

Year 1 / Spring 1 Medium Term Plan

	Week 1 06/01/20	Week 2 13/01/20	Week 3 20/01/20	Week 4 27/01/20	Week 5 03/02/20	Week 6 10/02/20
Themed Week						
Events	<input type="checkbox"/> 6 th -16 th Jan: Y4 Swimming 2-3pm	<input type="checkbox"/> 6 th -16 th Jan: Y4 Swimming 2-3pm <input type="checkbox"/> Year 6 Arvon Residential	<input type="checkbox"/> Parents Evening & Consultation Day 2pm - 7:30pm	<input type="checkbox"/> Y1 Forest Visits <input type="checkbox"/> Suffolk Reading Tests - Yr 5 and 6 <input type="checkbox"/> Y4 visit Tate Britain <input type="checkbox"/> Yr R Workshop 3 with CC: Maths <input type="checkbox"/> Y6 Parents SATs meeting	<input type="checkbox"/> Y2/Y6 Assessment Week <input type="checkbox"/> Yr R Forest Visits	<input type="checkbox"/> Yr R/Y1 Assessment Week <input type="checkbox"/> Safer Internet Day 11th Feb <input type="checkbox"/> Y2 Science Museum Visit 11th Feb
Reading	Look at non fiction texts. Look at features including titles, author, contents (Science/Topic)	The colour Monster Sequence key events in the story	The Day the Crayons Came Home Who/Where ~ Retrieval How/ Why ~ Thinking	The Day the Crayons Quit Discussing word meanings and linking new meanings to words already known.	The Day the Crayons Quit Making inferences from the text based on what is said and done in the book.	Reading for Comprehension The Day the Crayons Quit Who/Where ~ Retrieval Checking the text makes sense as they read and self-correct mistakes.
Writing	Composition Holiday Recount	Composition - The Colour Monster Speech bubbles Inference	Composition - Recount Visit to the Transport Museum Composition - The Day the Crayons Quit Character profiles What the characters looks like. How do they feel?	Composition - The Day the Crayons Quit 1st person :writing a letter as Duncan apologising to Peach Crayon.	Composition - The Way Back Home Character description	Composition - The Way Back Home Story retell using sequences
Grammar & Punctuation	Punctuation To use a variety of time connectives: First, Next, Afterwards, Finally... moving onto: Suddenly, All of a sudden, Later on, Also, Lastly...	Use co-ordination (e.g. or/and/but) Consolidate Capital Letters for names, dates, places, I. Recap - Full Stops/ Finger Spaces	Punctuation To use a variety of time connectives: First, Next, Afterwards, Finally... moving onto: Suddenly, All of a sudden, Later on, Also, Lastly...	Use co-ordination (e.g. or/and/but)	To explore past tense (common 'ed') and present tense Use subordination when/if/that/because	To build on understanding of nouns, verbs and adjectives Prefix How the prefix un- changes the meaning of verbs and adjectives
Phonics	Phase 3-Group 1 Phase 4-Group 2 Phase 5-Group 3 and 4	Phase 3-Group 1 Phase 4-Group 2 Phase 5-Group 3 and 4	Phase 3-Group 1 Phase 4-Group 2 Phase 5-Group 3 and 4	Phase 3-Group 1 Phase 4-Group 2 Phase 5-Group 3 and 4	Phase 3-Group 1 Phase 4-Group 2 Phase 5-Group 3 and 4	Phase 3-Group 1 Phase 4-Group 2 Phase 5-Group 3 and 4
Spelling & H-writing	ff ll ss zz off pull kiss mess well	ck sock duck quack jacket ticket	ch sh	ai aim sail pain bait	oo too cool food moon	igh high sigh, sight

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	fizz buzz dizzy whizz	pocket kicking knock	rich such chick kitchen shed shock bush fishing HW: D, P, R, B	wait raining maintain	rooftop root foot book looking	tonight
Maths	<u>Place Value to 20</u> <u>Rapid Recall</u> Count to 20 from any number forwards/backwards <u>Read and write numbers to 20</u> <u>Tens and ones</u> 1 more, 1 less to 20	<u>Rapid Recall</u> Count to 20 from any number forwards/backwards <u>Addition & Subtraction</u> Represent and use number bonds and related addition and subtraction facts within 20	<u>Rapid Recall</u> Count to 20 from any number forwards/backwards <u>to 20</u> <u>Addition & Subtraction</u> Read, write and interpret mathematical statements involving + - = symbols.	<u>Rapid Recall</u> Numbers to 20 1 more/less <u>Addition & Subtraction</u> Add and subtract 1-digit and 2-digit numbers to 20, inc. 0	<u>Rapid Recall</u> Numbers to 20 < > = <u>Addition & Subtraction</u> Solve 1 step problems that involve - and + using concrete objects and pictorial reps and missing number problems e.g. 7 = ___ - 9	<u>Rapid Recall</u> Place Value to 20 Count in 2's (100 square) <u>Addition & Subtraction</u> Count, read & write to 50. Count to 50 forward/back from any given number. Identify 1 more/less to 50.
