

Y1 Medium Term Plan 2023-2024 Spring 1

Subject	Week 1 3 days	Week 2	Week 3	Week 4	Week 5
English	<p>Key text The Egg</p> <p>En1/1 Speaking and Listening En1/1a listen and respond appropriately to adults and their peers</p> <p>LO: Listen with sustained concentration, building new stores of words in different contexts (The Egg)</p> <p>L.O – to make predictions about a text (using the front cover)</p> <p>LO: To listen and respond to a story (likes and dislikes)</p> <p>En1/1i participate in discussions, presentations,</p>	<p>Key text The Egg</p> <p>En1/1 Speaking and Listening En1/1i participate in discussions, presentations, performances, roleplay, improvisations and debates</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>L.O – use descriptive language for a setting (the dragon’s cave)</p> <p>L.O – to say out loud what we are going to write about (shared writing session)</p>	<p>Key text Zog and the Flying doctors</p> <p>En1/1 Speaking and Listening En1/1a listen and respond appropriately to adults and their peers</p> <p>LO: Listen with sustained concentration, building new stores of words in different contexts (Zog short film)</p> <p>En1/3.3a write sentences by: sequencing sentences to form short narratives</p> <p>re-reading what they have written</p>	<p>Key text Non- fiction text ‘All about China’</p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge</p> <p>En1/1i participate in discussions, presentations, performances, roleplay, improvisations and debates En1/3.3a</p> <p>L.O – To learn about a place in the world (China)</p>	<p>Key text Chinese New Year</p> <p>Date is Saturday 10.02.24</p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge</p> <p>En1/1i participate in discussions, presentations, performances, roleplay, improvisations and debates</p> <p>Cbeebies Clip https://www.yout ube.com/watch?</p>

	<p>performances, roleplay, improvisations and debates</p> <p>L.O – To use drama and role play to respond to a story Freeze Frame / Hot seating</p> <p>Outcome – To respond to a story in a variety of ways</p>	<p>En1/3.3a write sentences by:</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>L.O - orally compose a sentence before writing it (Independent writing descriptive writing)</p> <p>Outcome: To write descriptive sentences about a setting (the cave)</p> <p>Dicatted write: L.O To write sentences composed by a teacher</p> <p>Outcome - 'Lessons to teach my own dragon'. (a list)</p>	<p>to check that it makes sense</p> <p>L.O – To use descriptive language for a character (Zog)</p> <p>L.O – to share ideas for a character description (Shared write)</p> <p>L.O – To orally compose a sentence before writing it.</p> <p>Outcome – To write a character description of Zog</p>	<p>Writing i LO: To say out loud what they are going to write about</p> <p>L.O – To write key facts about a place (China)</p> <p>En1/1d articulate and justify answers, arguments and opinions</p> <p>L.O – To orally compose a sentence before writing it.</p> <p>All about China Four topics: Place Sights Animals Food</p> <p>Outcome – to produce a non-fiction text with important facts about China</p>	<p>v=c8ssHXZ9_qU</p> <p>Lunar New Year Clip from Cbeebies</p> <p>LO: To give verbal responses to video stimuli</p> <p>L.O – To begin to understand and sort facts from fiction</p> <p>L.O – To orally compose a sentence before writing it.</p> <p>Outcome: How do people celebrate Chinese New Year? Independent non-fiction writing</p>
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Spelling	<p>10 weekly spellings practiced in class and at home on rotation from the 40 Y1 Common Exception words</p> <p>En1/3.1a spell:</p> <ul style="list-style-type: none"> i. words containing each of the 40+ phonemes already taught ii. common exception words iii. the days of the week <p>En1/3.1b name the letters of the alphabet:</p> <p>naming the letters of the alphabet in order</p>
Handwriting	<p>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly</p> <p>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>En1/3.2c form capital letters</p> <p>En1/3.2d form digits 0-9</p> <p>En1/3.2e understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>
Reading Classroom Texts	<p style="text-align: center;">Focus this HT for classroom texts:</p> <p style="text-align: center;">Dragon stories</p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> i. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ii. being encouraged to link what they read or hear to their own experiences iii. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics iv. recognising and joining in with predictable phrases

	<p>v. learning to appreciate rhymes and poems, and to recite some by heart</p> <p>vi. discussing word meanings, linking new meanings to those already known</p> <p>En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by</p> <p>i. drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>ii. checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>iii. discussing the significance of the title and events</p> <p>iv. making inferences on the basis of what is being said and done</p> <p>v. predicting what might happen on the basis of what has been read so far</p> <p>En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>En1/2.2d explain clearly their understanding of what is read to them</p>				
<p>Maths</p>	<p>Power Maths 1B Unit 6 Number and Place Value to 20</p> <p>Wk1 W/C 8.1.24</p> <p>U6, L1 L.O – to know numbers to 20</p> <p>U6, L2 L.O – to understand 10</p> <p>U6, L3</p>	<p>Power Maths 1B Unit 6 Number and Place Value to 20</p> <p>Wk2 W/C 15.1.24</p> <p>U6, L4 L.O – to learn about number and palce value (14,15,16)</p> <p>U6, L5 L.O – to learn about number and place value (17,18,19)</p>	<p>Power Maths 1B Unit 6 Number and Place Value to 20</p> <p>Wk3 W/C 22.1.24</p> <p>U6, L8 L.O – to learn about the number line to 20</p> <p>U6, L9 L.O - to be able to represent numbers to 20 using a number line</p>	<p>Power Maths 1B Unit 7 Number – addition and subtraction Addition within 20</p> <p>Wk4 W/C 29.1.24</p> <p>U6, L12 L.O – to be able to order numbers to 20</p> <p>U7, L1 L.O – to learn to add by counting on within 20</p>	<p>Power Maths 1B Unit 7 Number – addition and subtraction Addition within 20</p> <p>Wk5 W/C 5.2.24</p> <p>U7, L4 L.O – to know doubles within 20</p> <p>U7, L5 L.O to know near doubles within 20</p> <p>U7, L6</p>

