

Medium Term Plan – Spring Term 1<sup>st</sup> Half

Class – Year 1 Maples

Theme – Wild and Wonderful Weather

Subject	3/1 2 days	7/1	14/1 Joshua Skillern coming in.	21/1 Joshua starts.	28/1	4/2	11/2
Maths	<b>Length Subtraction</b>	<b>Length Subtraction</b>	<b>Mass Time</b>	<b>Graphs Number patterns</b>	<b>Numbers to 40 Number patterns</b>	<b>Numbers to 40 2D and 3D Shape</b>	<b>Money Word problems</b>
English	Recount of our Christmas holiday  Reading comprehension.	<u><b>COLD TASK</b></u> <u>journey story</u>  <u><b>At the end of the rainbow</b></u> Imitation Learn text, retell, create map  Reading comprehension.	<u><b>At the end of the Rainbow</b></u> <u>Innovation</u> Retell new class version, map and box up.  What is a sentence?	<u><b>COLD TASK</b></u> <u>explanation</u>  <u>Invention</u> Plan and write own story  <u>Publication</u>  Adjectives	<u><b>Non-Fiction:</b></u> explanation  <u>Imitation</u> Learn text, retell, create map  Suffixes	<u>Innovation</u> Retell new class version, map and box up.  Shared writing, guided writing,  <b>HOT TASK</b> <b>Journey story</b> Suffixes	Reading comprehension  Pre-fix un
GPS	<b>Phonics &amp; Handwriting</b> Recall phase 2/ 3 graphemes  Phase 5 – wh	<b>Phonics &amp; Handwriting</b> Recall phase 2/ 3 graphemes  Phase 5 – ph, ew, oe, au, ey.	<b>Phonics &amp; Handwriting</b> Recall phase 2/ 3 graphemes  Phase 5 – split digraphs.	<b>Phonics &amp; Handwriting</b> Recall phase 2/ 3 graphemes  Phase 5 – split digraphs.	<b>Phonics &amp; Handwriting</b> Recall phase 2/ 3 graphemes  Phase 5 – tch	<b>Phonics &amp; Handwriting</b> Recall phase 2/ 3 graphemes  Phase 5 – c as an s sound.	<b>Phonics &amp; Handwriting</b> Recall phase 2/ 3 graphemes  Phase 5 – c as an s sound.

Science		Making a weather chart  (See Geography)	Observe changes across the four seasons  Observe and describe weather associated with the seasons	Observe and describe weather associated with the seasons and how day length varies	Ongoing weather observation.		
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History	<b>To be taught after ½ term</b>						
Geography	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and hot and cold areas of the world in relation to the equator and North and South Pole</li> <li>Ongoing monitoring of the weather, comparing and contrasting weather in Great Waldingfield.</li> </ul>						
		What is the weather today? Learning weather related vocabulary.	What are the seasons? How does the weather change in Great Waldingfield?	Where are the North and South Poles? What is the climate like there?	Where is the equator? What is the climate like there?	What have we learnt about the weather?	Assessment
DT	<b>To be taught after ½ term</b>						
Art	<b>Drawing linked to seasons and weather. Chalks pastels and brushes</b> <ul style="list-style-type: none"> <li>Use drawing to develop and share ideas, experiences and imagination</li> <li>use colour, line, shape and form.</li> <li>learn about the work of a range of artists, describing similarities and differences and making links to their own work.</li> </ul>						
		<b>Paul Cezanne</b> <b>Melting snow at Fontainbleau</b> (charcoal and chalk on grey paper)	<b>Leonid Afremov</b> <b>Rain of emotions</b> (pastels)	<b>Naomi Brangwyn</b> <b>What a lovely day</b> (tissue paper and pen)	<b>Windy tree painting</b> <b>(no specific artist)</b> (paint on brown paper)	<b>Free choice weather painting or drawing.</b>	<b>Evaluation of work</b>

MFL	<p><b>Listen attentively to spoken language and show understanding by joining in and responding.</b>  <b>Describe people, places, things and actions in speech.</b></p> <p>Family</p>	Counting and ordering	Counting and ordering	Weather	Weather	Size	
Music	<p><b>Charanga – Bhangra</b>  listen, appraise, perform</p>	<p><b>Charanga – Bhangra</b>  listen, appraise, perform</p>	<p><b>Charanga – Bhangra</b>  listen, appraise, perform</p>	<p><b>Charanga – Bhangra</b>  listen, appraise, perform</p>	<p><b>Charanga – Bhangra</b>  listen, appraise, perform</p>	<p><b>Charanga – Bhangra</b>  listen, appraise, perform</p>	
PE	<p><b>Thursday – Hockey</b>  To be able to dribble using a 'hockey' stick.  Actually using a tennis racket for children to hold in a correct position and grip.</p>	<p>To be able to accurately pass a ball with a hockey stick.</p>	<p>To be able to pass a ball whilst moving.  To be able to shoot a ball.</p>	<p>To be able to tackle correctly</p>	<p>To understand how to defend in hockey.</p>	<p>To play a game as part of a team.</p>	
	<p><b>Friday – Dance</b></p> <p>Creating structured movement patterns to music.  Learning about how their body works.  To develop knowledge around how a human grows into an adult.  Participating and enjoying the activity without disruption.</p>						

Computing	<b>To be taught after ½ Term</b>						
RE		<b>Christianity – Parables and Gospel</b>	Engage with the concept of a parable	Enquire in to 3 of Jesus’ parables	Explore 3 parables and consider their meanings	Evaluate your learning	Express your knowledge of the parables
PSHE	<b>Relationships</b> New Year 2018 Random Acts of Kindness – promises of things we can do to show kindness to others.	People who are important to me.	Feeling jealous of others.	Feeling cared for and caring for others.	Being a good friend.	What does it mean to be a good friend? What do I need to do and should I expect others to do?	