

Blooms		
<p>What is the best material to make a raincoat and why? Folkestone is the best place to live. Do you agree? Why?</p>		
Writing	<ul style="list-style-type: none"> • Write simple sentences that follow the order of the story. • Create a story title. • Show an appreciation of the 5-part narrative scaffold. • Include short descriptions of character (e.g. appearance, personality). • Use some adjectives for description. • Show an appreciation of the setting. 	
Reading	<ul style="list-style-type: none"> • Peter Rabbit and other Beatrix Potter stories. • Phonics Phase 5 sounds. • Developing skills of inference and deduction through discussion of illustrations and text. • Warning tales. 	
SPAG	<ul style="list-style-type: none"> • Adjectives. • Suffixes Adding -ed and -ing. • Term 3 & 4 tricky words. • Plurals. • Accurate sentences. • Using the conjunction 'and' to join sentences together. 	
Mathematics (including arithmetic)	<p>Place Value</p> <ul style="list-style-type: none"> • Work backwards and within numbers to 50 • Find the missing number in addition questions using part-part-whole models. • Count in 2's, 5's and 10's – explore number sequences. • Add a single-digit to a 2-digit number up to 50, e.g. 36 + 8. • Subtract a single digit number from a 2 digit number, e.g. 42 – 8 • Identify the differences between odd and even numbers. • Recognise fact families – using different combinations. <p>Measurement – Volume and Capacity</p> <ul style="list-style-type: none"> • Compare volume and capacity using more than and less than. • Compare volume and capacity using non-standard units. • Develop an understanding of measuring with standard units. • Measure and compare mass. • Solve problems related to volume and capacity. <p>Measurement – Time</p> <ul style="list-style-type: none"> • Telling the time to the hour. • Tell the time to half past. Draw hands on clocks to show. • Compare times using next, before and after. • Estimate duration of time in seconds, minutes, hours. • Compare time using quicker, slower. <p>Shape</p> <ul style="list-style-type: none"> • 2D and 3D shapes –names and their properties. • Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. 	
Geography	<p>Local Area Study</p> <ul style="list-style-type: none"> • Recognise familiar places in local area. • Use maps to gather information about the local area. • Locate local places/landmarks on a map- leisure centre, Three Hills, supermarkets, Sandgate Primary school. • Use simple compass directions. • Use aerial photographs to recognise basic human and physical features. • Recognise basic map symbols- campsite, tourist information, post office, and parking. • Compare own locality to another area such as London. • Plot a simple route on a map from school to home. • Recognise house types. 	<p>Mathematics: Shape- shape of different symbols on maps. Direction- half turn; quarter turn related to map directions/ use of beebots.</p> <p>English: Write a travel page/ holiday brochure about visiting Folkestone.</p>



Medium Term Plan Year 1– Term 4 – 2020

	<ul style="list-style-type: none"> Express own views about the environment and suggest simple improvements. 	<p>Debate- why Folkestone is a good place to live (compare to London).</p>
Science	<p>Materials</p> <ul style="list-style-type: none"> Describe the simple properties of a variety of every day materials. Compare and group together a variety of materials on the basis of their physical properties. What materials would be most suitable for making a raincoat for Peter Rabbit? <p>Every day Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name wood, plastic, glass, water and rock. 	<p>Mathematics: Weight/height/focus on sorting and classification/shape.</p> <p>English: Write a story about a magic object. Add description of the material of the object.</p>
Design Technology and Art	<ul style="list-style-type: none"> Cooking Design and make models of gardens, inspired by Mr McGregor’s garden. 	
PE	<ul style="list-style-type: none"> Developing dance skills: change direction during travelling, link movements that change direction and level. Move in time to music, dancing to beats of four or eight. Construct and develop movement patterns in gymnastics and dance. Reflect on their performances and suggest improvements. Marching - Who marches? How does someone march? What happens to our arms/feet? Can children march to the beat of ‘The Grand Old Duke of York’? Can the children follow a leader in lines of 3, 4, 5 or longer then swap leaders on the go? Children could develop a small marching dance sequence, changing direction, remembering to keep moving in time. 	
RSHE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Recognise and celebrate their strengths and set simple but challenging goals. Learn about change and loss and their associated feelings. Learn about people who look after them and who to go to if they are worried. Learn rules for and ways of keeping physically and emotionally safe –including road safety, online safety and staying safe in the sun. Understand that household products, including medicines, can be harmful. Know how to make a clear and efficient call to the emergency services in a real emergency. 	