History	<u>Chronology</u> Explore the concept of chronology. Look at pictures of babies, chn, teenagers, adults. Which comes first? Which comes next?	<u>Chronology</u> Compare transport over time. Order the pictures of transports in chronological order, e.g. horse and carriage, car, plane, jet etc.	<u>Primary Sources</u> Explore images of old-fashioned cars. What can you see? Scaffolding writing.	<u>Secondary Sources</u> Read the writing about old-fashioned cars. Highlight key facts and write a summary.	<u>Primary Sources</u> Explore images of old-fashioned aeroplanes.. What can you see? Scaffolding writing.	<u>Secondary Sources</u> Read the writing about old-fashioned aeroplanes.. Highlight key facts and write a summary.
Geography						
Art & Design	<u>Introducing Van Gogh</u> Introduce Van Gogh and discuss style, colour and shape. Observe and describe different kinds of marks made by paint- write I can see... sentences.	<u>Meeting Van Gogh</u> Taking inspiration from Van Gogh's Starry night painting. Children will work on making different shades of yellow and blue. Then begin to make swirls.	<u>Replicating Van Gogh</u> Starry Night- replicating swirls, shapes and patterns using pencils.	<u>Replicating Van Gogh</u> Starry Night- replicating swirls and shapes using pastels and crayons.	<u>Replicating Van Gogh</u> Starry Night- replicating swirls and shapes using paints- whole class painting	<u>Van Gogh- Evaluation</u> Which medium was your favourite? Why? Writing sentences.
DT						
Music	<u>Unit -To recognise and develop a sense of steady beat through movement</u> <u>body percussion</u> <u>instruments and voice</u> Accompany a song using body percussion played on the beat.	Accompany a song with percussion instruments played on the beat. Children to move to the beat at changing speeds.	To discuss and demonstrate the difference between beat and rhythm. Sing 'Okki- tokki-unga' to combine beat and rhythm through movement and percussion instruments.	Sing 'The Old Man', clap to the beat and then accompany with word rhythms. Children to sing the song to the drum 'accompaniment' (ostinato)	To read and write simple rhythms using a basic notation. Perform pattern from the notation score.	To chant the beat of 'A dragons very fierce'. To think of interesting and suitable ways to mark the beat. Add actions and sounds to create an accompaniment. Perform as a class. Evaluate.
PSHE	<u>Treasure Chest of Success</u> PSHE: I can set simple goals SEAL: I can identify my successes and achievements	<u>Steps to Goals</u> PSHE: I can set a goal and work out how to achieve it. SEAL: I can tell you how I learn the best.	<u>Achieving Together</u> PSHE: I understand how to work with a partner. SEAL: I can celebrate achievements with my partner.	<u>Stretchy Learning</u> PSHE: I can tackle a new challenge and understand that this might stretch my learning. SEAL: I can say how I feel when faced with a challenge. <u>Overcoming Obstacle</u>	<u>Celebrating my Success</u> PSHE: I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. SEAL: I know how to store the feelings of success.	<u>Being Healthy & Healthy Choices</u> PSHE: Healthy or not? I can make healthy choices. SEAL: I feel good when I make healthy choices

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				PSHE: I can identify obstacles which make achieving more challenging. SEAL: I can say how I feel when I see obstacles and how I feel when I overcome them.		
