



Medium Term Plan
Year 1 – Term 5 – 2022/2023

Writing	<p>Fiction: Defeating the monster Stories Model Text: Rama and Sita.</p> <p>Handwriting</p> <ul style="list-style-type: none">• Form lower-case letters that are of a similar size and are orientated on the lines correctly.• Write capital letters that are the correct shape and in relationship to lower case letters.• Write ascenders and descenders that are correctly positioned on the lines. <p>Composition</p> <ul style="list-style-type: none">• Write a five-part story with each part being a two sentence part.• Plan or say out loud what they are going to write so that it will make sense to the reader.• Apply their phonic and Y1 common exception words from this term (refer to the SPAG section).• Check each sentence to ensure some different sentence openers e.g. Once upon a time Suddenly, Luckily, In the end and the use of joining words such as 'and' and 'but.'• Learn how to use a range of punctuation with a specific focus on full stops, capital letters for sentences but also exclamation marks and question marks and apostrophes for contractions e.g., it's.• Proof-read for errors in grammar, spelling and punctuation. <p>Vocabulary</p> <ul style="list-style-type: none">• Use of words to describe an action (verbs).
Reading	<p>Class Text: Rama and Sita : The story of Diwali</p> <p>Word Reading</p> <ul style="list-style-type: none">• Continue to apply phonic knowledge and skills to decode unfamiliar words but still using picture cues for reference.• Read accurately by blending the sounds in words that contain the graphemes taught so far, and recognising alternative sounds for graphemes.• Read further common exception words from the Year 1 list that have been taught so far.• Read more words quickly and accurately, so that more words are read from sight and therefore reading is more fluent.• <p>Comprehension</p> <ul style="list-style-type: none">• To know what the five-parts are in the Rama and Sita story.• Becoming increasingly familiar with other defeating the monster stories e.g., Jack and the Beanstalk, The Three Billy Goats Gruff, and seeing the language patterns and similarities and differences in, for example, the plot.• Checking that the text makes sense to them as they read, and re-read when it doesn't.• Answer and ask questions about the text, for example, what's happening? What are the problems, resolutions? Who are the good characters (heroes) and bad characters (villains) in the story? What makes them heroes or villains? How do they feel? What is the message behind this story?
SPAG	<ul style="list-style-type: none">• Animaphonics Phase 5C- ee spelt ie, air spelt ear, ur spelt er, c or k, compound words, un as a prefix, suffix ing.• Common Exception Words: because once ask school push• Joining sentences together using 'and' or 'but.'• Punctuating sentences using an exclamation mark as a specific focus.
Mathematics	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none">• Reinforce multiples of 2,5 and 10• Count in multiples of twos, fives and tens.• Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.



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	<p>Fractions</p> <ul style="list-style-type: none">• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.• Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)• Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] <p>Geometry: Position & Direction Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Mastering Number: Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'.</p> <p>Problem Solving</p> <ul style="list-style-type: none">• Visualising• Reasoning logically
<p>Science</p>	<p>Plants:</p> <ul style="list-style-type: none">• To observe and know that leaves, seeds, leaves and flowers are not all the same and to classify them according to different characteristics.• To be able to recognise common wild and garden plants.• Make observations of how plants change over a period of time and know where the roots, trunks, branches, leaves and flowers are (blossom).• Identify and classify a variety of wild and garden plants (these can be identified by looking at the key characteristics of the plant).• Know the common parts of plants (seed, flower, stem, leaf, bulb, root).• Think about how plants will only grow when cared for and these may be beautiful to look at (When plants are grown for food, this may be called a herb garden or vegetable patch).• To know that some plants grow without being cared for and these are weeds.• Research common deciduous and evergreen trees and know the difference between them.
<p>Religious Education</p>	<p>Who is a Jew and what do they believe?</p> <ul style="list-style-type: none">• To understand that Jews follow the religion of Judaism, celebrate in a synagogue, believe in God and talk to God through a prophet.• To have an understanding of some similar and different beliefs about God to Christianity and Islam.• To know some of the ways that Jews show their beliefs e.g. the mezuzah is not hung on Shabbat, lighting candles to celebrate Hannukah, known as the menorah.• To know some of the meaning behind the festival of Hannukah.• To be aware of some of the ways Jews serve God in everyday life e.g., through prayer, kindness towards others and the observance of the commandments laid out in the Torah, their Holy Book.
<p>Physical Education</p>	<p>Outdoor – Athletics</p> <ul style="list-style-type: none">• To move at different speeds over varying distances.• To develop balance.• To develop agility and co-ordination.• To explore hopping, jumping and leaping for distance.• To develop throwing for distance.• To develop throwing for accuracy.• To measure performance and improve on their own score.• To understand that exercise increases your heart rate.• To learn to move in a safe way with and without equipment.



