul style="list-style-type: none"> - Enjoy using a variety of malleable media such as clay, papier mache, salt dough <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - How can clay be made into different shapes? - How can you imprint clay? - How does clay change when it is left to dry out? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know that some buildings are old and some are new. - Know what St Peter's Church is and where and when it was built. - Know how the church has changed over time. - Know that the church was bombed in 1944. - Understand how we know about what the church was like in the past. - Know why the church was and is a significant place in our local area. <p>Skills</p> <ul style="list-style-type: none"> - Describe the importance of a local place. - Use a range of sources to find out about the past. - Answer questions using an artefact/photograph provided, including an event beyond living memory. - Describe changes in the local area during their own lifetime and that of their parents and grandparents. - Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning. <p>Vocabulary</p> <ul style="list-style-type: none"> - past, present, then, now, timeline, artefact <p>Learning Revisited</p> <ul style="list-style-type: none"> - Know about toys children play with now. - Know about toys children played with in the past. - Know that some toys belong to the past and some to the present. - Know how to describe what a toy might have been used for. - Know the similarities and differences between toys from the past and own toys. - Know how to ask and answer questions about old and new toys. <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Where is St Peter's Church? - What did the church look like in the past? - How do we know what the church looked like in the past? - What does the church look like now? - What happened to the church in 1944? - Why is St Peter's Church important to some people? 	<p style="text-align: center;">Animals</p> <p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know how to Identify and then name a variety of common animals that are carnivores, herbivores and omnivores. <p>Skills (Working Scientifically)</p> <p>Skills: 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>Vocabulary</p> <p>teeth, (Names of animals experienced first-hand from each vertebrate group) fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, omnivore</p> <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - How do you know if an animal is carnivore, herbivore or omnivore? <p style="text-align: center;">Materials</p> <p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Describe simple physical properties of everyday materials - Know that one object can be made from different materials with different properties (e.g. cups/spoons made from different materials) - Know that materials can be compared and grouped on the basis of their simple physical properties. <p>Skills: Comparative/fair testing</p> <p>Choose equipment to use and decide what to do and what to observe or measure in order to answer the question</p> <p>E.g. Test objects made of different materials to see how effective they are e.g. umbrellas/hats/coats for waterproofness, socks for elasticity, bounciness of balls, sunglasses for protection from the sun, door mats for wiping your feet, different papers for writing on/painting etc.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> - object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Can you use scientific vocabulary to describe the physical properties of materials? - Can you explain why one type of object might be made out of different materials? - Can you compare and group objects based on their physical properties?

Computing	French (MFL)	Music	Physical Education
<p>Creating media – Digital writing</p> <ul style="list-style-type: none"> - use a computer to write - add and remove text on a computer - identify that the look of text can be changed on a computer - make careful choices when changing text - explain why I used the tools that I chose - compare typing on a computer to writing on paper 	<p>Colours I like</p> <ul style="list-style-type: none"> - Use 'J'aime...' – I like... - Ask 'Tu aimes...?' – Do you like? And 'Est-ce que tu aimes?' – Do you like? - Use 'Je n'aime pas...' – I don't like... - Ask 'C'est de quelle couleur?' – What colour is it? <p>Learn the following nouns: Le rouge – red, Le jaune – yellow, Le vert(e) – green, Le rose – pink, Le bleu(e) – blue, Le violet(te) – purple L'orange – orange, Le blanc(he) – white Le noir(e) – black, Le marron – brown</p>	<p>Song –Your Imagination</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 and sign 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>Athletics - Sports Day!</p> <ul style="list-style-type: none"> - Run with a basic technique over different distances, varying pace and speed. - To run with some coordination and rhythm over obstacles - Throw a ball underarm and overarm towards a target - To throw for distance (by learning the basic techniques of throwing a vortex) - Begin to bounce a ball whilst moving - Work as a team to competitively perform a relay.
PSHE	Religious Education	Mastering Number	Phonics
<p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> - Present our understanding of race and racism (pre-assessment) - Know how kind and unkind behaviour can make people feel - Begin to talk about race and racism - Recognise and challenge some myths about race and racism - Know how to speak up when people are being unkind - Add to our understanding (post-assessment) 	<p>Islam- The Prophet Muhammad (PBUH)</p> <ul style="list-style-type: none"> - Understand the profession of faith and what Muslims believe in - Know what the Qur'an is - Learn why Prophet Muhammad is important to Muslims - Know stories from the life of Prophet Muhammad (PBUH) - Learn about place of worship - The Mosque 	<ul style="list-style-type: none"> - conceptually subitise numbers within 20 - review the linear number system to 20, looking at a range of representations, including a number line - explore the use of 'midpoints' to enable children to identify the location of other numbers. - compare numbers within 20, including questions which use the symbols +, <, >, = - develop fluency in additive relationships within 10, using a range of activities and games - draw on knowledge of the composition of numbers to complete written equations - revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations. 	<p>Review Phase 5 GPCs for phonics screening check</p> <ul style="list-style-type: none"> - ay play, a-e shake, ea each, e he - ie pie, i-e time, o go, o-e home - ue blue/rescue, ew chew/new, u-e rude/cute, aw claw - ea head, ir bird, ou cloud, oy toy - i tiger, a paper, ow snow, u unicorn - ph phone, wh wheel, ie shield, g giant
Handwriting	Numbers 10-20 (spacing), ch unjoined, diagonal joins to ascender: ch, ai unjoined, diagonal join, no ascender: ai		
Story time texts	Is That Your Mama?' by Patrica Lawrence		
Texts for writing	Dinosaurs and all that Rubbish by Michael Foreman		

