

SPRING 1 Medium Term Plan 2022 Y1

Subject	Week 1 3 days	Week 2	Week 3	Week 4	Week 5	Week 6
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 Chinese New Year</p> <p>Date is Sunday 22.01.23</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>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 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 re-reading what they have written</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>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En1/1l select and use appropriate registers for effective communication</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>v=c8ssHXZ9_qU</p> <p>Lunar New Year Clip</p> <p>https://www.youtube.com/watch?v=Mm9LJC_5g2o</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>	<p>Writing i</p> <p>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>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>LO: Listen with sustained concentration, building new stores of words in different contexts</p> <p>L.O – To extract rhyming words from a known story (Zog)</p> <p>L.O – To match words with the same sounds (Rhyming words)</p> <p>L.O – To write a class poem</p> <p>L.O – To perform a class poem</p> <p>Outcome – All children rehearse and perform a short class poem using rhyming words</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> <p>using letter names to distinguish between alternative spellings of the same sound</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>Focus this HT for classroom texts:</p> <p>Author: Julia Donaldson The Gruffalo's Child Zog Zog and the Flying Doctors What the Ladybird Heard Highway Rat Snail and the Whale</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 v. learning to appreciate rhymes and poems, and to recite some by heart vi. discussing word meanings, linking new meanings to those already known <p>En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by</p> <ul style="list-style-type: none"> i. drawing on what they already know or on background information and vocabulary provided by the teacher ii. checking that the text makes sense to them as they read and correcting inaccurate reading iii. discussing the significance of the title and events iv. making inferences on the basis of what is being said and done v. predicting what might happen on the basis of what has been read so far <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>					
Maths	Power Maths 1A Unit 5 Geometry and shape Wks 1,2 Practical – L.O – to show my prior knowledge of 2D and 3D shapes	Power Maths 1A Unit 5 Geometry and shape Wks 1,2 U5, L2 L.O – to recognise and sort 3D shapes	Power Maths 1B Unit 6 Number and Place Value to 20 Wks 3,4 U6, L1 L.O – to know numbers to 20	Power Maths 1B Unit 6 Number and Place Value to 20 Wks 3,4 U6, L5 L.O – to learn about number and place value (17,18,19)	Power Maths 1B Unit 6 Number and Place Value to 20 Wks 5, 6 U6, L9 L.O - to be able to represent numbers to 20	Power Maths 1B Unit 7 Number – addition and subtraction Addition within 20 Wks 5, 6 U7, L1 L.O – to learn to add by counting on within 20

	within the linear number system, including comparing using < > and =	within the linear number system, including comparing using < > and =	within the linear number system, including comparing using < > and =	within the linear number system, including comparing using < > and =	within the linear number system, including comparing using < > and =	within the linear number system, including comparing using < > and =
Science	<p>Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>L.O. I can describe how day length varies from autumn to winter.</p> <p>Outcome: To observe and describe how day length varies from autumn to winter.</p> <p>L.O. I can identify changes in the trees an in</p>	<p>Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>L.O. I can describe how day length varies from autumn to winter.</p> <p>Outcome: To observe and describe how day length varies from autumn to winter.</p> <p>L.O. I can identify changes in the trees an in</p>	<p>Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>L.O I can observe observe and describe the weather in winter</p> <p>Outcome: To observe and describe weather associated with the seasons by observing and recording the weather in winter</p> <p>L.O.</p>	<p>Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>L.O I can observe observe and describe the weather in winter</p> <p>Outcome: To observe and describe weather associated with the seasons by observing and recording the weather in winter</p> <p>L.O.</p>	<p>Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>L.O. I can explain how some animals adapt in winter.</p> <p>Outcome: To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter</p>	<p>Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>L.O. I can explain how some animals adapt in winter.</p> <p>Outcome: To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter</p>

	<p>clothes that we wear from autumn to winter.</p> <p>Outcome: To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change from autumn to winter</p>	<p>clothes that we wear from autumn to winter.</p> <p>Outcome: To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change from autumn to winter</p>	<p>I can collect and record data about the weather in winter</p> <p>Outcome: To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in winter.</p>	<p>I can collect and record data about the weather in winter</p> <p>Outcome: To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in winter.</p>		
<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,</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 and make an egg using clay</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 choose effective colours paint a clay egg</p>	<p>Clay / Sculpture</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 draw a sketch of a dragon</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 use playdough to make a model of a dragon</p> <p>https://craftyourhappiness.com/2017/09/12/how-to-make-the-cutest-little-clay-dragon/</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>

texture, line, shape, form and space						
Computing Strand 2 Communicating: Multimedia 2.1 How do I record sounds and pictures?	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 material on the internet or other online technologies L.O – How to stay safe online	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content L.O – to take photos using digital media devices	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content L.O – to retrieve and edit digital content	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content L.O – to look at ways of organising digital content	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content L.O – To record a digital video clip with sound (outdoor)	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content L.O – To record a digital video clip with sound (Linked to literacy)
Design & technology	Not Taught this half term					
Geography	Location Knowledge Ge1/1.1b Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom	Location Knowledge Ge1/1.1a name and locate the world's 7 continents Ge1/1.4a use world maps, atlases and	Location Knowledge Ge1/1.1a name and locate the world's 7 oceans Ge1/1.4a use world maps, atlases and	Geographical Skills Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	Place Knowledge Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a	Place Knowledge Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a

