

Medium Term Plan – Year 1

Fur Feet and Feathers: What makes a mammal, a mammal? What makes a reptile, a reptile? What makes a bird, a bird?

Week	Week 1 19.2.24	Week 2 26.2.24	Week 3 WBD 4.3.24	Week 4 NFER 11.3.24	Week 5 18.3.24	Week 6 25.3.24 Easter Bonnet Parade
Hook	Animal footprints – whose is whose? Trip to wildlife centre 27 th Feb					
Learning Theme	Hook – Footprints in the class – who belongs to who?	Trip to BWC	I can group animals together based on shared characteristics.	I can classify animals into mammal, reptile, amphibian, fish, bird.	I understand what a carnivore, omnivore, herbivore eats.	I can describe living things with all I have learnt.
Science	I can ask questions ready to use sources to find answers.	I can answer questions about animals in their habitat. I can compare and contrast animals at first hand or through photographs	I can use sense of hearing to compare the sounds of different animals	I can compare living things based on what covers their body.	I can classify a living thing.	
English						
Writing outcome	Questions for the trip – what do you want to know?	<i>Recount of trip</i>	<i>Recount of trip</i>	<i>Recount of trip</i>	Animal riddles	Animal riddles
Writing composition	To use question marks	Write about familiar events. Write sentences with increasing independence, developing a sequence of events following a simple structure.(beginning, middle, end)	Begin to sequence and connect content Use time connectives to indicate chronology	Write sentences with increasing independence, developing a sequence of events following a simple structure.(beginning, middle, end)	Phrases and statements communicate ideas indicating their basic purpose	Another person is able to read writing with limited mediation.

To be able to write a noun list .						
Punctuation and Grammar and Spelling	Add suffixes (-ing and –ed) to verbs where there is no change (past tense)	Add s or es to nouns and understand the effects of these suffixes on the meaning of the noun.	Add suffixes (-ing and –ed) to verbs where there is no change (past tense)	Become increasingly accurate in building up words by sounding out phonics Sentences should have grammatically accurate clauses (make sense alone)	Use appropriate vocabulary relevant to the subject matter Use some words chosen for effect. Add suffix er and –est when there is not change to the root word.	To use question marks and exclamation marks
Reading objectives	<i>The Emperors Egg</i> Use the front cover to make basic inferences about content. Make plausible predictions about the events in the text.	<i>The Emperors Egg</i> Link meaning to new words using context. Link feelings and emotions from stories to my own experiences. –	<i>Meerkat Mail:</i> <i>Use own experiences to understand the context of a text.</i>	<i>Meerkat Mail:</i> Say what I like and do not like about a text using a simple reason.	Talk about non-fiction and poems I have read. Recite some poems by heart.	Identify that texts are organised in different ways. (headings, structure of narrative) Identify and use a contents page
Key Texts	Emperors Egg	Solo	<u>Meerkat Mail</u>	<u>Meerkat Mail</u>	<u>Non Fiction information book</u>	<u>Non Fiction information book</u>
Phonics	Ai family	Ee family	Igh family	Oe family	Ue family	Or/Ur family
Maths						
Maths	<u>Place Value to 50</u> Numbers to 50 Tens and ones	<u>Place Value to 50</u> Number line to 50 Estimating on a number line	<u>Length and Measure</u> Compare lengths and height. Measure in objects	<u>Length and Measure</u> Measure in cm Length investigation	<u>Mass and Volume</u> Heavier/Lighter Measure mass Compare mass	<u>Mass and Volume</u> Full and empty Compare volume Measure/Compare capacity
Foundation Subjects						
RE	<u>What is the story of Noah all about?</u>	<u>What is the story of Noah all about?</u>	<u>How Do Easter Symbols Help Us To Understand The True Meaning of Easter?</u>	<u>How Do Easter Symbols Help Us To Understand</u>	<u>How Do Easter Symbols Help Us To Understand The True Meaning of Easter?</u>	<u>How Do Easter Symbols Help Us To Understand</u>

	<p>Know the story of Noah and some things that Christians (and Jews) believe from it; (AT 1)</p> <p>talk about what they find puzzling from the story and some parts of it that make people ask questions. (AT 2)</p>	<p>Understand why grace is important to Christians (and Jews) and what Christians (and Jews) might learn about it from the story of Noah; (AT 1)</p> <p>give a personal response to what grace means to them. (AT 2)</p>	<p>AT1: Understand what a religious symbol is, recognise religious symbols of the Easter story and discuss the meaning behind these Christian symbols; AT2: Talk about symbols that are important to them and to others with respect for their feelings.</p>	<p><u>The True Meaning of Easter?</u></p> <p>AT1: Identify what some symbols stand for, including Christian symbols, recognise that the cross is the most important symbol for Christians and understand why; AT2: Understand how different styles of crosses might help Christians remember what is important to them.</p>	<p>AT1: use religious words to explore the cross as a symbol and its meaning for Christians; AT2: compare symbols that influence me with how the symbol of the cross influences a Christian.</p>	<p><u>The True Meaning of Easter?</u></p> <p>AT1: Understand the importance of water for Christians and how it is used as a Christian symbol, particularly relating its symbolism to Easter; AT2: Reflect on how water symbolises a fresh start for Christians and how they can make a fresh start in their life.</p>
Jigsaw	Healthy Me Being healthy	Healthy Me Healthy choices	Healthy Me Clean and healthy	Healthy Me Medicine safety	Healthy Me Road safety	Healthy Me Happy. Healthy me.
PE	Real PE Cog 4 Invasion games	Real PE Cog 4 Invasion games	Real PE Cog 4 Invasion games	Real PE Cog 4 Invasion games	Real PE Cog 4 Invasion games	Real PE Cog 4 Invasion games
The Arts						
Creative Arts Mr Clauson	Seasons song and artwork	Seasons song and artwork	Seasons song and artwork	Seasons song and artwork	Seasons song and artwork	Seasons song and artwork
Music Mrs Ballard	<p>Percussion instruments</p> <p>Music appreciation Inter-related dimensions of music (pitch, rhythm, pulse)</p>	<p>Percussion instruments</p> <p>Music appreciation Inter-related dimensions of music (pitch, rhythm, pulse)</p>	<p>Percussion instruments</p> <p>Music appreciation Inter-related dimensions of music (pitch, rhythm, pulse)</p>			