

ENGLISH			
English: writing Composition	Narrative	We're Going On A Bear Hunt	The Three Billy Goats Gruff
	Non-Fiction	Captions, Lists and Labels supported by: The Shopping Basket Don't Forget the Bacon	
	Poetry	Nursery Rhymes	
English: Writing Transcription	Spelling	• Words containing each of the 40+ phonemes already taught • Common exception words • Naming the letters of the alphabet in order • Using letter names to distinguish between alternative spellings of the same sound • Apply simple spelling rules and guidance, as listed in english appendix 1 • Write from memory simple sentences dictated that include words using the gpcs and common exception words taught so far.	
	Hand Writing	• Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form digits 0-9 • Understand which letters belong to which handwriting 'families' and practise these.	
English: Writing Vocabulary, Grammar And Punctuation		• Leave spaces between words • Begin to punctuate sentences using a capital letter and a full stop • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2	
English Reading	Guided reading	Reading Strategies	Retrieval
	Word Reading	• Apply phonic knowledge and skills as the route to decode words • Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught • Read common exception words • Read aloud accurately books that are consistent with their developing phonic knowledge • Re-read these books to build up their fluency and confidence in word reading.	

	Comprehension	• Listening to and discussing a wide range of poems, stories and non-fiction • Linking what they read or hear read to their own experience • Becoming very familiar with and retelling key stories, fairy stories and traditional tales and recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing the significance of the title and events • Participate in discussion about what is read to them • Explain clearly their understanding of what is read to them.
MATHEMATICS		
Number: Place Value • Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Number: Addition and subtraction • Represent and use number bonds and related subtraction facts within 10 • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one digit numbers to 10, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.		Geometry: Shape • Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) • Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.) Number: Place Value • Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
SCIENCE		
Scientific Enquiry • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions		
Animals and Humans • Understand what animals need in order to grow • Know where birds live and what they eat • Explore how animals need to be cared for differently • Discover how an animal's offspring is the same as its parents • Identify a variety of animals including fish, amphibians, reptiles, birds, and mammals • Identify a variety of common animals that are carnivores, herbivores, and omnivores		Animals and Humans • Learn about the senses: sight, taste, and touch • Learn about the senses of hearing and smell • Identify, name, draw, and label the basic parts of the human body • Learn about changes in your body since you were a baby • Understand the importance of taking care of your body

BEHAVIOURS FOR LEARNING	Pride Listening	
HISTORY	All About Me - Place events and artefacts in order on a time line. - Understand their family tree. - Label time lines with words or phrases such as: past, present, older and newer. - Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. - Recount changes that have occurred in their own lives.	
GEOGRAPHY	The world and My school - name and locate the four countries of the United Kingdom. - name and locate the world's seven continents. - identify the seasonal 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. - use basic geographical vocabulary to refer to key physical features and key human features.	
ART	All About Me <u>Drawing – Portraits</u> - Include lines and texture in drawing. <u>Sculpture - Making skeletons</u> - Use techniques such as rolling, cutting, moulding and carving - Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces. - Respond to ideas and starting points. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.	
DT	Construction Making: Photo frame Purpose: Present for family Link: All About Me topic - Cut materials safely using tools provided. - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). - Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	

MUSIC	Hey You! • Listen to a range of high quality live and recorded music. • Begin to identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Begin to work as a class to use instruments effectively to compose music. • Combine sounds with an awareness of pitch, tempo, dynamics and timbre (long and short, high and low, loud and quiet). • Sequence sounds to create an overall effect. • Create short musical patterns • Clap and copy rhythms • Reflect on musical performance • Learn the note C • Use symbols to represent a composition	
PE	Send and Return Hit Catch Run	
COMPUTING	Technology in our lives - develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly. Multimedia - Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.	
PSHE	Values: Sept – Responsibility Oct – Respect Being Me in My World • Special and Safe • My class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning our learning charter	Values: Nov – Peace Dec – Appreciation Celebrating Difference • The same as • Different from • What is bullying? • What do I do about bullying? • Making new friends? • Celebrating difference, celebrating me/.
RE	Christianity What do Christians believe about God?	Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?
FRENCH	French songs, greetings, numbers, colours and family members	

Year One: Medium Term Plan

(based on six-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Assessment and Application 1.1	Recap Chapter 4a Set 1 to 4	Chapter 4b Set 1 Comparing both known phonemes for 's', 'th', 'oo', 'er', 'a', 'ew', 'ie' and 'u_e' graphemes	Recap Chapter 4b Set 2 to 6	Assessment and Application 1.4 Practice Phonics Screening Check	Consolidation and Intervention Chapter 2 to 4b
Week 2	Recap Chapter 2 and 3	Chapter 4a Set 5 'a_e/ai/, 'e_e/ee/, 'i_e/igh/, 'a_e/oa/, 'u_e/oo/, 'u_e/ue/ and comparing 'u_e' phonemes HFW: 'made', 'came', 'make', 'have', 'here', 'were', 'there', 'where', 'like', 'time', 'come', 'love', 'one', 'once', 'some'	Chapter 4b Set 2 'c/s/, 'g/j/, 't/igh/, 'u/ue/ and 'e/ee/ HFW: 'm'	Assessment and Application 1.3	Consolidation and Intervention Chapter 4b	Phonics Screening Check 1.5
Week 3	Chapter 4a Set 1 'oe/oa/, 'ay/ai/, 'ew/oo/, 'ew/ue/ and comparing 'ew' phonemes HFW: 'day'		Chapter 4b Set 3 'ea/ee/, 'ow/oo/, 'or/ur/ and 'ey/ai/ HFW: 'Mr', 'Mrs'	Consolidation and Intervention Chapter 4b Set 2 to 6	Recap Chapter 2 to 4b	Chapter 4c Consonants Approximately seven weeks of planning in total; this section will continue into Year 2 (see guidance)
Week 4	Chapter 4a Set 2 'ea/ee/, 'ey/ee/, 'ie/ee/, 'ie/igh/ and comparing 'ie' phonemes HFW: 'friend'	Assessment and Application 1.2 Practice Phonics Screening Check	Chapter 4b Set 4 'ue/oo/, 'o/oo/, 'o/oa/, 'ch/i/ and 'ch/sh/ HFW: 'old', 'don't', 'oh'	Chapter 4b Set 7 <i>/zh/</i> HFW: 'their', 'people'		
Week 5	Chapter 4a Set 3 'aw/or/, 'au/or/, word endings 'ore/or/, 'ir/ur/ and 'ay/ai/ HFW: 'saw', 'because'	Consolidation and Intervention Chapter 4a Set 1 to 5	Chapter 4b Set 5 'a/ai/, 'a/oa/, 'y/igh/, 'y/ee/ and 'y/i/ HFW: 'looked', 'called', 'asked', 'by', 'very'	Fluency Focus Chapter 4b		
Week 6	Chapter 4a Set 4 'ou/ow/, 'are/air/, 'ph/i/ and 'wh/i/ HFW: 'house', 'out', 'about', 'when', 'what'	Fluency Focus Chapter 4a	Chapter 4b Set 6 'ou/oo/, 'ou/ut/, 'ou/oa/, 'ear/ur/ and 'ear/air/ HFW: 'your', 'could'			