



## Medium Term Plan Year: 1 Term: 1

### Maths

<b>Week 1 - Place Value within 10 - Number</b> - sort objects - count objects - count objects from a larger group	<b>Week 2 - Place Value within 10 - Number</b> - represent objects - recognise numbers as words - count on from any number	<b>Week 3 - Place Value within 10 - Number</b> - understand 1 more - count backwards within 10 - understand 1 less	<b>Week 4 - Place Value within 10 - Number</b> - compare groups by matching - understand fewer, more, same - understand less than, greater than, equal to	<b>Week 5 - Place Value within 10 - Number</b> - compare numbers - order objects	<b>Week 6 - Place Value within 10 - Number</b> - order numbers - understand the number line
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### English Writing

Narrative Unit (retell - narrative)			Non-Fiction Unit (biography)		
<b>Week 1</b> - order parts of a story - recall a story - identify nouns	<b>Week 2</b> - identify a setting in a story - retell a story - use features of a story	<b>Week 3</b> - sequence events - use time connectives - identify facts and opinions	<b>Week 4</b> - sort facts and opinions - identify past tense verbs - use past tense verbs	<b>Week 5</b> - explore features of a biography - identify features of a biography - use full stops to demarcate sentences	<b>Week 6</b> - use capital letters to start sentences - use capital letters for proper nouns - use features of a biography

### 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.
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## Science: The Human Body

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>- identify parts of the human body - draw and label parts of the human body</p> <p><b>Knowledge:</b> Identify, name, draw and label the basic parts of the human body</p> <p><b>Working Scientifically:</b> -Ask simple questions and recognise that they can be answered in different ways. -Use observations and ideas to suggest answers to questions</p> <p><b>Vocabulary:</b> elbow, leg, foot, hand, knee, arm, neck, teeth, ear, eye nose, mouth, face, head, hair</p>	<p>- explore the senses: sight</p> <p><b>Knowledge:</b> Identify and name which part of the body is associated with each sense</p> <p><b>Working Scientifically:</b> Perform simple tests.</p> <p><b>Vocabulary:</b> eyes, light, dark, blind</p> <p><b>Lesson 2 Activity 2:</b> -explore the senses: sound/hearing (step 4)</p> <p><b>Knowledge:</b> Identify and name which part of the body is associated with each sense</p> <p><b>Working Scientifically:</b> Perform simple tests.</p> <p><b>Vocabulary:</b> ears, hear, loud, quiet, noisy</p>	<p>- explore the senses: taste</p> <p><b>Knowledge:</b> Identify and name which part of the body is associated with each sense</p> <p><b>Working Scientifically:</b> Perform simple tests.</p> <p><b>Vocabulary:</b> sweet, salty, sour, bitter, savoury</p>	<p>- explore the senses: touch</p> <p><b>Knowledge:</b> Identify and name which part of the body is associated with each sense</p> <p><b>Working Scientifically:</b> Perform simple tests.</p> <p><b>Vocabulary:</b> skin, rough, smooth, hard, soft</p>	<p>- explore the senses: smell</p> <p><b>Knowledge:</b> Identify and name which part of the body is associated with each sense</p> <p><b>Working Scientifically:</b> Perform simple tests.</p> <p><b>Vocabulary:</b> nose, smell, scent, sniff, stench</p>	<p>- identify changes in season - collect and record data</p> <p><b>Knowledge:</b> -Observe changes across the four seasons. -Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Working Scientifically:</b> -Ask simple questions and recognise that they can be answered in different ways. -Gather and record data to help answer questions.</p> <p><b>Vocabulary:</b> Autumn, daylight, night, weather, season (step 1)</p> <p>Autumn, rainfall, weather, rain gauge</p>

**Art and Design: Painting - Colour mixing & application of paint (*Kandinsky's Colour study*)**

<p><b>Week 1</b></p> <p><b>Knowledge objective:</b> - know that Vassily Kandinsky combined colour and associated colour with mood and feelings</p> <p><b>Skill objective:</b> - understand and explain how colours can link to moods and feelings in art</p> <p><b>Vocabulary:</b> Concentric Mood</p>	<p><b>Week 2</b></p> <p><b>Knowledge objective:</b> - know which primary colours mix to create secondary colours</p> <p><b>Skill objective:</b> - mix primary coloured paint to create secondary colours</p> <p><b>Vocabulary:</b> Primary colours Secondary colours</p>	<p><b>Week 3</b></p> <p><b>Knowledge objective:</b> - Know that you can affect the mark made by changing the tool as well as the pressure used to apply the paint</p> <p><b>Skill objective:</b> - Experiment with using a range of rollers and pads to apply paint</p> <p><b>Vocabulary:</b> Pressure Dab Roll</p>	<p><b>Week 4</b></p> <p><b>Knowledge objective:</b> - Know that you can affect the mark made by changing the tool as well as the pressure used to apply the paint</p> <p><b>Skill objective:</b> - Experiment with using a range of different brush sizes to apply paint</p> <p><b>Vocabulary:</b> Stroke Pressure</p>	<p><b>Week 5</b></p> <p><b>Knowledge objective:</b> - understand how colours can link to moods and feelings in art</p> <p><b>Skill objective:</b> - show control over the types of marks made</p> <p><b>Vocabulary:</b> Concentric Primary/secondary colours Moods</p>	<p><b>Week 6</b></p> <p><b>Knowledge objective:</b> - understand how colours can link to moods and feelings in art</p> <p><b>Skill objective:</b> - show control over the types of marks made</p> <p><b>Vocabulary:</b> Concentric Primary/secondary colours Moods</p>
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**History: Bessie Coleman**

