## Medium Term Plan – Year 1 – Where do I live? Local area and homes

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
	2.1.24	8.1.24	15.1.24	22.1.24	29.1.24	5.2.24		
Hook	Walk in the local area – what can you see?							
	Where is your house? What is your address?							
Learning	Name, locate and	Use simple	Use simple fieldwork and	Devise a simple map;	Name and identify key	Name and identify key		
Theme	identify	fieldwork and	observational skills to	and use and construct	human features,	human features,		
	characteristics of	observational skills	study the geography of	basic	including: city, town,	including: city, town,		
Geography	the four countries	to study the	their school and	symbols in a key	village, factory, farm,	village, factory, farm,		
	and capital cities	geography of their	its grounds and the key		house, office, port,	house, office, port,		
Computing	of the United	school and	human and physical		harbour and shop	harbour and shop		
	Kingdom and its	its grounds and the	features of its	Use locational and				
	surrounding seas	key human and	surrounding environment.	directional language [for				
		physical features of		example, near and far;	use technology safely and	use technology safely		
	Use world maps,	its surrounding	Use aerial photographs	left and right], to	respectfully	and respectfully		
	atlases and globes	environment.	and plan perspectives to	describe the location				
	to identify the		recognise landmarks and	of features and routes	Use technology	Use technology		
	United Kingdom	Use aerial	basic	on a map	purposefully	purposefully		
	and its countries,	photographs and	human and physical					
	as well as the	plan perspectives to	features					
	countries,	recognise						
	continents and	landmarks and basic						
	oceans studied at	human and physical						
	this key stage	features						
	use technology	use technology						
	safely and	safely and						
	respectfully	respectfully						
	Use technology	Use technology						
	purposefully	purposefully						
		, ,						
Text Focus	N/A					A house that Once was		
Writing	Walk in the local	Explore WAGOLL	Sort words by capitals	Time conjunctions	Final draft of instructions	Reading focus		
outcome	area							
			Walk to collect street		Publish and follow with a			
	Collect noun list of		names – use proper		partner			
	what we see.		nouns.					

	Recount	Text map journey and draw map of route.				
Writing composition	Adding -ed to verbs.  Write about familiar events  Become increasingly accurate in building up words by sounding out phonics	Use time conjunctions to indicate chronology(verbally)	Use capital letters for proper nouns, days of the week and personal pronoun I both	Use time conjunctions to indicate chronology	Phrases and statements communicate ideas indicating their basic purpose i.e story, label, message. Another person is able to read writing with limited mediation	
Reading objectives		Identify that texts are organised in different ways. (headings, structure of narrative)				Draw inferences from the illustrations. Make plausible predictions about the events in the text.  Explain what I think a text is about. Link meaning to new words.  Talk about poems read
Phonics	Chapter 4a Split digraph a-e	Chapter 4a Split digraph 0-e	Chapter 4a Split digraph e-e	Chapter 4a Split digraph i-e	Chapter 4a Split digraph u-e	Chapter 4a Sound families
Key Texts	Ноте	<u>Home</u>	The House that once was	The house that once was	<u>Street Through Time</u>	Street through Time
Guided reading objectives	Group reading fluency	Group reading inference	Group reading fluency	Group reading inference	Group reading fluency	Group reading inference
Maths	Geometry Recognise and identify 3D shapes Sort 3D shapes	Geometry Recognise and identify 2D shapes Sort 2D shapes Patterns with 2D and 3D shapes.	Place value to 20 Understand the teen numbers Number line to 20 Estimate on a number line	Place value to 20 Compare and order numbers to 20 Bonds to 20	Place value to 20 Addition and subtraction within 20 Missing number problems	Place value to 20 Related facts Doubles

RE	What is it like to	What is it like to	What is it like to live as	What is it like to live	What is it like to live as	What is it like to live
	live as a Jew?	live as a Jew?	a Jew?	as a Jew?	a Jew?	as a Jew?
	AT1:	AT1:	AT1:	AT1:	AT1:	AT1:
	Explore and find	Recognise some	Know that the Torah is a	Know why, when and	Know how different	Use Jewish words to
	out about special	Jewish symbols and	special book for the Jews,	how Jewish	Jewish artefacts	describe how
	objects that are	artefacts, knowing	which is kept in the	people celebrate	are used in the	Jews worship.
	important to the	what they mean.	Synagogue and how it is	Shabbat;	synagogue.	AT2:
	Jewish faith.	AT2:	used.	Understand that	AT2:	Explain how
	AT2:	Recognise symbols	AT2:	Shabbat is a rest	Talk about how Jews	worshipping at the
	Handle Jewish	that are important	Talk about what is	from work, recalling God	worship at the	synagogue helps Jewish
	artefacts carefully	to them and	important to them	resting on	synagogue;	people to live
	and	symbols that are	and Jews.	the seventh day after	Ask important questions	their life;
	explain why it is	important to others.		creation.	about Jewish	To ask questions about
	important to show			AT2:	life.	worship.
	respect for the			Share why, when and		
	feelings of Jewish			how their family		
	people.			takes part in special		
				practices and		
				what this mean to them		
				and other		
Constitute	Casanasanasand	Casasasasasas	Casas as as a sand autoreul	members of their family.	Canada and auturali	Casanasana
Creative Arts	Seasons song and artwork	Seasons song and artwork	Seasons song and artwork	Seasons song and artwork	Seasons song and artwork	Seasons song and artwork
Mr Clauson	artwork	artwork		artwork		artwork
Music	Percussion	Percussion	Glockenspiels	Glockenspiels	Music appreciation	Music appreciation
Mrs Ballard	instruments	instruments	Glockerispicis	Glockenspiels	Inter-related dimensions	Inter-related dimensions
IVII 5 Ballara	moti differits	modulitiemes			of music (pitch, rhythm,	of music (pitch, rhythm,
					pulse)	pulse)
Jigsaw	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals
	Treasure chest of	Steps to goals	Achieving together	Stretchy Learning	Overcoming obstacles	Celebrating my success
	success					
PE	Real PE Cog 3	Real PE Cog 3	Real PE Cog 3	Real PE Cog 3	Real PE Cog 3	Real PE Cog 3
	Coaching	Coaching	Coaching	Coaching	Coaching	Coaching