

|  |   |
|--|---|
| <p><b>Writing</b><br/>Genre:<br/>Quest stories</p> | <p><b>Non-Fiction: instructions</b><br/><b>Class Text: Stick Man</b><br/><b>Model Text: Stick Man</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters in the correct way and of a consistent size.</li> <li>• write capital letters that relate to lower case letters.</li> <li>• To write ascenders (d,b) and descenders (p,y) correctly in relation to other letters.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Oral composition of a simple journey story including typical story language e.g. Once upon a time, Early one morning, First, After that, Then, Later, Last.</li> <li>• Plan and say orally a sentence that they can write and that makes sense and then track it as they write.</li> <li>• Write two simple sentences that are correctly punctuated with capital letters and full stops, then re-read and check for the sense of the sentence.</li> <li>• To spell some common words correctly e.g., he, she, saw, was, there, and make phonetically plausible attempts at other longer words e.g. chimney – chimnee.</li> <li>• To use action words to describe how a character might move e.g., bounding, grinning, swooping.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Orally use story language such as Once upon a time.</li> <li>• Different action words to extend their vocabulary knowledge – scamper, bound, scurry.</li> </ul> |
| <p><b>Reading</b><br/><br/><b>Stick Man</b></p>    | <p><b>Class Text: Stick Man</b><br/><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Use their phonic knowledge taught so far to decode unfamiliar words.</li> <li>• To decode faster so that they get more of the sense of what they are reading.</li> <li>• To recognise and read whole words that are from the Year 1 common exception word list.</li> <li>• Recognise alternate sounds for graphemes e.g. ay and ai.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Recall of the focus text – Stick Man and be able to re-tell it in a simple way using the repeating patterns.</li> <li>• To be able to use the repeating phrase from the Stick Man story to help predict what might come next.</li> <li>• To be able to use prior knowledge to make links with other texts by the same author – Julia Donaldson- Stick Man, Smeds and the Smoos, Monkey Puzzle, Zog, Zog &amp; Flying Doctors, Snail &amp; the Whale, Room on the Broom, Gruffalo, Gruffalo’s Child, Monkey Puzzle,</li> <li>• To know who the main character is in familiar quest stories and be able to make comparisons with other main characters in Julia Donaldson stories e.g., are they similar? Does she always choose the same characters to be goodies or baddies?</li> <li>• To be able to compare the themes in Julia Donaldson’s books – friendship, family, prejudice. What other messages do her stories have ?</li> </ul>                |
| <p><b>SPAG</b></p>                                 | <ul style="list-style-type: none"> <li>• GPCs: ir (girl), oy (boy), aw (saw), au (launch), ou (shout), nk and ph (sphere).</li> <li>• Common Exception Words: children, does live word sentence</li> <li>• To use capital letters to start sentence, for names and for the personal pronoun I.</li> <li>• To use spaces between words and a full stop to end a sentence.</li> <li>• To know what punctuation, full stop, question mark and exclamation mark mean and when do we use them.</li> </ul>  |
| <p><b>Mathematics</b></p>                          | <p><b>Number: Place Value (within 10)</b></p> <ul style="list-style-type: none"> <li>• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count, read and write numbers to 10 in numerals and words.</li> <li>• Given a number, identify one more or one less.</li> <li>• 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.</li> </ul> <p><b>Number: Addition and Subtraction</b></p>  |

|                            |   |
|----------------------------|---|
|                            | <ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 10</li> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>• Add and subtract one-digit numbers to 10, including zero.</li> </ul> <p><b>Arithmetic- Mastering Number</b><br/>Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• subitise within 5, including when using a rekenrek, and re-cap the composition of 5</li> <li>• develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure</li> <li>• compare numbers within 10 and use precise mathematical language when doing so</li> <li>• re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Visualising</li> <li>• Reasoning logically</li> </ul>  |
| <b>Science</b>             | <p><b>Animals including humans- senses.</b></p> <ul style="list-style-type: none"> <li>• To identify, name, draw and label the basic external parts of the human body and say which part of the body is associated with each sense.</li> <li>• Humans and (most) animals have two ears so we can hear sound made in all directions.</li> <li>• Our eyes face forward so we can see depth better: it is better for hunting.</li> <li>• To gather and observe information about the senses. Ask questions about their senses, especially smell. To ask questions about the connection between their senses, e.g. how does the taste/smell change if you cannot see the item?</li> <li>• What sense is most important and why?</li> </ul> <p><b>Seasonal Change – taught for a week at the end of term</b></p> <ul style="list-style-type: none"> <li>• To group weather changes in to four <b>seasons</b>: <b>Spring</b>: The season after winter and before summer. <b>Summer</b>: The season after spring and before autumn. <b>Autumn</b>: The season after summer and before winter. <b>Winter</b>: The season after autumn and before spring.</li> <li>• That weather patterns are different in each season (Winter is cold and it can rain, sleet, snow; days are getting shorter). That scientists use their observations and ideas to suggest answers to questions. Such as, Which season has the most <b>rain</b> in the UK?</li> <li>• That <b>temperature</b> can be recorded using a <b>thermometer</b>. This tells us how warm or cold it is. They then, gather, record and compare the data.</li> </ul> |
| <b>Religious Education</b> | <p><b>How and why do we celebrate special and scared times ?</b></p> <ul style="list-style-type: none"> <li>• That religious believers celebrate festivals to show a special time – Christmas, Easter (Holy week) Pentecost, Chanukah, Eid-ul Fitr.</li> <li>• That non-believers celebrate special times – birthday, home coming.</li> <li>• To observe how festivals are celebrated within different religions including Christmas and Easter in <b>Christianity</b>, <b>Eid-al-Fitr</b> in <b>Islam</b>.</li> <li>• That symbolism is used in different religious festivals (light at Easter Christmas; gifts for Eid –ul Futr).</li> <li>• The meaning and stories behind the festivals of Christmas, Easter and Eid –ul Fitr.</li> <li>• That festivals show how people feel about their religion - Easter shows the feelings of Jesus and the disciples (Palm Sunday processions, washing of feet, sorrow of Good Friday and the light and joy of Easter Sunday).</li> <li>• That today people celebrate festivals by singing, giving to others, remembering or making sacrifices.</li> </ul>   |
| <b>Physical Education</b>  | <p><b>Fundamentals</b></p> <p><b>Ball skills</b></p>  |

