

There's no place like home Year One Medium Term Plan— Spring (1) 2019

Skills/objectives	Possible contexts for teaching/using and applying in this theme
<p><b>EnS&amp;L</b>                      *Listen and respond appropriately to adults and their peers.                      *Ask relevant questions to extend their understanding and knowledge                      *Articulate and justify answers, arguments and opinions.                      *Speak audibly and fluently.                      *Participate in discussions, role play and improvisations</p> <p><b>EnR</b>                      Pupils should be taught to:                      *Apply phonic knowledge and skills as the route to decode words * Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word *Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings *Read other words of more than one syllable that contain taught GPCs *Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) *Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words *Re-read these books to build up their fluency and confidence in word reading.                      Develop pleasure in reading, motivation to read, vocabulary and understanding by:                      *Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently *Being encouraged to link what they read or hear read to their own experiences *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *Recognising and joining in with predictable phrases                      *Learning to appreciate rhymes and poems, and to recite some by heart *Discussing word meanings, linking new meanings to those already known                      Understand both the books they can already read accurately and fluently and those they listen to by: *Drawing on what they already know or on background information and vocabulary provided by the teacher *Checking that the text makes sense to them as they read and correcting inaccurate reading *Discussing the significance of the title and events *Making inferences on the basis of what is being said and done *Predicting what might happen on the basis of what has been read so far                      *Participate in discussion about what is read to them, taking turns and listening to what others say *Explain clearly their understanding of what is read to them.</p> <p><b>EnW</b>                      Pupils should be taught to spell: *Words containing each of the 40+ phonemes already taught *Common exception words *The days of the week *Naming the letters of the alphabet in order *Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: *Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs *Using the prefix un- *Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] *Apply simple spelling rules and guidance, as listed in English Appendix 1 *Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far *Sit correctly at a table, holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters *Form digits 0-9 *Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these - Write sentences by: *Saying out loud what they are going to write about                      *Composing a sentence orally before writing it *Sequencing sentences to form short narratives *Re-reading what they have written to check that it makes sense *Discuss what they have written with the teacher or other pupils *Read aloud their writing clearly enough to be heard by their peers and the teacher -Develop their understanding of the concepts set out in English Appendix 2 by: *Leaving spaces between words *Joining words and joining clauses using and *Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark                      *Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' *Learning the grammar for year 1 in English Appendix 2 *Use</p>	<p><b>Reading comprehension</b>                      Little red and the very hungry lion                      Non-fiction, animal habitats                      Grandpa Christmas</p> <p><b>In Literacy lessons-</b>                      Lost and found                      Dear Greenpeace                      Little red riding hood  <b>Poetry</b>—Animal themed poems, vocabulary focus. Recipe to make a wolf by Pie Corbett                      Non-fiction, homes around the world</p> <p><b>Writing:</b>                      Writing poetry focusing on use of vocabulary                      Fiction writing creating own short stories, creative writing                      Sequencing and retelling a story                      Understanding and applying capital letters and full stops                      Using capital letters for names of places.</p>

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<p><b>Number</b>  Pupils should be taught to: *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens *Given a number, identify one more and one less *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 *Read and write numbers from 1 to 20 in numerals and words *Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs *Represent and use number bonds and related subtraction facts within 20 *Add and subtract one-digit and two-digit numbers to 20, including zero *Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \_ - 9</math>. *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. *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.</p> <p><b>Measurement</b>  -Compare, describe and solve practical problems for: *Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] *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] *Time [for example, quicker, slower, earlier, later] -Measure and begin to record the following: *Lengths and heights *Mass/weight *Capacity and volume *Time (hours, minutes, seconds) *Recognise and know the value of different denominations of coins and notes *Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] *Recognise and use language relating to dates, including days of the week, weeks, months and years *Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p><b>Geometry</b>  -Recognise and name common 2-D and 3-D shapes, including: *2-D shapes [for example, rectangles (including squares), circles and triangles] *3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. *Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>Number:  Completing number sequences counting forwards and backwards up to 100.  Repeated addition, multiplication using arrays.  Recognising the multiplication and division symbol.  Sharing amounts and halving numbers.</p> <p>Sorting shapes based on their properties, use Venn diagrams.  Find half and quarter of a shape by practical activities.  Understand written fractions.  Use grids to follow directions, use co-ordinations as well as left and right instructions.  Describe movement using the terms clock-wise and anti-clockwise.</p>

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<p><b>Science</b>                      *Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals                      *Identify and name a variety of common animals that are carnivores, herbivores and omnivores                      *Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)                      *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Geography</b>                      *Use world maps, atlases and globes                      *Name and locate the seven continents and five oceans                      *Understand geographical similarities and differences of a small area of the United Kingdom and a contrasting non-European country</p> <p><b>D&amp;T</b>                      *Design purposeful, functional, appealing products for themselves and other users based on design criteria                      *Explore and evaluate a range of existing products                      *Evaluate ideas and products against design criteria</p> <p><b>Art</b>                      *Use drawing, painting and sculpture to develop and share ideas, experiences and imagination                      *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space                      *Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, making links to their own work</p> <p><b>Computing</b>                      *Create and debug simple programs                      *Use technology purposefully to create, organise, store, manipulate and retrieve digital content                      *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies                      *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p><b>Music</b>                      *Play tuned and untuned instruments musically                      *Listen with concentration and understanding to a range of high-quality live and recorded music                      *Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Children will use images to identify and be able to name a variety of animals, they will be able to recognise the difference between wild animals and pets.                      Children will be taught the difference between mammals, fish, birds, amphibians and reptiles. They will learn the difference between each of these and the similarities.                      Children will learn what animals eat and the Scientific terms used to describe this; carnivore, herbivore and omnivore.                      Children will look at the similarities/differences between humans and animals labelling their own body parts.                      Children will learn to recognise that animals have offspring and how the offspring survive.                      Children will compare a hot part of the world with a cold part. They will identify how people have to adapt their homes to suit the environment.                      Children will learn a song to remember the continents and oceans in the world. Children to understand that people live all over the world and recognise that homes look different.                      Design and make their 'dream home'.                      Use textiles to create a bed cover for their home. Evaluate existing bed covers and recognise the good qualities.                      Comparing Kandinsky to Vincent Van Gogh, recognising how their work is similar in some ways and different in others.                      Respond to the work of Kandinsky.                      Children will design and make their own wallpaper.                      Internet safety.                      Designing wallpaper using Purplemash.                      Following active music lesson plans.</p>