	<p>and its surrounding seas</p> <p>L.O – To show the locations of the countries, capitals and seas on a UK map</p>	<p>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 7 continents of the world</p> <p>L.O – To label the 7 continents on a map of the world</p> <p>Outcome – Labelled, coloured A3 world map with names of continents</p>	<p>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 5 oceans of the world</p> <p>L.O – To label the 5 oceans on a map of the world</p> <p>Outcome – add oceans to world map</p>	<p>continents and oceans studied at this key stage</p> <p>L.O – To use a range of media to locate the UK</p> <p>L.O – To label the UK on a map of the world</p> <p>Outcome – add UK to world map</p>	<p>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 extend their understanding and knowledge</p> <p>En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>L.O – To compare life in Sheffield (home) and a location in China TBC</p>	<p>small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>L.O – To compare life in Sheffield (home) and Shanghai (China)</p> <p>Outcome – To say how life in two places is similar and different</p>
History	Not taught this half term					
PE Indoor	No indoor P.E in week 1	PE2/1.1a Key Skills (including	PE2/1.1a Key Skills (including	PE2/1.1a Key Skills (including	PE2/1.1a Key Skills (including	PE2/1.1a Key Skills (including

		<p>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>Outcome – To be able to perform basic movements to music</p>	<p>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 – to build a simple themed dance focusing on the Weather.</p>	<p>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>Outcome – To create and develop a series of actions and movements that change direction and speed</p>	<p>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>Outcome – To link two or more movements together to create a sequence</p>	<p>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>Outcome – To work with a partner or small group to copy or create a formation for the movements</p>
P.E Outdoor	Key Skills PE1/1.1a master basic movements including running,	Key Skills PE1/1.1a master basic movements	Key Skills PE1/1.1a master basic movements	Key Skills PE1/1.1b participate in team games,	Key Skills PE1/1.1b participate in team games,	Key Skills PE1/1.1b participate in team games,

	<p>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>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>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>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>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>developing simple tactics for attacking and defending (variety of team games and races)</p> <p>L.O – To use key skills together in combination in races</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</p> <p>The Lost Sheep</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>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>Christian Parable – The lost sheep</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>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>Islamic Story – The crying camel</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</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> <p>B3. Notice and respond</p>

<p>Humanist / Jewish moral story TBC (5 weeks)</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><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><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><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>Celebrates what and why?</p> <p>LO: To Introduce the Chinese New Year story</p> <p><u>Outcome:</u> To begin to understand the importance of Chinese New Year</p>	<p>sensitively to some similarities between different religions and world views.</p> <p><u>L.O:</u> For children to understand and use the term ‘myself’ , being part of a community/religion</p> <p><u>Outcome:</u> ch record ‘myself’ as part of a community/religion.</p>
<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</p>	<p>Online safety L1 Screen Time Balance</p> <p><u>L.O:</u> To understand the ch need to get the correct balance of time online and offline.</p> <p><u>Outcome:</u> Ch learn that they need to spend a healthy amount of time online and be active offline.</p>	<p>Our communities 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 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 day 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 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 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</p>

neighbourhood? (2 weeks)						community as a trusted adult.
Music	<p>Machines</p> <p>L.O. To play and maintain a steady beat</p> <p>L.O. To sequence sounds</p>	<p>Machines</p> <p>L.O.To play a steady beat</p> <p>L.O.To play at different speeds (tempi)</p>	<p>Machines</p> <p>L.O. To play to a steady beat</p> <p>L.O. To Control changes in speed (tempi)</p>	<p>Seasons</p> <p>L.O. To Identify changes in pitch and respond to them with movement</p> <p>L.O. To contrast changes in pitch with changes in dynamics (volume)</p>	<p>Seasons</p> <p>L.O. To Relate pitch changes to graphic symbols and perform pitch changes vocally</p> <p>L.O. To Listen and respond to pitch changes with movement</p>	<p>Seasons</p> <p>L.O To Listen and respond to a falling pitch signal</p> <p>L.O. To distinguish between pitched and un-pitched percussion sounds</p> <p>L.O. To listen in detail to a piece of orchestral music</p>