

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

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

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|---------------------------|---|--|---|--|---|--|
| | Recount | Text map journey and draw map of route. | | | | |
| Writing composition | <p>Adding -ed to verbs.</p> <p>Write about familiar events</p> <p>Become increasingly accurate in building up words by sounding out phonics</p> | 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) | | | | <p>Draw inferences from the illustrations. Make plausible predictions about the events in the text.</p> <p>Explain what I think a text is about. Link meaning to new words.</p> <p>Talk about poems read</p> |
| Phonics | Chapter 4a Split digraph a-e | Chapter 4a Split digraph o-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 | <i>Home</i> | <i>Home</i> | <i>The House that once was</i> | <i>The house that once was</i> | <i>Street Through Time</i> | <i>Street through Time</i> |
| Guided reading objectives | <i>Group reading fluency</i> | <i>Group reading inference</i> | <i>Group reading fluency</i> | <i>Group reading inference</i> | <i>Group reading fluency</i> | <i>Group reading inference</i> |
| Maths | <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. | <u>Place value to 20</u> Understand the teen numbers Number line to 20 Estimate on a number line | <u>Place value to 20</u> Compare and order numbers to 20 Bonds to 20 | <u>Place value to 20</u> Addition and subtraction within 20 Missing number problems | <u>Place value to 20</u> Related facts Doubles |

[illegible]