

Trip – RAF Manston Transport Museum	
Writing	<p>Genre - Journey stories/Narrative Model Text – The Magic Bojabi Tree</p> <p>Composition</p> <ul style="list-style-type: none"> To be able to write a simple problem and resolution story. To be able to write a simple sentence using phonic knowledge, a capital letter to start a sentence, a full stop at the end and spaces between words. To be able to use common story language to start a story (orally initially but leading into their writing). <p>Handwriting</p> <ul style="list-style-type: none"> To be able to write letters that are properly formed and of a regular size.
Reading	<p>Class Text – The Magic Bojabi Tree by Dianne Hofmeyr Word reading</p> <ul style="list-style-type: none"> To use their phonic knowledge to read simple sentences fluently, pausing at the full stops. To be able to read simple common exception words from Phase 3 of Animaphonics – the, to, I, is, me, my, was, of. <p>Comprehension</p> <ul style="list-style-type: none"> Reading of the focus text – The Magic Bojabi Tree and be able to re-tell it in a simple way. To be able to use the repeating phrase from the story the Magic Bojabi Tree and re-tell other familiar stories with a repeating phrase e.g. the Three Little Pigs. To be able to use prior knowledge to make links with other texts that have a similar theme e.g. other problem and resolution stories.
SPAG	<ul style="list-style-type: none"> To be able to read and use the following sounds- ai/ay; ee/ea; igh/ ie; oa/ow. To be able to identify what a noun and verb are and what these words describe (a person place or thing and an action). To know what a question sentence is and that what, where, why, when and who are used to start question sentences. To be able to add er, ed and ing to verbs and know how it changes the word. To know the capital letter that matches the lower case letter e.g. A a.
Mathematics	<p>Arithmetic</p> <ul style="list-style-type: none"> Recognise and use greater than, less than and equal to using facts within 10 One more and one less than a given number Recall number bonds to 5 and 10. Double facts within 10. Finding the answer to simple addition and subtraction facts using mathematical symbols Solve one step missing number problems within 10. <p>Concepts</p> <p>Number: Place Value (within 10)</p> <ul style="list-style-type: none"> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <p>Number: Addition and Subtraction (within 10)</p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero.

<p>History</p>	<p>Transport</p> <ul style="list-style-type: none"> To know that transport is the way in which things are carried from one place to another, specifically on roads, water, rail or through the air. To know that the earliest humans had no transport and walked, used boats or used animals to travel from one place to another. To know that the wheel was invented around 5,000 years ago and changed the way people travelled. To know that a long time ago, a type of carriage called a chariot was invented which used wheels and horses to travel much faster. To know that horse-drawn carriages were used for hundreds of years to transport people and goods. To know that a car is a vehicle that has wheels and is moved by an engine. To know that the first cars were open, without a fixed top and moved very slowly. To know that many modern cars use a fuel called petrol, making cars travel fast and for long distances. To know that people are being encouraged to buy electric cars because they are better for the environment. To know that trains allow people and goods to travel very long distances.
<p>Science</p>	<p>Seasonal Change:</p> <ul style="list-style-type: none"> To know how to observe and describe changes across the four seasons. To know that, in the UK, the day length is longest at mid-Summer (about 16 hours) and gets shorter each day until mid-Winter (about 8 hours) before getting longer again. The weather also changes with the seasons. To know that, in the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are: numbers of mini-beasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people To know how to observe and describe weather associated with the seasons and how day length varies. To know that it is not safe to look directly at the sun, even when wearing dark glasses. <p>Everday materials</p> <ul style="list-style-type: none"> Objects are things that you can touch or see. Objects are made from materials. Some objects can be made from one or more different materials, for example: plastic, metal or wooden spoons. Materials can be described by their properties e.g. shiny, stretchy, rough.
<p>Religious Education</p>	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> To know that we can belong to different groups and some of those are religious- family/school/clubs. To know that some ceremonies are about joining/belonging to a faith community e.g. baptism; marriage ceremony. To know what symbols we use to show that we belong to a religious group e.g. baptismal candle; holy water; wedding rings. To realise that if you are a Muslim you follow Islam; if you are a Christian you follow Christianity.
<p>Physical Education</p>	<p>Fundamental skills (indoors)</p> <ul style="list-style-type: none"> To attempt to run at different speeds showing an awareness of technique. To begin to link running and jumping movements with some control. To jump, leap and hop and choosing which allows them to jump the furthest. To throw towards a target. To show some control and balance when travelling at different speeds. To begin to show balance and co-ordination when changing direction. To use co-ordination with and without equipment. <p>Ball skills (outdoor)</p> <ul style="list-style-type: none"> To drop and catch a ball after one bounce on the move. To move a ball using different parts of the foot. To throw and roll towards a target with some varying techniques. To kick towards a stationary target. To catch a beanbag and a medium-sized ball. To attempt to track balls and other equipment sent to them. To run, stop and change direction with some balance and control. To recognise space in relation to others. To begin to use simple tactics with guidance.



Medium Term Plan Year 1 – Term 1 – 2022/23

PSHE	Relationships: <ul style="list-style-type: none">• That feelings can be communicated via facial expressions, body language, actions and words.• That there are good and not so good feelings and that these include feeling happy, sad, angry, excited, scared and worried, and to recognise when someone is feeling these ways.• That the way someone is feeling can affect their behaviour.• That many people use the words 'secrets' and 'surprises' interchangeably and that secrets and surprises that are safe to keep are those that can be exciting and can make people happy, whereas any type of secret or surprise that leaves them feeling uncomfortable or worried is not safe and should be shared with a trusted adult.• That their body belongs to them and if someone does something to it that they are uncomfortable with, they should tell them to stop and this should always be listened to. Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing.• That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.• The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.• The importance of telling someone, such as their teacher, if something about their family makes them unhappy or worried.
Art	Collage self-portraits <ul style="list-style-type: none">• To know that a collage is a piece of art made by sticking bits of different materials onto a backing.• To understand how collages can be used to represent something through observation, then abstracting to create unique and interesting results.• To understand that different materials have different textures and these can be rough or smooth, or hard or soft.• To build up a collage layer-by-layer, starting with larger areas then adding finer detail.• To recognise the colours, proportions and spacing of their own facial features.
Computing	Introduction to Data <ul style="list-style-type: none">• To know that computers can help organise data.• To know that computers can understand information in different forms through an input device. Online Safety <ul style="list-style-type: none">• To recap on the SMART rules and what the internet is.• To know and understand that we need to be kind on the internet as we would in real life.• To know which devices connect to the internet.• To know some tips for staying safe and why this is important.