

<p>Writing</p>	<p>Fiction : The Way Back Home (Quest story) Model text : The Way Back Home</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Descenders- g, j, p,q,y and how they fit on the line. • Letters that are similar in size and properly orientated on the lines. <p>Composition</p> <ul style="list-style-type: none"> • Story language- Once upon a time • To know that it is a 5-part story with a beginning; build-up; problem; resolution and ending. • Use of and to join two sentences. • Sentences that need an exclamation mark and question mark. • Use of different words to start sentences e.g., suddenly, Luckily, In the end. <p>Vocabulary</p> <ul style="list-style-type: none"> • Use of words to describe (adjectives).
<p>Reading</p>	<p>Class Text: The Way Back Home</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Use of phonics learnt so far and to know the alternate spellings e.g., e sound – ea, ee. • Use of context to read unknown words. • Scanning ahead to see what the word could be. • Common exception words – by, here, love, came, has. • Use of story language Once upon a time. <p>Comprehension</p> <ul style="list-style-type: none"> • What other quest stories can they relate this to e.g. The Quest by Aaron Becker, Lost and Found by Oliver Jeffers. • To know how the characters, feel about each other by the words and actions. • To discuss the story 'The Way Back Home' and who the Walkie Talkie is from and why. • What are the 5 parts of the story?
<p>SPAG</p>	<ul style="list-style-type: none"> • Animaphonics Phase 5c –wh, ve, tch, ore, are, oe, y making ee sound, ee spelt ea and ie. • Common exception words- your, says, today, were, there, by, love, come. • To know when and why we use question marks and exclamation marks.. • Use of full stops and capital letters for the start and end of a series of sentences. • To know when a sentence needs an exclamation mark. • Use of plurals by adding s or es. • To know that we use capital letters for proper nouns e.g., names, places, months of the year and the personal pronoun I.
<p>Mathematics</p>	<p>Number: Place Value (Within 50)</p> <ul style="list-style-type: none"> • Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • 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>Measurement: Length & Height</p> <ul style="list-style-type: none"> • Measurement: Length and Height • Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) <p>Measurement: Weight & Volume</p> <ul style="list-style-type: none"> • Measurement: Weight and Volume • Measure and begin to record mass/weight, capacity and volume. <p>Mastering Number</p> <ul style="list-style-type: none"> • Explore the composition of numbers within 20 and their position in the linear number system. • Connect addition and subtraction expressions and equations to 'number stories.'

Medium Term Plan

Year 1 – Term 4 – 2022/2023

	<ul style="list-style-type: none"> • Compare numbers within 20. • Practise retrieving previously taught facts and reason about these.
Science	<p>Animals including humans</p> <ul style="list-style-type: none"> • To know how to describe and compare observable features of animals from a range of groups. (birds, amphibians, reptiles, fish and mammals). • To know how to identify and name a variety of common animals that are carnivores, herbivores and omnivores. • To know that vertebrates are animals that have a backbone and that there are five groups of vertebrates: mammals, fish, birds, reptiles and amphibians.
Religious Education	<p>What makes some places sacred?</p> <ul style="list-style-type: none"> • That a sacred place for a Christian is a Church and for Muslim a mosque. • What special objects they might find in a Mosque and Church – altar, crucifix, cross, prayer mat, muezzin and how they are used. • What people do in a Mosque and a Church and what is the same and different. • To discuss how music is used in sacred places to help people worship and how it might make them feel. • To talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none"> • To perform balances making their body tense, stretched and curled. • To take body weight on hands for short periods of time. • To demonstrate poses and movements that challenge their flexibility. • To remember, repeat and link simple actions together. <p>Target Games</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. • Strike a stationary ball using a racket. • To run, stop and change direction with some balance and control. • To begin to use simple tactics with guidance.
Geography	<p>To know about a familiar location (Dover)</p> <ul style="list-style-type: none"> • To use world maps to compare the climate of two places, considering where the equator is. • To use different sources to find out about places learners have not visited. • That a port is next to the sea or ocean and is where boats can come and go, and that a port is important for trade and travel. • That Dover is a coastal town in England that has a port. • That Dover faces the English Channel which is the busiest shipping area in the world. • That the White Cliffs of Dover are a well-known feature of the English coastline. • That Dover has a famous castle which is visited by tourists.
RSHE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • To understand fire safety; safety in the home (poisonous products) road safety and safety online. • That personal hygiene includes cleaning their body every day, washing their hands with soap after going to the toilet and before they eat, brushing their teeth twice a day, and covering their mouth and nose when they cough or sneeze. • That diseases can be spread if they do not maintain personal hygiene. • How to brush their teeth correctly and that they must do this twice a day and that some food and drink support dental health and some do not. Pupils also learn that they must visit the dentist regularly. • That their parents/carers and their teachers and teaching assistants look after them at home and at school and that they can talk to them if they are worried about something, and to know that doctors, paramedics and police can also help look after them. • That household products such as cleaning products, bleach, and dishwasher and washing liquid tablets can be harmful, as can medicines, and that these should only be handled by adults. • To ask a trusted adult if uncertain about whether something is safe to eat or drink. <p>SRE</p> <ul style="list-style-type: none"> • That babies need care and support and that older children can do more by themselves.



Medium Term Plan Year 1 – Term 4 – 2022/2023

	<ul style="list-style-type: none"> The names for the main parts of the body, include using the name penis and vulva for external genitalia.
Music	<p>Who stole my chickens and my hen?</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> To copy back simple rhythmic patterns using long and short notes. To demonstrate good singing posture. To sing songs involving call and response <p><u>Composing</u></p> <ul style="list-style-type: none"> To recognise and invent symbols for graphic notation. To create and perform own rhythm patterns (fish and chips, spaghetti bolognaise). To use graphics to record ideas <p><u>Musicianship</u></p> <ul style="list-style-type: none"> To copycat rhythms led by teacher. To create word pattern chants (sausages and mash) To follow simple rhythm grid to sing and play.
Design Technology	<p>Structures (playgrounds)</p> <ul style="list-style-type: none"> Explore the components, materials and features of playground equipment and materials used to make it. Experiment with different materials to make different models of playground equipment, checking its strength and sturdiness. Explore different ways of joining and strengthening materials to create pieces of playground equipment. <p>Design</p> <ul style="list-style-type: none"> Design a piece of playground equipment thinking about the materials they would need to use to build it. Follow their designs to make their piece of playground equipment. Join materials together appropriately create sturdy structures Work safely and carefully within the classroom using a variety of tools materials and techniques: <p>Evaluate</p> <ul style="list-style-type: none"> Share and demonstrate how their piece of playground equipment works. Evaluate their own piece of playground equipment by saying what they think and feel about it.
Spanish	<p>Los Animales (continued)</p> <ul style="list-style-type: none"> To explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in Spanish compared to English. To become more familiar with the 1st person high frequency irregular verb 'soy' (I am) from the verb 'ser' (to be). To revise all language covered so far and to complete the end of unit assessment naming the 10 animals.