



Year 1 Term 4 Medium Term Plan

	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6
English	<u>Stanley's Stick by John Hegley</u> To predict the events and outcomes in a story. To segment words with adjacent consonants. To predict a story ending. To sequence the main events in a story. To retell the main events from a story.	<u>Stanley's Stick by John Hegley</u> To retell a known narrative. To innovate on a known story To use the possessive apostrophe. To create a noun phrase to describe.	<u>Stanley's Stick by John Hegley</u> To plan an alternative story based on a known sequence of events. To section a story into paragraphs. To edit for consistent tense. To publish a story.	<u>Dinosaurs and all that Rubbish by Michael Foreman</u> To explore the themes of a story through discussion. To make a prediction about story outcomes. To use adjectives to describe a setting. To use the conjunctions to create comparative sentences. To write simile sentences.	<u>Dinosaurs and all that Rubbish by Michael Foreman</u> To write commands to give instructions. To create a poster giving a warning. To retell the main events in the story using sequencing words. To retell the main events in the story using sequencing words. To discuss the significance of the events in a story.	<u>Dinosaurs and all that Rubbish by Michael Foreman</u> To give a series of commands. To use the suffix –er to write a pamphlet. To use the present progressive tense to write statements. To use the present progressive tense to write statements. To write an introduction To publish writing for an audience.
Reading	3 Reading sessions following the Little Wandle progressive reading Scheme. Session 1 – Decoding Session 2 – Prosody Session 3 – Comprehension	3 Reading sessions following the Little Wandle progressive reading Scheme. Session 1 – Decoding Session 2 – Prosody Session 3 – Comprehension	3 Reading sessions following the Little Wandle progressive reading Scheme. Session 1 – Decoding Session 2 – Prosody Session 3 – Comprehension	3 Reading sessions following the Little Wandle progressive reading Scheme. Session 1 – Decoding Session 2 – Prosody Session 3 – Comprehension	3 Reading sessions following the Little Wandle progressive reading Scheme. Session 1 – Decoding Session 2 – Prosody Session 3 – Comprehension	3 Reading sessions following the Little Wandle progressive reading Scheme. Session 1 – Decoding Session 2 – Prosody Session 3 – Comprehension
Maths	<u>Addition and Subtraction</u> - End of block assessment.	<u>Addition and subtraction</u> -Doubles -Near doubles	<u>Addition and subtraction</u> -related facts	<u>Place value – within 50.</u> -count by making groups of 10.	<u>Place value – within 50.</u> -one more one less <u>Length and Height</u>	<u>Mass and volume</u> -Heavier and lighter -Measure mass -Compare mass

	-Add by counting on within 20. -Add ones using number bonds -find and make number bonds to 20	-subtract ones using number bonds -Subtraction – counting back -Subtraction – finding the difference	-missing number problems <u>Place value – within 50.</u> -Count from 20 to 50 -20, 30, 40 and 50.	-groups of tens and ones. -Partition into tens and ones. -The number line to 50. -To estimate on a number line to 50.	-compare lengths and heights. -measure length using objects -Measure length in centimetres	-Full and empty -Compare value
Science	To compare and sort animals into groups.	To explore different carnivores and their key characteristics.	To explore herbivores and their key features	To learn that an omnivore is an animal that eats both animals and plants.	To explore plant growth.	To look at seasonal changes in spring.
RE Why does Easter matter to Christians?	Where do Incarnation and Salvation fit in to the 'big story' of the Bible? (T)	What are the stories of Holy Week and Easter from the Bible and how do they link with the idea of Salvation (Jesus rescuing people)? (T)	What are the instructions that Jesus gave about how to behave? (T)	In what ways do Christians show their beliefs about Jesus' death and resurrection in church worship at Easter? (I)	What can I think, say and ask about whether the story of Easter has anything to say to me about sadness, hope or heaven, exploring different ideas? (C)	Consolidation
History	To discuss a favourite toy.	To find out what toys our parents and grandparents played with.	To investigate what toys were like up to 100 years ago.	To compare toys from the past with modern toys.	To investigate how teddy bears have changed over time.	To know how toys have changed over time.
DT	To identify fruits.	To describe where fruits and vegetables grow.	To practise food preparation skills.	To select ingredients for a recipe.	To apply food preparation skills to a recipe	To evaluate against the design brief.
PE Cricket	To understand and follow simple rules for games. To use skills in different ways when playing games.	To develop agility, balance, and coordination. To move fluently, changing direction and speed. To understand why being active and playing games is good for you.	To show control of a ball with basic actions. To describe what it feels like to breath quickly during exercise.	To show control of a ball with basic actions. To understand the concept of moving to get in line with a ball to receive it.	To show basic control and accuracy when striking a ball. To describe what they have done or seen others doing.	To apply skills and tactics in simple games. To use skills in different ways when playing games.
Music	To use my voice and hands to make music.	To clap and play in time to the music.	To play simple rhythms on an instrument.	To listen to and repeat short rhythmic patterns.	To understand the difference between pulse and rhythm.	Consolidation

PSHE Healthy Me	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.	I know how to make healthy lifestyle choices.	<p>I know how to keep myself clean and healthy and understand how germs cause disease/illness.</p> <p>I know that all household products including medicines can be harmful if not used properly.</p>	I understand that medicines can help me if I feel poorly, and I know how to use them safely.	I know how to keep safe when crossing the road, and about people who can help me to stay safe.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.
Computing Grouping data	To label objects	To identify that objects can be counted	To describe objects in different ways.	To count objects with the same properties	To compare groups of objects	To answer questions about groups of objects.