	L.O – to learn about number and place value (11,12,13)	U6, L6 L.O – to learn about number and place value (20)	U6, L10 L.O – to learn to estimate on a number line	U7, L2 L.O – to learn to add ones using number bonds	L.O – to learn to subtract by counting back U7, L7 L.O – to count back crossing 10
		U6, L7 L.O – to know one more and one less	U6, L11 L.O – to learn to compare numbers to 20	U7, L3 L.O – to be able to make number bonds to 20	
Calculation	<p>Using materials provided by Maths Mastery Hub</p> <p>and</p> <p>Number and Place Value</p> <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Using materials provided by Maths Mastery Hub</p> <p>and</p> <p>Number and Place Value</p> <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Using materials provided by Maths Mastery Hub</p> <p>and</p> <p>Number and Place Value</p> <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Using materials provided by Maths Mastery Hub</p> <p>and</p> <p>Number and Place Value</p> <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Using materials provided by Maths Mastery Hub</p> <p>and</p> <p>Number and Place Value</p> <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>

<p>Science</p>	<p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>L.O. I can identify and name different Materials.</p> <p>Outcome To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name.</p>	<p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>L.O. I can tell the difference between an object and the materials it is made from.</p> <p>Outcome To distinguish between an object and the material from which it is made by naming objects and identifying the material which they are made from.</p>	<p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>L.O. I can describe the properties of everyday materials.</p> <p>Outcome To describe the simple physical properties of a variety of everyday materials by looking at and touching different materials.</p>	<p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>L.O. I can identify which materials have certain properties.</p> <p>Outcome To describe the simple physical properties of a variety of everyday materials by testing different objects.</p>	<p>Sc1/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc1/1.2 observing closely, using simple equipment</p> <p>Sc1/1.3 performing simple tests</p> <p>Sc1/1.4 identifying and classifying</p> <p>Sc1/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc1/1.6 gathering and recording data to help in answering questions. L.O.I can watch closely.</p> <p>Outcome</p>
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<p>Art and Design</p> <p>3D- Clay</p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use sculpture to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Clay / Sculpture</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>L.O – To design a clay egg</p>	<p>Clay / Sculpture</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>L.O- To make a clay egg</p>	<p>Clay / Sculpture</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>L.O-To whitewash the clay egg</p> <p>L.O – to choose effective colours paint a clay egg</p> <p>L.O- To PVA coat the clay egg</p>	<p>Clay / Sculpture</p> <p>Links to Computing.</p> <p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>L.O – To recreate a scene from The egg / Zog then to take photos using digital media devices rec</p>	<p>Clay / Sculpture</p> <p>Links to Computing.</p> <p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>L.O – To recreate a scene from The egg/ Zog then to take photos using digital media devices rec</p>
<p>Computing</p> <p>Strand 2 Communicating: Multimedia</p> <p>2.1 How do I record sounds and pictures?</p>	<p>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about</p>	<p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>L.O – To record a digital video clip</p>

	<p>material on the internet or other online technologies</p> <p>L.O – How to stay safe online</p>	L.O – to take photos using digital media devices	L.O – to retrieve and edit digital content	L.O – to look at ways of organising digital content	with sound (outdoor)
Design & technology	Not Taught this half term				
Geography	Not taught	<p>Geographical Skills</p> <p>Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>L.O – To use a range of media to locate the UK and China</p>	<p>Place Knowledge</p> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>English En1/1b ask relevant questions to</p>	<p>Place Knowledge</p> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>L.O – to use information to write facts comparing</p>	<p>Place Knowledge</p> <p>En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>L.O To present information about a place in the world</p>

		L.O – To label the UK and China on a world map	extend their understanding and knowledge L.O –To organise information about Sheffield UK and Shanghai (china)	Sheffield and Shanghai	
History	Not taught this half term				
PE Indoor	No indoor P.E in week 1	<p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>PE1/1.1c perform dances using simple movement patterns.</p> <p>L.O - To enjoy finding out about rain using a simple themed dance.</p>	<p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>PE1/1.1c perform dances using simple movement patterns.</p> <p>L.O - To enjoy finding out about snow using a simple themed dance.</p> <p>Outcome –</p>	<p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>PE1/1.1c perform dances using simple movement patterns.</p> <p>L.O - Build up a beautiful and simple dance performance using the Chinese Zodiac as the theme.</p>	<p>PE2/1.1a Key Skills (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination</p> <p>PE1/1.1c perform dances using simple movement patterns.</p> <p>L.O - Build up a beautiful and simple dance performance using the Chinese Zodiac as the theme.</p>

