Manor Park First School

Year 1 Medium Term Plan: Summer 1

	5.1	5.2	5.3	5.4	5.5	5.6
ENGLISH	Fiction Three Little Pigs Writing Outcome: Wanted poster for the wolf. Grammar: * to be able to use capital letters for names of people, places, days of the week, using grammatical terminology * to be able to use simile * to be able to use noun phrases * introduce further punctuation like exclamation mark as well as full stop, capital letter and question mark * to be able to use 'and' to extend sentences – other conjunctions if ready	Fiction Little Red Riding Hood Writing Outcome: Write a letter from Grandma to Little Red Riding Hood asking her to visit. Grammar: * to be able to use capital letters for names of people, places, days of the week, using grammatical terminology * introduce further punctuation like exclamation mark as well as full stop, capital letter and question mark * to be able to use 'and' to extend sentences — other conjunctions if ready	Fiction Little Red Riding Hood Writing Outcome: Write a narrative from the perspective of Little Red Riding Hood Grammar: * to be able to use capital letters for names of people, places, days of the week, using grammatical terminology * introduce further punctuation like exclamation mark as well as full stop, capital letter and question mark * to be able to use 'and' to extend sentences – other conjunctions if ready * to be able to use a simple structure in my writing. E.g beginning, middle and end	Fiction: Jack and the Beanstalk – read the story – links to plants Writing outcome: Write instructions how to grow a bean Grammar: * punctuate sentences using capital letters, full-stops and question marks/exclamations * to be able to use some time movers: first, then, after (this will also help children to learn how to sequence) * to be able to use some describing words * to be able to use 'and' to extend sentences – other conjunctions if ready	Fiction: Jack and the Beanstalk – read the story – links to plants Writing outcome: Write a simple narrative Grammar: * to be able to punctuate sentences using a variety of punctuation * to be able to use 'and' to extend sentences – other conjunctions if ready * to be able to use a simple structure in my writing. E.g beginning, middle and end * to be able to not start all my sentences with "the" or the "character" name or a "pronoun". push on if needed (Y2 targets)	Fiction: Jack and the Beanstalk - read the story – links to plants Writing outcome: Plant diary (Linked to science: observation carried out in the 2 weeks before) Grammar: * to be able to punctuate sentences using a variety of punctuation * to be able to use 'and' to extend sentences – other conjunctions if ready * to be able to not start all my sentences with "the" or the "character" name or a "pronoun". push on if needed (Y2 targets)
HANDWRITIN G	Green phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Green phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Green phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Green phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Green phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Green phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.

MATHS	and backwards. To read and write numerals to 100. To count in multiples of two, five and ten. To find one more/one less than any number up to 10. To use the language of equal to, more than, less than, most, least. interprese additional interprese interpret.		Addition and Subtraction - to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. To represent and use number bonds and related subtraction facts within 20. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =		Measurement (weight) - to measure and begin to record mass/weight	
RE	Theme: Faith Communities Lesson 1: What does it mean to belong to a faith community?	Theme: Faith Communities Lesson 2: How do Christians and Muslims show that they belong?	Theme: Faith Communities Lesson 3: How do Christians, Muslims and Jewish people show that they belong?	Theme: Faith Communities Lesson 4: What do worldviews say about how valuable people are?	Theme: Faith Communities Lesson 5:How do Muslims and Christians welcome a new baby?	Theme: Faith Communities Lesson 6: How do people show that they belong to each other?
SCIENCE BLOCK				Plants * to be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * to be able to identify and describe the basic structure of a variety of common flowering plants, including trees.		
DT BLOCK	Homes and Houses – Interior and Exterior Technical knowledge (structure, mechanism) * to be able to build structures, exploring how they can be made stronger, stiffer and more stable * to be able to explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products.					
PSHE	Relationships - Family LO: to be able to identify the members of my family and understand that there are lots of different types of families	Relationships - Making Friends LO: ro be able to identify what being a good friend means to me	Relationships - Greetings LO: to be able to know appropriate ways of physical contact to greet my friends and know which ways I prefer	Relationships - People who help us LO: to be able to know who can help me in my school community	Relationships - being my own best friend LO: to be able to recognise my qualities as a person and a friend	Relationships - celebrating my special relationships LO: to be able to tell you why I appreciate someone who is special to me
PE INDOORS Coaches	Net and wall games LO: to be able to	Net and wall games LO: to be able to play	Net and wall games LO: to be able to explore	Net and wall games LO: to be able to	Net and wall games LO: to be able to	Net and wall games LO: to be able to