|                  |   |
|------------------|---|
|                  |   |
| <b>Geography</b> | <p><b>The United Kingdom</b></p> <ul style="list-style-type: none"> <li>• That maps are an important tool in Geography.</li> <li>• To identify the United Kingdom and its countries.</li> <li>• How to identify the difference between land and sea.</li> <li>• To use the <b>compass</b> directions <b>North South, East and West</b>.</li> <li>• To describe each country's location relative to another, specifically that Scotland is north of England/that England is south of Scotland and that Wales is west of England/England is east of Wales.</li> <li>• <b>Physical features</b> like seas, mountains and rivers are natural. They would be here even if there were no people around.</li> <li>• <b>Human features</b> are things like houses, roads and bridges. They have been built by people.</li> <li>• That England, Scotland and Wales form an <b>island</b>, and that Northern Ireland is part of a separate <b>island</b> called the United Kingdom.</li> <li>• That each <b>country</b> has a <b>capital city</b> where the <b>government</b> buildings are and where government <b>leaders</b> work, and the capital cities of the UK.</li> <li>• That there are <b>hills</b> and <b>rivers</b> in England, a large <b>lake</b> in the middle of Northern Ireland, <b>lakes</b> called <b>lochs</b> in Scotland and <b>mountains</b> in Wales.</li> <li>• That the United Kingdom is bordered by four <b>seas</b>; know that these seas are the <b>English Channel</b>, the <b>North Sea</b>, the <b>Irish Sea</b> and the <b>Atlantic Ocean</b>.</li> </ul> |
| <b>RSHE</b>      | <p><b>Relationships</b><br/>pupils learn:</p> <ul style="list-style-type: none"> <li>• Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing.</li> </ul>   |
| <b>Music</b>     | <p><b>The Menu Song</b></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• To Sing, <b>rap, rhyme, chant</b> and use spoken word.</li> <li>• To Improvise vocal chants, question and answer phrases</li> <li>• To describe <b>dynamics</b> in terms of loud or quiet</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• To find and keep a steady beat together.</li> <li>• To walk, move and clap to music with a steady beat.</li> <li>• To talk about feelings created by music.</li> <li>• To hear when <b>tempo</b> changes and changes the speed of the <b>beat</b>.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• To improvise musical sounds in response to a stimulus.</li> <li>• To invent, retain and recall rhythm patterns and perform these for others, taking turns.</li> </ul> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> <li>• To walk, move or clap a steady beat with others.</li> <li>• To use body and classroom <b>percussion</b> to play repeated rhythm patterns.</li> <li>• To respond to <b>pulse</b> through music and dance.</li> <li>• To know that <b>pulse</b> is one of the elements of music that musicians notice and think about when responding to music.</li> </ul>  |
| <b>DT</b>        | <p><b>Cooking- fruit kebabs</b></p> <ul style="list-style-type: none"> <li>• That different foods contribute to a <b>healthy diet</b> such as vegetables, <b>fruit, fibre and protein</b>.</li> <li>• That a <b>nutritionist</b> helps us to know how to eat healthily and make good choices.</li> <li>• That nutritionists explore which foods are healthy and unhealthy and share this information with us. This is usually on <b>food packaging</b>.</li> <li>• That food can be <b>manufactured</b> (made in a factory) or grown.</li> <li>• That food should be <b>ripe</b> before it is eaten</li> <li>• The difference between fruit and vegetables (e.g. bananas, mango, avocado, potato) and whether they are ripe or not (over/under ripe)</li> <li>• That they can communicate their ideas through talking and drawing when designing.</li> </ul> <p><b>With close supervision:</b></p>  |



## Medium Term Plan Year 1 – Term 2 – 2023/2024

|                                    |  |
|------------------------------------|--|
|                                    | <ul style="list-style-type: none"><li>• To use a <b>bridge hold</b> to cut hard foods using a serrated vegetable knife (e.g. apple)</li><li>• To use the <b>claw grip</b> to cut soft foods using a <b>serrated</b> vegetable knife (e.g. tomato)</li><li>• <b>Mash, peel, grate and core</b> different fruit using the correct tools.</li><li>• Cut food into evenly-sized largish pieces and spread using a knife safely.</li><li>• To assemble and arrange (with help if necessary) cold ingredients</li><li>• To comment and evaluate on what they have made discussing what went well and what they would change next time.</li></ul> |
| <b>Primary Languages – Spanish</b> | <p><b>Under the sea (bajo el mar)</b></p> <p><u>Vocabulary:</u></p> <p><u>Grammar:</u></p> <p>They will begin to notice that, in Spanish, there are different options for a single word in English (i.e. the = el/la in. 'el cangrejo' and 'la morsa')</p> <p><u>Phonics:</u></p> <p><u>Cultural links:</u></p>  |