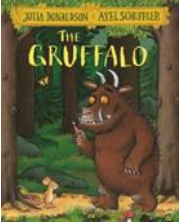


To use out gifts from God to help others and bring joy and peace to our world. We will do this by using our Gospel values of love, honesty, hope, kindness, forgiveness and respect.'



St. Richard's Catholic Primary School
Medium Term Plan – Year 1
Term 1 – What will we find in the woods?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Project	Trip to Wildwood						
English 	Immersion - Hook – Creative context (finding Gruffalo clues) - Learn model text orally (puppets/ Role play/ objects from the story)	Immersion - Teach and activate vocabulary (nature walk matching materials to key words) Imitation - Story mapping and retelling - Questioning a character - Labelling colours on a Gruffalo	Imitation - Label of body parts - Exploring adjectives - Descriptive sentences Innovation - Explore new characters	Innovation - Choose and design a character - Label colours on character - Label body parts - Explore adjectives - Descriptive sentences	Independent application Recount of trip Immersion - Hood (go on trip) - Teach and activate vocabulary	Imitation - Story map model text - Short burst writing using First, Next, Then, Finally Innovation - Using and - Planning own recount	Independent application - Editing skills (Capital letters) - Editing skills (Full stops)

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SPAG	To use phonic knowledge to write words and sentences	To use finger spaces	To use capital letters	To use full stops	To identify question marks.	To use phonic knowledge to write words and sentences	Editing
Phonics	Little Wandle: Year 1, Autumn 1, Week 1: Phase 3 revision	Little Wandle: Year 1, Autumn 1, Week 2: Phase 3 revision	Little Wandle: Year 1, Autumn 1, Week 3: Phase 4 revision	Little Wandle: Year 1, Autumn 1, Week 4: Phase 5 ay, ou, oy, ea	Little Wandle: Year 1, Autumn 1, Week 5: reviewing longer words	Assessment and revision week	Assessment and revision week
Maths	To sort objects into groups, in a variety of ways. To count objects to 10. To count objects from a group of 10.	To represent objects using cubes and counters. To recognise numbers as words. To count on from any number. To identify one more.	To count backwards within 10. To identify one less. To compare groups by matching. To understand the vocabulary of 'fewer', 'more' and 'same'.	To compare amounts using 'more than', 'less than' and 'equal to'. To compare numbers. To order objects and numbers. To identify numbers on a number line. Assessment	To identify a part and the whole. To represent parts of a number using a part-whole model. To write number sentences using + and = To recognise that the order of an addition number sentence can be changed.	To explore number bonds within 10. To identify number bonds within 10. To find number bonds to 10. To add together.	To explore number bonds within 10. To identify number bonds within 10. To find number bonds to 10. To add together.

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RE	Creation and Covenant	Creation and Covenant	Creation and Covenant	Creation and Covenant	Creation and Covenant	Creation and Covenant	Creation and Covenant
Science	To observe changes across the four seasons To name the 4 seasons. To know the order of the four seasons. To be able to make observations linked to season. Outdoor learning – observations of tress/plants/weather <u>Big Question</u> How do we know which season it is?	To identify and label the basic parts of the human body To know scientists compare things and make careful observations to answer questions Game – Body part name True/false paddles. Label the main parts of the human body – using child full length photo. <u>Big Question</u> Why do some people not have all their body parts?	To know which part of the body is associated with each sense. To be able to make careful observations to answer questions. Explore senses – carousel of activities <u>Big Question</u> Is your hearing better with your eyes closed?	To identify, draw and label the basic body parts To be able to record data in a table. Game – Alien table Roll dice and complete alien data table with number of body parts – draw alien	To identify, draw and label the basic parts of the human body To perform a test. To be able to make careful observations. To talk about what I have found out. Explore - Do you have bigger feet than your partner?	To identify, draw and label the basic body parts <u>TAPS</u> <u>ASSESSMENT</u> Review: Body Parts Identify basic parts of the human body and say which part of the body is associated with each sense. Draw and label the main parts of the human body. Model parts of the human body.	To be able to observe and describe weather associated with the seasons. Autumn To be to use simple equipment Gather data to answer a question. <u>Taps Assessment</u> <u>Focus</u> Observe over time and record data to help in answering questions <u>Making Assessment work</u> - Odd-one-out Statements BIG QUESTION How do the different seasons affect how
Computing	Technology in our classroom	Using computer technology	Developing mouse skills	Using a computer keyboard	Developing keyboard skills	Using a computer responsibly	Using a computer responsibly