<p><b>Week 1</b></p> <p><b>Skill objective:</b> - Recognise the difference between past and present.</p> <p><b>Vocabulary:</b> past, present.</p>	<p><b>Week 2</b></p> <p><b>Knowledge objective:</b> - Compare planes from the past and now.</p> <p><b>Skill objective:</b> - Sort artefacts into 'then' and 'now'. - Describe similarities and differences.</p> <p><b>Vocabulary:</b> past, present.</p>	<p><b>Week 3</b></p> <p><b>Knowledge objective:</b> - Know who Bessie Coleman was and why she is famous.</p> <p><b>Vocabulary:</b> pilot, pilot's licence, airshow, stunt</p>	<p><b>Week 4</b></p> <p><b>Knowledge objective:</b> - Sequence key events from Bessie's life.</p> <p><b>Skill objective:</b> - Sequence the story of a significant historical figure and appreciate that some famous people have helped our lives be better today.</p> <p><b>Vocabulary:</b> encourage, inspire.</p>	<p><b>Week 5</b></p> <p><b>Knowledge objective:</b> - Know how to ask and answer questions about Bessie.</p> <p><b>Skill objective:</b> - Ask and answer questions about old and new objects.</p>	<p><b>Week 6</b></p> <p><b>Knowledge objective:</b> - Understand how we know about Bessie's life.</p>
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Computing	French (MFL)	Music	Physical Education
<p><b>Computing systems and networks – Technology around us</b></p> <ul style="list-style-type: none"> <li>- identify technology</li> <li>- identify a computer and its main parts</li> <li>- use a mouse in different ways</li> <li>- use a keyboard to type on a computer</li> <li>- use the keyboard to edit text</li> <li>- create rules for using technology responsibly</li> </ul>	<p><b>Introductions</b></p> <p>Understand and use the following:</p> <ul style="list-style-type: none"> <li>- Bonjour! – Hello!</li> <li>- Ask: Comment t’appelles-tu? – What is your name?</li> <li>- Reply: Je m’appelle... My name is..?</li> </ul> <p>Say:</p> <ul style="list-style-type: none"> <li>- Elle s’appelle... She is called...</li> <li>- Il s’appelle... He is called...</li> <li>- Tu t’appelles... You are called...</li> <li>- Une fille – A girl</li> <li>- Un garçon – A boy</li> </ul> <p>Ask: Qu’est-ce que c’est? What is it/this?</p> <p>Reply:</p> <ul style="list-style-type: none"> <li>- C’est une fille / C’est un garçon – It’s/this is a girl/It’s/this is a boy</li> <li>- Je ne sais pas! – I don’t know</li> </ul>	<p><b>Song - Hey You</b></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 that then can make different types of sounds with their voices – you can rap or say words in rhythm</p> <p><u>Performance:</u> Record the performance and say how they were feeling about it.</p>	<p><b>Attack, Defend, Shoot</b></p> <ul style="list-style-type: none"> <li>- hit a target</li> <li>- defend a target</li> <li>- roll and slide balls and beanbags</li> <li>- shoot in a game to get points</li> <li>- work with a partner to score points</li> <li>- use our attacking and defending skills in a game</li> </ul>
PSHE	Religious Education	Mastering Number	Phonics
<p><b>Health &amp; Wellbeing: Growing and Changing</b></p> <ul style="list-style-type: none"> <li>- Understand how we are the same as and different to other people and that we are each unique</li> <li>- Recognise feelings and distinguish uncomfortable feelings</li> <li>- Understand how different feelings affect people differently</li> <li>- Know how we are the same and how we are different from our friends</li> </ul> <p><b>Living in the Wider World: Media Literacy &amp; Digital Resilience</b></p> <ul style="list-style-type: none"> <li>- Identify the different devices people use to access the internet</li> <li>- Know how and why people use the internet to find things out and to communicate safely online</li> </ul>	<p><b>Who am I/ Belonging</b></p> <ul style="list-style-type: none"> <li>- Explore ways in which you belong</li> <li>- Understand the concept of belonging to a family</li> <li>- Understand that there are a number of religions and beliefs in the world</li> <li>- Understand the concept of belonging to a faith family</li> <li>- Know what is involved for a child in belonging to a religion</li> <li>- Know how people show they belong to a religion and understand what is special about belonging</li> </ul>	<ul style="list-style-type: none"> <li>- revisit subitising within 5 using perceptual subitising</li> <li>- practise conceptual subitising of bigger numbers as they become more familiar with patterns made by the numbers 5–10</li> <li>- explore the linear number system within 10, looking at a range of ordinal representations</li> <li>- explore the link between the ‘staircase’ pattern and a number track.</li> <li>- focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as ‘5 and a bit’, as well as exploring the composition of numbers 5 and 6 in-depth</li> <li>- explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have ‘an extra 1’ – they will link this to the ‘shape’ of these numbers.</li> </ul>	<ul style="list-style-type: none"> <li>- Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</li> <li>air er /z/ s -es words with two or more digraphs e.g. queen thicker</li> <li>- Phase 4: CVCC CCVC CCVC CCCVC Phase 4 with long vowels</li> <li>- Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</li> <li>- Review longer words</li> </ul>

<b>Handwriting</b>	<ul style="list-style-type: none"><li>- Practise long-legged giraffe letters</li><li>- Write words with ll</li><li>- Introduce capitals for long-legged giraffe letters</li><li>- Practise one-armed robot letters</li><li>- Practise long-legged giraffe letters and one-armed robot letters</li></ul>
<b>Story time texts</b>	Is that your Mama? - Patrice Lawrence
<b>Texts for writing</b>	Nobody Owns the Sky - Reeve Lindbergh