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Forest School	<ul style="list-style-type: none">• Looking for shape & symmetry in the natural world• Follow a map and instructions to find treasure• Counting, adding, and subtracting 'treasure' coins• Different ways to measure time – use a word cloud• Learning names of flora and fauna• Storytelling from collected woodland items
Geography	Dover and Rio de Janeiro (Rio) <ul style="list-style-type: none">• That Geographers study how people are connected with their environment through human and physical features.• To compare the climate and features of Dover and Rio de Janeiro.• That the climate of a place is affected by its position on the globe. That Dover has a colder climate and Rio has a hotter climate as it is closer to the equator. The equator is an imaginary line around the middle of the planet.• That Rio de Janeiro is a coastal city in Brazil that has a port.• That Rio de Janeiro is surrounded by mountains, forests and the Atlantic Ocean.• That tourists visit Rio de Janeiro for its beaches, its festival and a large statue called Christ the Redeemer.
RSHE	Communities <ul style="list-style-type: none">• That their class is a group that they are a member of.• To recognise their own responsibilities in the classroom, such as always listening to others, helping others whenever they can, looking after resources and putting things back where they belong (link to class rules) and these are lifelong skills.• That rules are sets of instructions and standards of behaviour that are needed to keep people safe and to avoid conflict.• That different rules are needed for different environments and different situations.• That people and other living things have different needs and that we have responsibilities to meet them.
Art	Sculpture (seasonal-themed clay tiles) <p>When looking at photos of historical and modern tiles and exploring use of tiles in school and own homes, pupils will learn...</p> <ul style="list-style-type: none">• That a tile is a thin piece of baked clay or other material, often used in covering roofs or room floors, walls and ceilings.• That humans have used tiles for building for more than 3000 years, and decorating for 2000.• That the way artists made art a long time ago might have changed from how we make it today, but some ways are still the same.• That an artist can use art to show how they feel. <p>Artist: Linda Leighton</p> <p>When looking at photos of her tiles and exploring how she shows the idea of spring in her clay tiles pupils will learn...</p> <ul style="list-style-type: none">• That artists can be inspired by places they go or things they see, and can use this in their art.• Science link: That plants grow at different times of year. These plants can then be used in art to show the season they grow in. <p>When exploring outdoor areas in summer term and making drawings/rubbings of plants and flowers, pupils will learn...</p> <ul style="list-style-type: none">• To create art that represents the idea of summer through colours and use of summer plants. <p>When practising using tools (fingers, pencils, cutlery, clay modelling tools) with pieces of playdough or clay to create relief, pupils will learn...</p> <ul style="list-style-type: none">• That art can be 3D and 3D artwork is known as a sculpture.



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	<ul style="list-style-type: none">• That when making a tile, you can carve the clay so some parts are higher or lower than others (relief). <p>When designing, making and evaluating a tile representing summer, pupils will learn...</p> <ul style="list-style-type: none">• That clay must be baked in an oven to dry.
Computing	Programming Bee-Bots <ul style="list-style-type: none">• To know what an algorithm is and that a programmer will use an algorithm to create a computer program.• To be able to follow a written algorithm to program a Bee-Bot computer and to recognise when it may not be correct.• To say how a programme algorithm may need to be changed to make it work.• To predict what may happen in a specific set of instructions and use sensible reasoning.• To write their own set of instructions for a Bee-Bot.• To be able to say what the output and input data is when moving a Bee-Bot.
Primary Languages – Spanish	Sé... I know how... <ul style="list-style-type: none">• • Recognise, recall and spell 10 action verbs in Spanish.• • Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..).• • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).