

<p>Writing How to trap an alien.</p>	<p>Non-Fiction : writing instructions Model text : How to trap an alien Poetry: Back Home POEM: The Dark - Carol Ann Duffy; After dark by Michael Rosen.</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Descenders – g,p,y,j,q. • Letters that are similar in size and properly orientated on the lines. <p>Composition</p> <ul style="list-style-type: none"> • Use of imperative verbs. • Use of bullet points. • Use of time conjunctions • Writing simple clear sentences. • Use of labelling for a diagram. • Writing instructions for trapping an alien or other creature. • Use of simple questions. <p>Vocabulary</p> <ul style="list-style-type: none"> • Use of time conjunctions.
<p>Reading- How to Catch a Mermaid by Adam Wallace.</p>	<p>Class Text: How to catch a mermaid</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Use of phonics learnt so far. • Use of does for a question. • Scanning to see where you are in the order of the instructions. <p>Comprehension</p> <ul style="list-style-type: none"> • Link to their own reading of instructions e.g. when following a recipe. • To know what language we use for instructions e.g. put, take and why we use these words. • To know that 'You will need' means you have to collect things to make with. • To know that 'What you do' means that you follow the sentences in the correct order.
<p>SPAG</p>	<ul style="list-style-type: none"> • Animaphonics – oa, ow, a-e, i-e, o-e, e-e and u-e. • Revision of full stops and question marks and then introduce exclamation marks. • Use of full stops and capital letters for a series of sentences. • Use of plurals by adding s or es.
<p>Mathematics</p>	<p>Number: Addition and Subtraction (within 10) continued</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>Geometry: Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) • Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.) <p>Mastering Number</p> <ul style="list-style-type: none"> • understand that the number of objects in a set can sometimes be compared by subitising • use the words 'more than', 'fewer than' and 'equal to' to compare sets. • understand that the number of objects in a set can be compared in different ways (by subitising or by matching) • compare objects by matching • use the rekenrek to compare numbers • use the language of 'greater than', 'less than' and 'equal to' to compare numbers. • re-cap the language 'equal to'

	<ul style="list-style-type: none"> • compare numbers by reasoning and direct comparison. • count forwards from 0 to 10 and backwards from 10 to 0 • identify that each counting number is '1 more' than the previous number • make a 'staircase' pattern to show the order of the counting numbers to 5. • count forwards from 0 to 10 and backwards from 10 to 0 • identify that '1 more than' a given quantity can be found through reference to the order of the counting numbers. • count forwards from 0 to 10 and backwards from 10 to 0 • identify that '1 less than' a given quantity can be found through reference to the order of the counting numbers. • identify the number that is '1 more than' and '1 less than' another number • see that the order of the numbers within 10 is 'stable' and can be seen in many places.
<p>Science</p>	<p>Everyday Materials</p> <ul style="list-style-type: none"> • To know that objects are made from materials. • To know that 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 • To know that some materials, such as plastic, can be in different forms with very different properties. • Man-made materials are materials which have been produced by humans. • To understand that objects are made from certain materials because of its properties e.g. waterproof material for a raincoat.
<p>Religious Education</p>	<p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> • What a festival is. • To say why festivals are important and what are the main festivals for Christians (Easter, Pentecost and Christmas). • To explain how we celebrate these festivals today. • To be able to share the story behind certain religious festivals that are important to Christians and Muslims. • How we celebrate certain festivals in Christianity and Islam (Easter, Christmas, Pentecost, Eid-ul-Fitr). • To share what they know about the symbols we use in different religious festivals and to say what is the same and different about these symbols (light is a common feature; palm leaves; gifts from the three wise men).
<p>Physical Education</p>	<p>Fitness</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>Sending and receiving</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.



Medium Term Plan Year 1 – Term 2 – 2022/2023

Geography	Where I live <ul style="list-style-type: none"> • To be able to draw a simple map of the classroom using a bird’s eye view. • To know what different map symbols mean. • To be able to find different symbols on a map. • To know the different compass points. • To be able to draw a simple map of the locality using map symbols. • To know that a map is made up of land and sea.
RSHE	Relationships <ul style="list-style-type: none"> • That feelings can be communicated via facial expressions, body language, actions and words. • That many people use the words ‘secrets’ and ‘surprises’ interchangeably and to recognise when it is not safe to keep a secret. • 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. • 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. • That there are different types of bullying, which can include physical and verbal bullying, including teasing, and that all types of teasing or bullying are wrong, unkind, and unacceptable, and that they can cause people to feel very upset and lonely. • The importance of telling a trusted adult, such as a member of school staff or a family member, if they are being bullied or know that someone else is being bullied or something at home is upsetting them. SRE <ul style="list-style-type: none"> • That we are all different but can still be friends.
Music	Menu song <ul style="list-style-type: none"> • To be able to sing, rap, rhyme and chant. • To be able to keep a steady beat and recognise when the tempo changes. • To begin to invent, retain and recall rhythm patterns and perform these for others, taking turns. • To use body and classroom percussion to play repeated rhythm patterns. • To respond to pulse through music and dance.
DT	Cooking – creating a picnic (kebabs, guacamole and sandwiches) <ul style="list-style-type: none"> • Know what constitutes a varied and healthy diet. • Understand where food comes from. • Understand that food should be ripe before it is eaten. • Know how to tell if fruit and vegetables (e.g. bananas, mango, avocado, potato) is ripe or not (over/under ripe). • To learn how to cut, grate, mash and core ingredients in a safe way.
Primary Languages – Spanish	Transport(Los transportes) <ul style="list-style-type: none"> • How to say a range of modes of transport in Spanish. • How to say how the modes of transport move (e.g. <i>drives, floats</i>). • To listen carefully and repeat new language with increasing accuracy. • That the trilled ‘r’ is made from the tongue tapping the roof of the mouth and is different to the ‘r’ sound in English.