

Medium Term Plans

Year 1 – Term 1 - 2020

Blooms	
Were toys of the past better than toys today? Which is the most useful sense and why?	
Writing Genre: Narrative	<ul style="list-style-type: none"> Narrative – Lost in the Toy Museum. Write a story about a toy which comes to life. Stories with 3 part scaffold. (Beginning, middle and end). Captions and labels. Letter formation: use guide lines to make letters correct shape and size. Lead in lines, lower and upper case letters.
Reading	Lost in the Toy Museum. Share a selection of stories about toys. Phonics- Revisit and revise phase 2, 3 and 4 sounds. Begin Phase 5 sounds: Ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e Read tricky words on sight : oh their people Mr Mrs looked called asked aid so have like some come were there
SPAG	<ul style="list-style-type: none"> Sentence punctuation- capital letters and full stops. Use phonic strategies for spelling. Spellings : the, a do, today, to of, said, says, are, were, was
Mathematics (arithmetic included)	Place Value – Number: <ul style="list-style-type: none"> Number formation: 10 and beyond where appropriate. Ordering numbers to 20 including with missing numbers. Tens and ones: 1-1 correspondence. Counting objects to 10 and/or 20. Visual representations of amounts. Count to ten, forwards and backwards, beginning with 0 and 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Adding/Subtracting 1 to/from any number to 10, to 20. Order, compare numbers. Position numbers on a number line up to 10/20. Partition numbers into 10s and 1s using manipulatives and visual representations. Addition facts within 10: numbers bonds. Use number bonds and related subtraction facts (within 10). Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
Science	Seasonal Changes: <ul style="list-style-type: none"> Ask questions, make observations and record. Begin to observe changes of: trees, flowering plants, numbers of animals, other changes in nature. Create images of seasonal change. Humans- senses/parts of the body: <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense. What are the senses and what do they do? Which sense can we live without?
History	Toys: <ul style="list-style-type: none"> Toys from their past and parents/grandparents. Study of toys from the past and the materials they were made from. Looking at changes within living memory. Begin to say which toys are older by looking at photographs. Identify differences between their lives and that of their grandparents. Listen to eyewitness accounts and study toys and replicas to inform knowledge.
Art and DT	Toys: <ul style="list-style-type: none"> Observational drawings - toys from the past. Choose and experiment with colour and form. Make decisions about chosen media. Make a pull along toy using wheels and axels. Develop cutting and joining skills. Explore the work of Paul Klee. What did he use to make the pictures? Sketch a version using pencil. Recreate the work of Paul Klee. Make explicit links the shapes and properties.
PE	<ul style="list-style-type: none"> Develop fundamental movement skills, agility, balance and coordination. Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



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<p>Online Safety</p> <p>RSHE (Relationships, Sex and Health Education)</p>	<ul style="list-style-type: none">• Make links between the online and offline world.• Recall all of the SMART rules for Online Safety.• Recognise which personal information they should keep safe from strangers. <p>Health and Wellbeing:</p> <ul style="list-style-type: none">• To understand what constitutes a healthy lifestyle (including both physical and mental health).• To learn about good and not so good feelings and the vocabulary related to these.• To learn the importance of, and how to maintain, personal hygiene.• To understand how some diseases are spread and can be controlled.• To learn about the process from growing from old to young.
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