RE <i>Article 14: The right to think, believe and practise, as long as they are not stopping others from enjoying their rights.</i>	<u>How do religious people show they belong?</u> To identify a religious symbol and say what it means.	<u>What is Sikhism?</u> To know a Sikh story and what it means. Summarise the story with key sentences.	<u>How do children show they belong to Sikhism?</u> Explore how Sikh children belong to their religion. What do people wear to show they belong to a religion?	<u>Why do Sikhs tell the story of Guru Nanak being protected by the shadow of a tree and the story of bathing in the river?</u> To understand why Guru Nanak is an important person	<u>What did Guru Gobind Singh ask Sikhs to look like?</u> To identify the 5 Ks-matching activity.	<u>What is the Amrit ceremony?</u> To consider what makes someone a good person-write their own sentences in speech bubbles.
Computing	<u>Online Safety -Watch Thinkuknow ep 1 Hector's World (Personal Information)</u> <i>What it is, who it should be shared with and how can it be used.</i> Activity: Students learn about their personal information by grouping themselves according to their characteristics. Students then watch and discuss the video as a class.	<u>Online Safety -Watch Thinkuknow ep 2 Hector's World</u> To learn how to protect themselves and their personal information. Activity: Students decide which characters are trustworthy on the 'Who do we trust in Hectors World?' worksheet by grouping themselves according to whether they think each character is to be trusted or not.	<u>Online Safety -Watch Thinkuknow ep 3 Hector's World</u> To understand some of the qualities that can be used to assess if a person is trustworthy. Students can identify situations in which it is wise to turn to a trusted adult for help. Activity: Use the character flashcards to help students identify these characters.	<u>Online Safety -Watch Thinkuknow ep 4 Hector's World</u> Students identify feelings that signal something is unsafe or someone is not to be trusted. Why did the characters give out too much information? What were the consequences? Activity: Mind map different feelings and emotions. Role play these based on different scenarios.	<u>Online Safety -Watch Thinkuknow ep 5 Hector's World</u> Explain to the children how your real name and address are private information that should not be shared on the internet even if a website asks for it.	<u>Online Safety -Watch Thinkuknow ep 6 and discuss</u> Discuss how the characters communicated through the internet. Why was this a good way to communicate when they were far away from each other?
Science	<u>Naming Materials</u> Identify, match and name a variety of everyday materials inc. wood, glass, plastic, rock, metal and water. Activity - Matching and labelling materials.	<u>Objects and Materials</u> Understanding the difference between an object and the material that it is made from. Activity - Labelling everyday objects according to their materials, e.g. sharpener = plastic and metal.	<u>Exploring Properties</u> Hard/soft stretchy/stiff shiny/dull rough/smooth bendy/not bendy waterproof/not waterproof opaque/Transparent Activity - Texture Hunt I can choose words to describe how materials look and feel.	<u>Sorting Properties</u> Sort objects according to their properties and being able to verbalise their reasons for sorting. Activity - Sort cards wood/metal/ plastic/ glass.	<u>Umbrella Investigation</u> Children will perform simple tests to find out which material makes the best umbrella.	<u>Materials Data handling</u> Children will interpret graphs and bar charts about properties of materials
PE	Outdoor - Basketball/Ball skills Passing Techniques. Activity - learning all types of passes to use e.g Chest pass, bounce pass, overhead pass.	Outdoor - Basketball/Ball skills Dribbling Activity - learning how to dribbling using one hand, pivoting and shielding.	Outdoor - Basketball/Ball skills Shooting techniques. Activity - identifying type of shots e.g Free throw, Jump shot	Outdoor - Basketball/Ball skills Defending. Activity - learning how to get possession of the ball without making contact	Outdoor - Basketball/Ball skills Games/Matches Activity - mini games 3v3	Outdoor - Basketball/Ball skills Games/Matches Activity - full side games 5 v 5