

Medium Term Plan - Year 1 - Spring, term 3

Date	Week 1 6 th - 10 th January	Week 2 13 th - 17 th January	Week 3 20 th - 24 th January	Week 4 27 th - 31 st January	Week 5 3 rd - 7 th February	Week 6 10 th - 14 th February
General info				Rev Al assembly - Thurs 30 th	3 rd - Mrs Mc awards	
English						
Phonics	ue (cool blue), ue (u-hoo), ew (cool blue)	ew (u-hoo), k before i, y, e, assessment.	ie (yellow I), ie (green froggy), igh	or, ore, aw	au, air, prefix un	ear (long e), ear (air), assess.
Spelling	don't, very, day, have, when, about, people, asked play, way, say, may, away, snow, grow, window from, help, too, her, with, are, yes, them cat, dog, run, sat, man, chip, shop, yes	please, ever, never, river, under, better, after, queen don't, very, day, have, when, about, people, asked them, that, this, said, look, down, now ring, quiz, buzz, soon, ship, chop	good, book, took, looking, car, dark, park, garden please, ever, never, river, under, better, after, queen, see, going, just, have, down, you, will zip, zap, quick, duck, slip, from	found, round, around, mouse, shouted, going, most, over good, book, took, looking, car, dark, park, garden, it's, do, so, going, down, have, went, was went, from, chat, go, sing, room,	cold, told, gave, take, place, he's, we're, began found, round, around, mouse, shouted, going, most, over, go, just, come, some, were, one, see car, to, look, this, that, them	before, because, first, birds, sea, tea, each, really cold, told, gave, take, place, he's, we're, began like, by, little, them, this, that, said, look help, am, mum, dad, hop, do
GPS	Recognising verbs and nouns	Using 'and'	Using 'but'	Using 'or'	Using 'and', 'but', 'or'	Exclamations - one word only
Handwriting	m, k, p,	v, w, x, z	o, q, e, s	A, B, C, D	E, F, G, H	I, J, K, L
Writing	A Winter Sleep			One day on our blue planet, in the outback		
	Imitation	Innovation	Independent application	Imitation	Innovation	Independent application
	<ul style="list-style-type: none"> What is an information text? Introduce heading, subheading and factual sentences. 	<ul style="list-style-type: none"> Changing the text - choose a new animal as a class and innovate the whole class text. Children to recreate this in 	<ul style="list-style-type: none"> Research own animal - doesn't have to be a hibernating one. Provide non fiction 	<ul style="list-style-type: none"> What are verbs? Read the text and highlight the verbs. Create own verb sentences in pairs 	<ul style="list-style-type: none"> Matching verbs - discuss and analyse a variety of words - which ones have similar meanings? 	<ul style="list-style-type: none"> Extend verb sentences with adjectives. The emu is sprinting swiftly etc

	<ul style="list-style-type: none"> Analyse the text - what information can we find? Use the information in the story to create information - heading, subheading and factual sentences. 	<p>pairs with a scaffold.</p> <ul style="list-style-type: none"> Using the same scaffold, children work independently to create information about a new animal. Writing conference - support children to edit using alternative colour. 	<p>texts to support research.</p> <ul style="list-style-type: none"> Writing new independent piece based on information researched. Writing conference to edit and publish (some children will edit and publish, some will edit only). 	<p>using animals from the story.</p> <ul style="list-style-type: none"> Choose one animal to write 2-3 verb sentences about. 	<p>Running, sprinting, trotting etc</p> <ul style="list-style-type: none"> Changing verbs. Using model sentences, work with partner to change the verb hopping/bouncing, running/sprinting etc Make edits to last weeks sentences in books to improve the verbs. 	<ul style="list-style-type: none"> Choose favourite animal to write about. Plan verbs and adjectives to create 2-3 sentences about the animal. Writing conference - support children to edit using alternative colour. Edit and publish for some children.
Maths	Number - place value within 20			Addition and subtraction within 20		
	<ul style="list-style-type: none"> Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 	<ul style="list-style-type: none"> Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 	<ul style="list-style-type: none"> Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 	<ul style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles 	<ul style="list-style-type: none"> Near doubles Subtract ones using number bonds Subtraction - counting back 	<ul style="list-style-type: none"> Subtraction - finding the difference Related facts Missing number problems
Science	Materials					
	<p>Naming materials</p> <p>To identify everyday materials.</p>	<p>Material detectives</p> <p>To recognise the difference between objects and materials</p>	<p>Introduction to properties</p> <p>To begin to describe the properties of materials</p>	<p>Is it absorbent?</p> <p>To group materials based on properties (absorbency)</p>	<p>Is it waterproof?</p> <p>To groups materials based on properties (waterproofness)</p>	<p>Is it tough?</p> <p>To groups materials based on properties (toughness)</p>
Geography	What can we see in our local area?	Can we map our local area?	Where in the world is Australia?	What can you see in Australia?	What is Sydney like?	How is Sydney different from our local area?
Art	Introduce Vincent Van Gogh	Explore elements of Starry night. Draw a starry night - in sketch books	Learn about Van Gogh's brush strokes - Experiment with textures - watercolour, layering paint	Begin to create own version of Starry night - background	Add stars, moon and village.	
RE	How do the 99names of God tell Muslim people about what God does?	Why have some people decided to trust God?	What does the Tenak say about God?	What do some Christian people believe God might do as a person?	What do some Hindu people believe about God?	What do some Zoroastrian people believe about God?

PHSE	What is family?	What are friendships?	Recognising other people's emotions	Working with others	Friendship problems	Healthy friendships
PE	<p style="text-align: center;">Tuesdays 210-310 - Dance</p> <p style="text-align: center;">Fridays 930-1030 - team skills</p>					
	Lego builders			Maze explorers		
Computing	Following instructions	Following and creating instructions on a computer	Following a recipe	Challenges 1 and 2	Challenges 3 and 4	Challenges 5 and 6
French						
Music	<p>DYNAMICS</p> <p>I can understand the meaning of dynamics in music and use this in my singing performances</p> <p>I can use dynamics to create exciting and differing sounds</p> <p>I can add dynamics to my compositions</p> <p>I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel</p> <p>I can move with expression according to the dynamics in the music</p>					