



## Medium Term Plan Year: 1 Term: 6

### Maths

<b>Week 1 - Place value within 100 - Number</b> - count from 50 to 100 - understand multiples of tens to 100 - partition into tens and ones	<b>Week 2 - Place value within 100 - Number</b> - use a number line to 100 - understand 1 more, 1 less - compare numbers with the same number of tens - compare any two numbers	<b>Week 3 - Money - Measurement</b> - unitise - recognise coins - recognise notes - count in coins	<b>Week 4 - Time - Measurement</b> - understand before and after - identify the days of the week - identify the months of the year	<b>Week 5 - Time - Measurement</b> - understand hours, minutes and seconds - tell the time to the hour - tell the time to the half hour	
--	---	--	---	--	--

### English Writing

Non-fiction unit (Instructions)		Narrative unit (Fairy Tales)			
<b>Week 1</b> - use a capital letter for the personal pronoun I - explore verbs - identify features of instructions	<b>Week 2</b> - write commands - use adverbials of time - present	<b>Week 3</b> - explore fairy tales - identify features and characteristics of fairytales - sort characters	<b>Week 4</b> - use adjectives - use conjunctions - use prefix -un	<b>Week 5</b> - demarcate sentences - present ideas - use present tense	<b>Week 6</b> - sequence sentences - edit - publish

