



Medium Term Plan Year: 1 Term: 3

Maths

Week 1 - Place value (within 20) - Number - count within 20 - understand 10 - understand 11, 12 and 13 - understand 14, 15 and 16 - understand 17, 18 and 19 less	Week 2 - Place value (within 20) - Number - understand 20 - understand 1 more and 1 less - understand the number line to 20 - use a number line to 20	Week 3 - Place value (within 20) - Number - estimate on a number line to 20 - compare numbers to 20 - order numbers to 20	Week 4 - Addition and subtraction (within 20) - Number - add by counting on within 20 - add ones using number bonds - find and make number bonds to 20	Week 5 - Addition and subtraction (within 20) - Number - understand doubles - use near doubles - subtract ones using number bonds - subtract (counting back)	Week 6 - Addition and subtraction (within 20) - Number - subtract (finding the difference) - know related facts - solve missing number problems
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English Writing: Traction Man is Here - Mini Grey

Narrative unit (Rewrite)			Non-Fiction unit (Recount)		
Week 1 - use question marks - order a narrative - use adjectives	Week 2 - join words and clauses using <i>and</i> - use suffix -ing for present tense - retell a narrative	Week 3 - read work aloud - compose sentences orally before writing - leave spaces between words	Week 4 - sequence events - order connectives of time - use suffix -ed for past tense	Week 5 - compose sentences orally before writing - join words and clauses using <i>and</i> - discuss own writing	

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 3 - Science

<p>Lesson 1:</p> <p>WALT: identify the parts of a flowering plant (step 1)</p> <p>Knowledge: -Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Working Scientifically: -Asking simple questions and recognising that they can be answered in different ways</p> <p>Vocabulary: plant, soil, seed, flower, stem, leaf, roots</p>	<p>Lesson 2:</p> <p>WALT: explore mammals and their features (step 1)</p> <p>Knowledge: -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Working Scientifically: -Ask simple questions and recognise that they can be answered in different ways.</p> <p>Vocabulary: animal, mammal, fur, wild animal, pet</p>	<p>Lesson 3:</p> <p>WALT: explore birds and their features (step 2)</p> <p>Knowledge: -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Working Scientifically: -Gather and record data to help in answering questions.</p> <p>Vocabulary: bird, wings, beak, feathers, flipper, webbed feet</p>	<p>Lesson 4:</p> <p>WALT: explore fish and their features (step 3)</p> <p>Knowledge: -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Working Scientifically: -Identify and classify.</p> <p>Vocabulary: fish, fin, tail, scales, gills</p>	<p>Lesson 5:</p> <p>WALT: explore amphibians and their features (step 4)</p> <p>Knowledge: -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Working Scientifically: -Identify and classify.</p> <p>Vocabulary: amphibian, frog, toad, newt, webbed feet</p>	<p>Lesson 6:</p> <p>WALT: explore reptiles and their features (step 5)</p> <p>Knowledge: -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Working Scientifically: -Use their observations and ideas to suggest answers to questions.</p> <p>Vocabulary: reptile, scales, lizard, crocodile, turtle</p>
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Design and Technology: Puppets

<p>Week 1 Knowledge objective: WALT: know that there are many different types of puppet and what they are used for</p> <p>Skill objective: WALT: talk about existing products considering: use, materials, how they work, and say what is and isn't good</p> <p>Vocabulary: Puppet types: finger, glove, rod, shadow, marionette, ventriloquist</p>	<p>Week 2 Skill objective: WALT: design a product following simple design criteria and explain what I want to do to achieve desired result</p> <p>Vocabulary: Design criteria</p>	<p>Week 3 Skill objective: WALT: select appropriate materials and tools to cut, shape, join, finish and explain choices - measure, mark out, cut and shape, with support and suggest ways to make material/product stronger and work in a safe manner</p> <p>Vocabulary: - join, attach, stitch</p>	<p>Week 4 Skill objective: WALT: select appropriate materials and tools to cut, shape, join, finish and explain choices - measure, mark out, cut and shape, with support and suggest ways to make material/product stronger and work in a safe manner</p> <p>Vocabulary: - join, attach, stitch</p>	<p>Week 5 Skill objective: WALT: select appropriate materials and tools to cut, shape, join, finish and explain choices - measure, mark out, cut and shape, with support and suggest ways to make material/product stronger and work in a safe manner</p> <p>Vocabulary: - join, attach, stitch</p>	<p>Week 6 Skill objective: WALT: talk about my work, what I did and what went well or could have been done differently</p> <p>Vocabulary: Design criteria</p>
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History: Toys