		Outcome – To be able to perform basic movements to music	to build a simple themed dance focusing on the Weather.	Outcome – To create and develop a series of actions and movements that change direction and speed	Outcome – To link two or more movements together to create a sequence
P.E Outdoor	<p>Key Skills</p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – to throw and catch objects of different shapes and sizes</p>	<p>Key Skills</p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – To develop balance and co-ordination</p> <p>Outcome – To be able to co-ordinate the body to balance with equipment</p>	<p>Key Skills</p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>L.O – To mirror running, jumping and throwing actions (with a partner)</p>	<p>Key Skills</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (variety of team games and races)</p> <p>L.O – To follow simple rules to play a team games</p> <p>Outcome – children to work in house teams to play a class game (Beanbag Bonanza)</p>	<p>Key Skills</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (variety of team games and races)</p> <p>L.O – To develop tactics to play a team game (Beanbag Bonanza)</p>

<p>RE</p> <p>B. Myself</p> <p>How do we show we care for others?</p> <p>Why does it matter?</p> <p>(A3)Moral Stories</p> <p>The Crying Camel The Lost Sheep Humanist / Jewish moral story TBC (5 weeks)</p>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>Christian Parable – The lost sheep</p> <p><u>L.O</u> – To introduce the Lost Sheep story.</p> <p><u>Outcome:</u>The ch can retell the main events in the Lost Sheep story.</p>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>Christian Parable – The lost sheep</p> <p><u>L.O:</u> For ch to discuss the feelings experienced when something is lost-empathy.</p> <p><u>Outcome:</u> Ch can say how they may have felt when they lost something important to them.</p>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>Islamic story– The crying camel</p> <p><u>L.O</u> – To introduce the Crying Camel moral story.</p> <p><u>Outcome:</u> The ch discuss what we can learn from the Crying Camel moral story .</p>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>Islamic Story – The crying camel</p> <p><u>L.O:</u> For ch to understand the importance of being kind and respectful to each other.</p> <p><u>Outcome:</u> Ch discuss how they would treat animals and each other..</p> <p>-</p>	<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p> <p>Celebrations and festivals: Who Celebrates what and why?</p> <p><u>LO:</u> To Introduce the Chinese New Year story</p> <p><u>Outcome:</u> To begin to understand the importance of Chinese New Year</p> <p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>
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<p>RSHE</p> <p>Community Living in the wider world</p> <p>Online Safety (1 week)</p> <p>Our Communities</p> <p>C1) How do we make a happy school? (2 weeks)</p> <p>Safer Internet Day (1 week)</p> <p>C2) Who lives in my neighbourhood? (2 weeks)</p>	<p>Our communities</p> <p>C1) How do we make a happy school?</p> <p><u>L.O:</u>To understand why we have rules in school and how they help us to be happy.</p> <p><u>Outcome:</u> Ch can list the things that schools need to help them be a nice place.</p>	<p>Our communities</p> <p>C1) How do we make a happy school?</p> <p><u>L.O:</u> For ch to appreciate how important school is to them.</p> <p><u>Outcome:</u>Ch can name why school is important to them and who their special people are.</p>	<p>Safety internet</p> <p>L1)Screen Time Balance</p> <p><u>L.O:</u>For ch to explore various ways to be active offline through discussion/drama</p> <p><u>Outcome:</u> Ch discuss various offline activities-5-a-day</p>	<p>Our communities</p> <p>C2) Who lives in my neighbourhood?</p> <p><u>L.O:</u> To discuss a range of communities that are located near Lowfield school.</p> <p><u>Outcome:</u> Ch can name communities within their neighbourhood.</p>	<p>Our communities</p> <p>C2) Who lives in my neighbourhood?</p> <p><u>L.O:</u> For ch to understand what they should do if they feel uncomfortable with anybody-known or strangers.</p> <p><u>Outcome:</u> Ch name who they trust in the community as a trusted adult.</p>
<p>Music</p>	<p>Dragons</p> <p>We're going on a dragon Hunt</p>	<p>Dragons</p> <p>We're going on a dragon Hunt</p>	<p>Dragons</p> <p>Zog the Magic Dragon</p>	<p>Chinese New Year</p> <p>Paper lanterns</p> <p>Lucky Envelopes</p> <p>To Celebrate the New Year</p> <p>I'm A Chinese Dragon</p>	<p>Chinese New Year</p> <p>Dragon Dragon</p> <p>Chinese dragon Rhyme</p> <p>Chinese new year Dragon</p>

	<p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p>	<p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p>	<p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p>	<p>L.O. To listen to a song.</p> <p>L.O. To Use my voice expressively when singing a song.</p>	<p>L.O. To select and play instruments when singing.</p> <p>L.O. To explore a song when using selected instruments.</p>
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