

Medium Term Plan – Year 1 –Our Wonderful World – Can you save the planet all by yourself?

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Nativity performance	Week 7
Hook	Hook: Classroom filled with rubbish – children to sort into materials/recyclability			End Product: Narrative story – based on endangered animals The Journey Home)			
Date	30/10	6/11	13/11	20/11	27/11	4/12	11/12
National Curriculum Coverage							
Geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name and locate the world's seven continents and five oceans Use physical features vocabulary to describe continents						
Science	<u>Materials</u> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials on the basis of their simple physical properties. <u>Seasonal Change</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.						
Learning Theme Geography Science	Identify the seven continents in the world and plot the animals Journey Home Identify and name a variety of everyday materials (Hook)	Use physical features vocabulary to describe each continent. Distinguish between an object and what it is made from.	Identify hot and cold places around the world and predict what problems might happen there for animals - plastic pollution/deforestation Describe the simple physical properties of materials	The world's oceans - the journey of plastic (Pacific Garbage patch) Explore materials suitable to build a boat for the animals on a Journey Home. (floating/sinking/strength)	How can we protect the planet? Reduce Reuse Recycle Winter walk	No sessions – Nativity practices.	No sessions – final week
Text Focus	The Journey Home						
Writing outcome	Orally retell the story The Journey Home	Sequencing the story	Full stops, finger spaces and capital letters.	Question marks	Plan innovation	Innovation	Publish story

	Explore key vocabulary						
Writing composition			<p>Think of a sentence by orally rehearsing what they are going to write about.</p> <p>Count the number of words in a sentence.</p> <p>Sound each word out, writing dominant sounds.</p>	<p>Think of a sentence by orally rehearsing what they are going to write about.</p> <p>Count the number of words in a sentence.</p> <p>Sound each word out, writing dominant sounds.</p>	<p>Write sentences with increasing independence, developing a sequence of events following a simple structure.(beginning, middle, end)</p>	<p>Orally rehearsing what they are going to write about.</p> <p>Sound each word out, writing dominant sounds. Write sentences with increasing independence, developing a sequence of events following a simple structure.(beginning, middle, end</p>	<p>Be able to read their own writing out loud.</p>
Reading objectives	<p>Use the front cover to talk about a story</p> <p>Link meaning to words</p> <p>Talk about characters in a story.</p> <p>Make predictions about the events</p>	<p>Use story maps to support my re-telling of main events in a story.</p> <p>Retell stories orally</p> <p>Talk about stories that have been read to me.</p> <p>Participate in discussion about a text</p>	<p>Identify the use of capital letters, full stops.</p>	<p>Identify the use of question marks.</p>	<p>Use story maps to support my re-telling of main events in a story</p>	<p>Use story maps to support my re-telling of main events in a story</p>	
Punctuation and Grammar and Spelling	<p>Identify the use of capital letters, full stops, question marks.</p>		<p>Capital letters to start a sentence and for names.</p> <p>To use finger spaces between words.</p> <p>Introduce a full stop at the end of a sentence.</p>	<p>To use question marks and exclamation marks</p>	<p>To use full stops, capital letters and question marks.</p>	<p>To use full stops, capital letters and question marks.</p>	

Phonics	Chapter 4a Oe, ew, ea, ey	Chapter 4a le (ee) ie (igh) aw, au	Chapter 4a lr, oy, ou, are	Chapter 4a Ph, wh,	Chapter 4a Split digraph a-e	Chapter 4a Split digraph i-e	Chapter 4a o-e
Key Texts							
Guided reading objectives							
Maths	<u>Addition and Subtraction</u> Addition Number bonds to 10	<u>Addition and Subtraction</u> Addition – add together, add more Addition problems	<u>Addition and Subtraction</u> Find a part Subtraction find a part Fact families – 8 sentences.	<u>Addition and Subtraction</u> Subtraction – take away/crossing out Subtraction on a number line	<u>Addition and Subtraction</u> Add or subtract 1/2 End of unit assessment.	<u>Geometry</u> Recognise and identify 3D shapes Sort 3D shapes	<u>Geometry</u> Recognise and identify 2D shapes Sort 2D shapes Patterns with 2D and 3D shapes.
RE	<u>RE - Why are Saints important to Christianity?</u> AT1: Describe what a Christian might learn from the stories of saints, listing some of the characteristics of a saint; AT2: Discuss the qualities that make someone a saint and apply the idea of being a saint to their own life and the life of those around them.	<u>RE - Why are Saints important to Christianity?</u> AT1: Develop an understanding of the importance of saints and All Saints Day to Christians, suggesting reasons why saints are important to Christianity; AT2: Describe and link Christian beliefs of saints with Christian behaviour.	<u>RE – Why does Christmas matter to Christians?</u> AT1: Understand that Jesus was going to be a special baby AT2: Discuss the qualities that Jesus will bring	<u>RE – Why does Christmas matter to Christians?</u> AT1: Retell the events of the Christmas story.	<u>RE – Why does Christmas matter to Christians?</u> AT1: Understand what Christian's do to prepare for Christmas and the meaning of Advent AT2: Think of ways to show gratitude at Christmas.	<u>RE – Why does Christmas matter to Christians?</u> AT1: Understand the gifts brought to the King and why. AT2: What would you give to a King?	<u>Christingle</u> Understand significance of a Christingle and take part in a Christingle service with the community.
Jigsaw	<u>Celebrating Differences</u> The same as	<u>Celebrating Differences</u> Different From	<u>Celebrating Differences</u> What is Bullying?	<u>Celebrating Differences</u> What do I do about bullying?	<u>Celebrating Differences</u> Making new friends	<u>Celebrating Differences</u>	

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