<p>Week 1 WALT: know about toys children play with now</p> <p>Knowledge objective: Know about toys children play with now.</p> <p>Skill objective:</p> <p>Vocabulary: present, modern</p>	<p>Week 2 WALT: know about toys children played with in the past</p> <p>Knowledge objective: Know about toys children played with in the past.</p> <p>Skill objective:</p> <p>Vocabulary: Victorian</p>	<p>Week 3 WALT: use a range of sources to find out about the past</p> <p>Knowledge objective: Understand how we know about toys in the past.</p> <p>Skill objective: Use a range of sources to find out about the past.</p> <p>Vocabulary: artifacts</p>	<p>Week 4 WALT: sort artefacts into 'then' and 'now'</p> <p>Knowledge objective: Know that some toys belong to the past and some to the present.</p> <p>Skill objective: Sort artefacts into 'then' and 'now'.</p> <p>Vocabulary: present, past</p>	<p>Week 5 WALT: describe similarities and differences in artefacts and pictures</p> <p>Knowledge objective: Know the similarities and differences between toys from the past and your own toys.</p> <p>Skill objective: Describe similarities and differences in artefacts and pictures.</p> <p>Vocabulary: similarity and differences</p>	<p>Week 6 WALT: ask and answer questions about old and new toys.</p> <p>Knowledge objective: Know how to ask and answer questions about old and new toys.</p> <p>Skill objective: Ask and answer questions about old and new objects.</p>
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Computing	French (MFL)	Music	Physical Education
<p>Programming – Moving a robot</p> <ul style="list-style-type: none"> - explain what a given command will do - act out a given word - combine forwards and backwards commands to make a sequence - combine four direction commands to make sequences - plan a simple program - find more than one solution to a problem 	<p>How are you?</p> <ul style="list-style-type: none"> - Use the response, Je suis fatigué(e) – I am tired - Use the reponse, Je suis malade – I am sick - Use the response, Je suis ravi(e) – I am excited - Use the response, Je suis timide – I am shy - Use the response, Je suis triste – I am sad - Use the response, Je suis content – I am happy (masculine) - Use the response, Je suis contente – I am happy (feminine) 	<p>Song: In The Groove: Teaching 6 different styles of music, Blues, Baroque, Latin, Bhangra, Folk and Funk</p>	<p>Dance</p> <ul style="list-style-type: none"> - show moods and feelings we would experience in the jungle. - move as if we were living in the jungle. - create and perform movements which show friendship. - perform leading and following movements. - perform a short dance with a clear start, middle and end. - use repeated actions in our dance.
PSHE	Religious Education	Mastering Number	Phonics
<p>Health and Wellbeing: 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>Judaism: Shabbat - A day of rest</p> <ul style="list-style-type: none"> - Understand why Shabbat is important to Jews - Know the reason why Jews attend Synagogue for prayer with the community on Shabbat. - Identify traditions and customs during Shabbat - Know the importance of keeping the traditions alive 	<ul style="list-style-type: none"> - Review the composition of numbers within 10, linking these to part-part-whole representations - Practise recalling missing parts for numbers within 10. - Compare numbers within 10, linking this to understanding of the linear system - Use the inequality symbol to create expressions, e.g. $7 > 2$, and use the language of 'greater than' and 'less than' - Reason about inequalities, drawing on knowledge of the composition of numbers. - Develop recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, -, or =. 	<ul style="list-style-type: none"> -/ee/ y funny /e/ ea head /w/ wh (whee) /oa/ oe ou (toe, shoulder) -/igh/ y fly /oa/ ow (snow) /j/ g (giant) /f/ ph (phone) -/l/ le al (apple, metal) /s/ c ice /v/ ve give -/u/ o-e o ou (some, mother, young) /z/ se (cheese) /s/ se ce (mouse,fence) /ee/ ey donkey -Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa
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	Dinosaur Poems – John Foster		
Texts for writing	Traction Man is Here - Mini Grey		