	defend space using the ready position Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas for development, decision making	against an opponent and keep the score Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas for development, decision making	hitting with a racket Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas for development, decision making	develop racket and ball skills Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas for development, decision making	develop sending a ball using a racket Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas for development, decision making	develop hitting over a net Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas for development, decision making
PE INDOORS	Target Games LO: to be able to develop underarm throwing towards a target Physical: underarm throw, overarm throw Social: collaboration, leadership, work safely, encourage others Emotional: perseverance, honesty Thinking: comprehension, select and apply creativity	Target Games LO: to be able to develop throwing for accuracy Physical: underarm throw, overarm throw Social: collaboration, leadership, work safely, encourage others Emotional: perseverance, honesty Thinking: comprehension, select and apply creativity	Target Games LO: to be able to develop underarm and overarm throwing at a target Physical: underarm throw, overarm throw Social: collaboration, leadership, work safely, encourage others Emotional: perseverance, honesty Thinking: comprehension, select and apply creativity	Target Games LO: to be able to develop throwing for accuracy and distance using underarm and overarm Physical: underarm throw, overarm throw Social: collaboration, leadership, work safely, encourage others Emotional: perseverance, honesty Thinking: comprehension, select and apply creativity	Target Games LO: to be able to select the correct throw for the target Physical: underarm throw, overarm throw Social: collaboration, leadership, work safely, encourage others Emotional: perseverance, honesty Thinking: comprehension, select and apply creativity	Target Games LO: to be able to develop throwing for accuracy and distance Physical: underarm throw, overarm throw Social: collaboration, leadership, work safely, encourage others Emotional: perseverance, honesty Thinking: comprehension, select and apply creativity

MUSIC	Lesson 1: Timbre and Rhythm	Lesson 2: Timbre and Rhythm	Lesson 3: Timbre and Rhythm	Lesson 4: Timbre and Rhythm	Lesson 5: Timbre and Rhythm	Lesson 6: Timbre and Rhythm
	Learning Outcomes: * to be able to understand the story of the three little pigs * to be able to understand the concept of timbre (sound quality) Resources: three little pigs story document Key Words: timbre, flute, clarinet	Learning Outcomes: * to be able to understand that instruments can make different sounds. * to be able to choose suitable sounds to match a story. Resources: untuned percussion instruments Key Words: timbre, dynamics, bassoon, violin	Learning Outcomes: * to be able to revise the difference between pulse and rhythm Resources: untuned percussion instruments Key Words: timbre, rhythm, pulse, oboe, French horn	Learning Outcomes: * to be able to create a musical performance of the Three Little Pigs story Resources: untuned percussion instruments Key Words: timbre, rhythm, pulse	Learning Outcomes: * to be able to understand how a real composer has created music to fit a story Resources: Peter and the wolf video Key Words: timbre, flute, clarinet, oboe, bassoon, violin, French horn	Revision of timbre and rhythm block.
COMPUTERS	Creating media - digital writing: Exploring the keyboard LO: to use computer to write Outcome: * to be able to open a word processor * to be able to recognise keys on a keyboard *to be able to identify and find keys on a keyboard	Creating media - digital writing: Adding and removing text LO: to add and remove text on a computer Outcome: * to be able to enter text onto a computer * to be able to use letter, number and space keys * to be able to use backspace to remove text	Creating media - digital writing: Exploring the toolbar LO: to identify that the look of text can be changed on a computer Outcome: * to be able to type capital letters * to be able to explain about the keys that I have already learnt about do * to be able to identify the toolbar and use bold, italic and underline	Creating media - digital writing: Making changes to text LO: to be able to make careful choices when changing text Outcome: * to be able to select a word by double clicking * to be able to select all of the text by clicking and dragging * to be able to change the font	Creating media - digital writing: Explaining my choices LO: to be able to explain why I used the tools that I chose Outcome: * to be able to say what tool I used to change the text * tobe able to decide if my changes have improved my writing * to be able to use 'undo' to remove changes	Creating media - digital writing: Pencil or keyboard LO: to be able to compare writing on a computer to writing on paper Outcome: * to be able to make changes to text on a computer * to be able to explain the differences between typing and writing * to be able to say why I prefer typing or writing