

Manor Park First School

Year 1 Medium Term Plan : Spring 1

	3.1	3.2	3.3	3.4	3.5	3.6
ENGLISH	<p><u>Fiction</u> Lost and Found <u>Writing Outcome:</u> Write a narrative including feeling words. <u>Grammar:</u> * Leaving spaces between words; using capital letters for names of people, places, days of the week, using grammatical terminology using and to extend sentences – may-be other conjunctions if ready *I can use a simple structure in my writing. E.g beginning, middle and end. *I use words that describe feelings</p>	<p><u>Fiction</u> Lost and Found <u>Writing Outcome:</u> Write a narrative including feeling words <u>Grammar:</u> *Leaving spaces between words; * using capital letters for names of people, places, days of the week * using grammatical terminology using and to extend sentences – may-be other conjunctions if ready *can use a simple structure in my writing. E.g beginning, middle and end. *use words that describe feelings.</p>	<p><u>Fiction</u> Lost and Found <u>Writing Outcome:</u> Write a diary entry from the perspective of the penguin. <u>Grammar:</u> *use words that describe feelings. *Leaving spaces between words. *Begin to punctuate sentences using capital letters, full-stops. * use some time movers: first, then, after (this will also help children to learn how to sequence)</p>	<p><u>Non-Fiction:</u> The Dot: read the book with the children. <u>Writing outcome:</u> Write a recount about the events that happen in the book (first person recount) <u>Grammar:</u> *Leaving spaces between words * using capital letters for names of people, places, days of the week * using grammatical terminology * using and to extend sentences – may-be other conjunctions if ready *Use past and present mostly accurately- if ready expose to grammatical terms.</p>	<p><u>Non – Fiction:</u> The Dot: read the book with the children. <u>Writing outcome:</u> Write a recount about the events that happen in the book (first person recount) <u>Grammar:</u> *Leaving spaces between words * using capital letters for names of people, places, days of the week * using grammatical terminology * using and to extend sentences – may-be other conjunctions if ready * use past and present mostly accurately – if ready expose to grammatical terms.</p>	<p><u>Non-Fiction:</u> The Dot: read the book with the children <u>Writing outcome:</u> Write instructions how to mix different colours and how to start painting (linked to the art lessons) so other children can become artist as well <u>Grammar:</u> *Leaving spaces between words. *Begin to punctuate sentences * using capital letters, full-stops. * use some time movers: first, then, after (this will also help children to learn how to sequence) *use some describing words. *using and to extend sentences – may-be other conjunctions if ready</p>
HANDWRITING	Orange phase Pip and Pap, handwriting Earth words: I, the, to, no ,go	Pink phase Pip and Pap, handwriting Earth words: we, be, me ,she, he	Pink phase Pip and Pap, handwriting Earth words: you, her, my, they ,all	Pink phase Pip and Pap, handwriting Earth words: are, was , some,come,do	Pink phase Pip and Pap, handwriting Earth words: so, out, one, said, were	Pink phase Pip and Pap, handwriting Earth words: when, have, there, little, what, like

MATHS	Number and Place Value <ul style="list-style-type: none"> 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 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 			Multiplication and Division <ul style="list-style-type: none"> 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 	Money <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes. 	
RE	Theme: Shabbat Lesson 1: What is precious to Jewish people? What does a mezuzah remind Jewish people about?	Theme: Shabbat Lesson 2: What is precious to Jewish people? What does a mezuzah remind Jewish people about?	Theme: Shabbat Lesson 3: How and why do Jewish people celebrate Shabbat?	Theme: Shabbat Lesson 4: What stories do Jewish people tell from the Torah?	Theme: Shabbat Lesson 5/6: What might the story of Chanukah* make Jewish people think about?	Theme: Shabbat Lesson 5/6: What might the story of Chanukah* make Jewish people think about?
ART BLOCK				<p><u>ART Block one:</u> <i>Drawing and Painting</i> <i>Sunflowers: Van Gough</i> Possible Book idea: <i>The dot Peter H. Reynolds</i> To learn to become an independent Artist: (setting up equipment, learn how to treat it and clean it) I can begin to recall all the equipment needed for an art session I can help prepare and clear away my paint area</p> <p>Skill Drawing I can learn about different pencil types, their properties and explore them. I develop control of pencil by making different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. (focus on how children hold their pencils) I can use wax crayons to push down to make strong bold lines and apply less pressure for softer line. I can use a variety of tools: chalk, rubbers, ballpoints I can describe the difference and similarities when using chalk and wax crayons</p> <p>Skill Painting: I can name and recognise primary colours I can explore mixing and naming secondary colours I have an understanding of warm / cold colours I can explore two different types of paint water and poster paint I experience adding white to a colour to create tonal shades I can use a range of tools to apply colours: brushes, straws, matchsticks.</p> <p>Sketchbook: Start exploring the use of a sketchbook</p>		

<p>GEOGRAPHY BLOCK</p>	<p>Key Question: Where do we live?</p> <p><u>Locational knowledge:</u> I know about the local area I live in. I can name key landmarks. (e.g. Salisbury Cathedral, Old Sarum, Stonehenge)</p> <p><u>Place knowledge:</u> I can recognise and name some of the human and physical features of Dorchester. I can describe what Dorchester is like in terms of physical and human features.</p> <p><u>Human and Physical geography:</u> I can talk about the day-to-day weather and some of the features of the seasons. (linked to science topic in Term 1)</p> <p>Geographical vocabulary to refer to: Key physical features including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> Key human features including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p><u>Geographical Skills:</u> I can locate Dorchester on a map with support I can describe a journey on a map using locational and directional language I can create a weather chart for Dorchester.</p> <p><u>Fieldwork:</u> Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment I can use aerial photos to identify the physical and human features of Dorchester.</p>					
<p>PSHE</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this LO: to be able to set simple goals</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this LO: to be able to set a goal and work out how to achieve it</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this LO: to be able to work well with a partner</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this LO: to be able to tackle a new challenge and understand this might stretch my learning</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this LO: to be able to tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this LO: to be able to tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>
<p>PE INDOORS Coaches</p>	<p>Gymnastics</p>	<p>Gymnastics</p>	<p>Gymnastics</p>	<p>Gymnastics</p>	<p>Gymnastics</p>	<p>Gymnastics</p>

	To start to understand how we can notate rhythms	To start to understand how we can notate rhythms	To start to understand how we can notate rhythms	To start to understand how we can notate rhythms	To start to understand how we can notate rhythms	To start to understand how we can notate rhythms
Programming A – Moving a robot	To explain what a given command will do	To act out a given word	To combine forwards and backwards commands to make a sequence	To combine four direction commands to make sequences	To plan a simple program	To find more than one solution to a problem