### 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.

<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.
--	--	---

Art & Design: Drawing: Portraits and Proportions	Geography: Leigham Vale	Science: Plants and Seasons
<p>Great portraits/ self portraits: Frieda Kahlo, Van Gogh, Leonardo Da Vinci's Mona Lisa, Warhol's Marilyn.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Portraits are artworks of people, usually showing the head/face and shoulders.</li> <li>-Self portraits are portraits which artists create of themselves</li> <li>-There are many famous portraits in different styles</li> <li>-To create a realistic portrait you must know where to place the features on the face (proportion)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> <li>-Begin to control the types of marks made with a range of media including pencil.</li> <li>- Explore the proportions of the human face and the placement of features.</li> <li>- Explore the works of a range of portrait painters, expressing their likes and dislikes</li> <li>- Experiment with pencils, rubbers, pastels (oil and chalk), felt tips</li> </ul> <p><b>Vocabulary</b></p> <p>Portrait/Self portrait Portrait artist Oil pastel/chalk pastel</p> <p><b>Learning Revisited</b></p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>-What is a portrait/self portrait?</li> <li>-Can you name some famous portraits/self portraits?</li> <li>-How can you use a pencil to make different marks which are light and dark?</li> <li>-What rules are there when drawing the features of a person's face?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 4 point compass directions (N,S,E,W) and how they relate to each other.</li> <li>- Know what different human and physical features are along Leigham Vale (observational skills) - Hitherfield Primary School, houses, railway line and bridge, shops and post office.</li> <li>- Know how to use a plan and aerial photographs to identify what features of Leigham Vale are in the N,S,E+W of the road.</li> <li>- Know how to draw a map of Leigham Vale using a key to identify Hitherfield Primary School, houses, flats, trees, railway line and bridge, roundabout, builders yard, shop and post office.</li> <li>- Know how to use locational and directional language (near, far, left, right) to describe locations along Leigham Vale.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use simple fieldwork and observational skills</li> <li>- use simple compass directions</li> <li>- use locational and directional language</li> <li>- describe the location of features on a map</li> <li>- use aerial photographs to recognise landmarks and basic human and physical features</li> <li>- devise a simple map and use and construct basic symbols in a key</li> <li>- recognise key human and physical features</li> <li>- use basic geographical vocabulary to refer to key human features e.g. railway bridge</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- North, South, East, West, compass, near, far, left, right, map, key, houses, railway line, bridge</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are the four points of the compass?</li> <li>- Can you face North, South etc?</li> <li>- What are the key human and physical features of the road?</li> <li>- Can you identify those key features on a sketch map/plan?</li> <li>- Can you describe where those features are in relation to each other?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you identify key features of Leigham Vale on a sketch map/plan?</li> <li>- Can you describe where those features are in relation to each other?</li> <li>- Can you describe which features are at the North/South/East/West of the road?</li> </ul>	<p style="text-align: center;"><b>Plants</b></p> <p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>- Know how to identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Skills (Working Scientifically)</b></p> <p><b>Classifying: To observe closely</b> Be able to compare objects based on obvious, observable features.</p> <p><b>Pattern seeking: To present results</b> Present what they learnt verbally</p> <p><b>Researching: To ask scientific questions</b> Ask one or two simple questions linked to a topic.</p> <p><b>Vocabulary</b></p> <p>leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area</p> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?</li> <li>- Can you identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p style="text-align: center;"><b>Seasonal changes</b></p> <p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know about and observe changes across the four seasons.</li> <li>- Know about, observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Skills (Working Scientifically)</b></p> <p><b>Observing over time: to observe closely</b> - Make observations linked to answering the question.</p> <p><b>Observing over time: to take measurements</b> When appropriate, measure using standard units where all the numbers are marked on the scale.</p> <p><b>Pattern seeking: to interpret results</b> Answer questions in simple sentences using their observations or measurements</p> <p><b>Vocabulary</b></p> <p>weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length</p> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>What changes have you observed across the four seasons?</li> <li>- How does weather and day length vary across the four seasons?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Programming - Programming animations</b></p> <ul style="list-style-type: none"> <li>- choose a command for a given purpose</li> <li>- show that a series of commands can be joined together</li> <li>- identify the effect of changing a value</li> <li>- explain that each sprite has its own instructions</li> <li>- design the parts of a project</li> <li>- use my algorithm to create a program</li> </ul>	<p><b>Food and Drink</b></p> <ul style="list-style-type: none"> <li>- Say 'Qu'est-ce que tu manges?' – What are you eating?</li> <li>- Learn Monsieur/Madame loup – Mr Wolf</li> <li>- Say 'Je mange... – I am eating'.../I eat...</li> </ul> <p>Qu'est-ce que tu bois? – What are you drinking?</p> <p>Je bois... – I am drinking.../I drink...</p> <p><b>Learn the following nouns:</b></p> <p>une baguette, une salade, un yaourt, un pain au chocolat, un croissant, du fromage, du jambon, des frites, un coca, un chocolat chaud, du lait, du thé, du café, du jus d'orange, du jus de pomme, de l'eau.</p>	<p><b>Reflect and Replay</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 and sing back</p> <p><u>Singing:</u> Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p><u>Performance:</u> Choose a song they have learnt and perform it.</p>	<p><b>Gymnastics - Traditional tales</b></p> <p>To develop balance, agility and coordination when:</p> <ul style="list-style-type: none"> <li>- performing a range of contrasting movements and balances</li> <li>- travelling in a variety of ways</li> <li>- jumping and rolling in a variety of ways</li> <li>- linking movements to create a sequence</li> <li>- working with a partner</li> <li>- linking movements to create a sequence</li> </ul>
PSHE	Religious Education	Mastering Number	Phonics
<p><b>Living in the Wider World: Money and Work</b></p> <ul style="list-style-type: none"> <li>- know that everyone has different strengths and how different strengths and interests are needed to do different jobs</li> <li>- identify people whose job it is to help us in the community</li> <li>- know some of the different jobs and work people do</li> </ul> <p><b>Health and Wellbeing: Keeping Safe</b></p> <ul style="list-style-type: none"> <li>- recognise how rules keep us safe</li> <li>- understand why TV/ Films/ Games/ Toys/ Play Areas have age restrictions</li> <li>- know some basic rules for staying safe online and whom to tell if they see something that makes them feel unhappy, worried or scared.</li> </ul>	<p><b>Islam- Five Pillars of Islam</b></p> <ul style="list-style-type: none"> <li>- Understand what the five pillars of Islam are</li> <li>- Understand what worship means to Muslims</li> <li>- Identify how Muslims show respect for Allah in everyday life</li> <li>- Understands the importance of good values for Muslims e.g. honesty, truthfulness and dressing modestly</li> </ul>	<p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>- continue to use conceptual subitising</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- apply their knowledge of the composition of numbers, to calculations within 10 and 20.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>- continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol.</li> </ul> <p><b>Addition and subtraction/number facts</b></p> <ul style="list-style-type: none"> <li>- continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10.</li> </ul>	<p><b>Phase 5 graphemes</b></p> <p>/ai/ eigh aigh ey ea eight straight grey break</p> <p>/n/ kn gn knee gnaw</p> <p>/m/ mb thumb</p> <p>/ear/ ere eer here deer</p> <p>/zh/ su si treasure vision</p> <p>/j/ dge bridge</p> <p>/i/ y crystal</p> <p>/j/ ge large</p> <p>/sh/ ti ssi si ci potion mission mansion delicious</p> <p>/or/ augh our oar ore daughter pour oar</p> <p><b>Tricky words</b></p> <p>busy beautiful pretty hour move improve parents shoe</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>- Practising wh unjoined</li> <li>- Introducing horizontal join to ascender: wh</li> <li>- Practising ow unjoined</li> <li>- Introducing horizontal join, no ascender: ow</li> </ul>		
<b>Story time texts</b>	Winnie the Pooh- A.A Milne		
<b>Texts for writing</b>	Julian is a Mermaid - Jessica Love		

