## Manor Park First School

## Year 1 Medium Term Plan : Spring 1

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

MATHS	<ul> <li>Number and Place Value</li> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos and tens</li> <li>given a number, identify one more and 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>			<ul> <li>Multiplication and Division</li> <li>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</li> </ul>		<ul> <li>Money</li> <li>recognise and know the value of different denominations of coins and notes.</li> </ul>
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?	<b>Theme:</b> Shabbat Lesson 3: How and why do Jewish people celebrate Shabbat?	<b>Theme:</b> Shabbat Lesson 4: What stories do Jewish people tell from the Torah?	<b>Theme:</b> Shabbat Lesson 5/6: What might the story of Chanukah* make Jewish people think about?	<b>Theme:</b> Shabbat Lesson 5/6: What might the story of Chanukah* make Jewish people think about?
ART BLOCK			ART Block one:       Drawing and Painting       Sunflowers: Van Gough         Possible Book idea:       The dot Peter H. Reynolds         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         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 ame 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.			

GEOGRAPHY BLOCK	Key Question: Where do we live?         Locational knowledge:         I know about the local area I live in.         I can name key landmarks. (e.g. Salisbury Cathedral, Old Sarum, Stonehenge)         Place knowledge:         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.         Human and Physical geography:         I can talk about the day-to-day weather and some of the features of the seasons.         (linked to science topic in Term 1)         Geographical vocabulary to refer to:         Key human features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather         Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop         Geographical Skills:         I can locate Dorchester on a map with support         I can create a weather chart for Dorchester.         Fieldwork:         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					
PSHE	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this LO: to be able to set simple goals	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	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	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	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	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
PE INDOORS Coaches	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics

	*Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions * Social: sharing, working safely * Emotional: confidence * Thinking: observing and providing feedback, selecting and applying actions	<ul> <li>*Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions</li> <li>* Social: sharing, working safely</li> <li>* Emotional: confidence</li> <li>* Thinking: observing and providing feedback, selecting and applying actions</li> </ul>	<ul> <li>*Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions</li> <li>* Social: sharing, working safely</li> <li>* Emotional: confidence</li> <li>* Thinking: observing and providing feedback, selecting and applying actions</li> </ul>	*Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions * Social: sharing, working safely * Emotional: confidence * Thinking: observing and providing feedback, selecting and applying actions	*Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions * Social: sharing, working safely * Emotional: confidence * Thinking: observing and providing feedback, selecting and applying actions	*Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions * Social: sharing, working safely * Emotional: confidence * Thinking: observing and providing feedback, selecting and applying actions
PE INDOORS	Dance	Dance	Dance	Dance	Dance	Dance
	• Physical: travel, copying	• Physical: travel, copying	• Physical: travel,	• Physical: travel,	• Physical: travel,	• Physical: travel, copying
	and performing actions,	and performing actions,	copying and performing	copying and performing	copying and performing	and performing actions,
	using shape, balance,	using shape, balance,	actions, using shape,	actions, using shape,	actions, using shape,	using shape, balance,
	coordination	coordination	balance, coordination	balance, coordination	balance, coordination	coordination
	• Social: co-operation,	• Social: co-operation,	• Social: co-operation,	• Social: co-operation,	• Social: co-operation,	• Social: co-operation,
	communication, coming	communication, coming	communication, coming	communication, coming	communication, coming	communication, coming
	to decisions with a	to decisions with a	to decisions with a	to decisions with a	to decisions with a	to decisions with a
	partner, respect	partner, respect	partner, respect	partner, respect	partner, respect	partner, respect
	• Emotional: confidence,	• Emotional: confidence,	• Emotional: confidence,	• Emotional: confidence,	• Emotional: confidence,	• Emotional: confidence,
	acceptance	acceptance	acceptance	acceptance	acceptance	acceptance
	• Thinking: counting,	• Thinking: counting,	• Thinking: counting,	• Thinking: counting,	• Thinking: counting,	• Thinking: counting,
	observing and providing	observing and providing	observing and providing	observing and providing	observing and providing	observing and providing
	feedback, selecting and	feedback, selecting and	feedback, selecting and	feedback, selecting and	feedback, selecting and	feedback, selecting and
	applying actions	applying actions	applying actions	applying actions	applying actions	applying actions
MUSIC	To keep a regular pulse	To keep a regular pulse	To keep a regular pulse	To keep a regular pulse	To keep a regular pulse	To keep a regular pulse
	To start to understand the	To start to understand the	To start to understand	To start to understand	To start to understand	To start to understand the
	difference between pulse	difference between pulse	the difference between	the difference between	the difference between	difference between pulse
	and rhythm.	and rhythm.	pulse and rhythm.	pulse and rhythm.	pulse and rhythm.	and rhythm.
	To create simple rhythms	To create simple rhythms	To create simple rhythms	To create simple rhythms	To create simple rhythms	To create simple rhythms
	using words	using words	using words	using words	using words	using words

	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