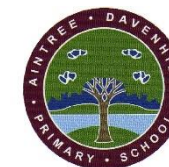


Aintree Davenhill Medium Term Planning



Year Group: 1

Term: Spring 1

Maths	Science	English
Number and Place Value (Mental Maths) - Read and write numbers to 100 in figures - Count on and back in 1s from any one or two-digit number including across 100 - Count on and back in multiples of 2, 5 and 10 - Order a set of random numbers to 100 - Recall addition and subtraction facts for each number up to 20 - Recall doubles of numbers to 10 + 10 - Recall halves of even numbers to 20 - Add a single digit number to any number up to 20 - Take away a single digit number from any number up to 20 - Identify number patterns on number lines and hundred squares Number and Place Value - Counting to 100 from 0, 1 and any number - Counting back from 100 or any number - Compare two numbers/amounts up to 50 using more, fewer, same - Compare three numbers/amounts up to 20 using most, least/fewest, same - Identify 10 more than a given number by adding 10 to a group - Identify 10 fewer than a given number by taking 10 from a group - Read, write and represent numbers to 100—concrete, jottings, numerals - Identify numbers on number tracks and lines—full demarcation then labelled in twos - Identify numbers on number tracks and lines—full demarcation then labelled in fives Measurement (Mass/Weight) - Measure and record mass using balance scales, standard units using 10g and 1g masses - Measure and record mass using balance scales, standard units using 10g and 1g masses Geometry (2D and 3D Shape) - Identify circles and triangles - Identify square rectangles and oblong rectangles - Identify spheres and pyramids - Identify cubes and cuboids - Sort shapes using given and own criteria Counting and Money - Counting objects in twos—identifying patterns including odd and even numbers - Counting objects in fives—identifying patterns - Counting objects in tens—identifying patterns - Recap coins to 20p and recognise coins 50p, £1 and £2 by colour, shape, size and words - Recognise and know the value of £5, £10 and £20 notes - Order all coins and notes from least to greatest value and vice versa Multiplication - Recognise when two groups of items are the same size and when they're not - Use concrete materials to model doubles 1-5 as adding the same number to itself - Use concrete materials to model doubles 6-10 as adding the same number to itself - Solve problems involving multiplication by making or drawing groups of equal size - Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens) - Solve problems involving multiplication by making or drawing groups of equal size - Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens) - Solve problems involving multiplication by recognising and making arrays - Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens) Division - Recognise when a whole has been split into two parts that are equal and when it has not - Use concrete materials to model halving even numbers to 10 as splitting into two equal parts - Use concrete materials to model halves of even numbers from 12-20 as splitting into two equal parts - Solve problems involving division by sharing into two equal groups—including when the remainder can be split between the two groups - Solve problems involving division by sharing into more than two equal groups (no remainders)	Everyday Materials Programme of Study - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties Working Scientifically - Perform simple tests to explore questions	Reading Word Reading - Respond speedily with the correct sound to grapheme for the 44 phonemes - Recognise and use the different ways of pronouncing the same grapheme, e.g. <i>ow in snow and cow</i> - Read accurately by blending sounds in unfamiliar words - Read words containing -s, -es, -ing, -ed, -er, -est endings - Split two and three syllable words into the separate syllables to support blending for reading - Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter - Automatically recognise approximately 150 high frequency words (see bottom) - Apply phonic knowledge for reading - Read aloud accurately books that are consistent with their developing phonic knowledge - Develop fluency, accuracy and confidence by re-reading books Read more challenging texts using phonics and high frequency word recognition Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems - Identifying and discuss the main events in stories - Identifying and discuss the main characters in stories - Recalling specific information in texts - Recognising and join in with language patterns and repetition - Use patterns and repetition to support oral retelling - Reciting rhymes and poems by heart - Relating texts to own experiences - Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i> - Make personal reading choices and explain reasons for choices Understand both the books they can already read accurately and fluently and those that they listen to by: - Introducing and discussing key vocabulary - Activating prior knowledge e.g. <i>what do you know about minibeasts?</i> - Checking that texts make sense while reading and self-correct - Making predictions based on what has been read so far - Make basic inferences about what is being said and done - Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i> Participating in discussion about what is read to them, taking turns and listening to what others say by: - Listening to what others say - Taking turns - Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket</i> - Explaining clearly their understanding of what is read to them - Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how Writing Vocabulary, Spelling and Punctuation - Say, and hold in memory whilst writing, simple sentences which make sense - Write simple sentences that can be read by themselves and others - Separate words with finger spaces - Punctuate simple sentences with capital letters and full stops - Use capital letter for the personal pronoun - Use capital letters for names of people, places and days of the week - Identify and use question marks and exclamation marks - Use simple connectives to link ideas, e.g. and - Pluralise nouns using 's' and 'es', e.g. dog, dogs; wish, wishes - Add suffixes to verbs where no spelling change is needed to the root word, e.g. helping, helped, helper - Add the prefix 'un' to verbs and adjectives to change the meaning, e.g. untie, unkind Composition - Orally compose every sentence before writing - Re-read every sentence to check it makes sense - Orally plan and rehearse ideas - Sequence ideas/events in order - Use formulaic phrases to open and close texts - Use familiar plots for structuring the opening, middle and end of their stories - Write in different forms with simple text type features, e.g. instructions, narratives, recounts, poems, information texts - Discuss their writing with adults and peers - Read aloud their writing to adults and peers

		Spelling – RWI/ English lessons - Name the letters of the alphabet in order - Use letter names to distinguish between alternative spellings of the same sound - Spell words containing each of the phonemes already taught - Be able to encode the sounds they hear in words - Be able to read back words they have spelt - Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings) - Spell common exception words - Spell the days of the week - Use the spelling rule for adding –s or –es (i.e. when the word has a /zz/ sound) - Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document - Write from memory simple sentences dictated by the teacher that include words taught so far Spelling lesson - Sounds 'f', 'l', 's', 'z' and 'k' spelt 'ff', 'll', 'ss', 'zz' and 'ck' - Division of words into syllables 'tch' - Adding 's' and 'es' to words (plural of nouns and the third person singular of verbs) - Adding the endings 'ing', 'ed' and 'er' to verbs where no change is needed to the root word - Vowel digraphs and trigraphs Handwriting - Hold a pencil with an effective grip - Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented - Have clear ascenders ('tall letters') and descenders ('tails') - Form capital letters correctly
History	Geography	Computing
	Deserts Locational Knowledge - Name and locate the world's seven continents and five oceans Human and Physical Geography - Identify 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: coast, sea, ocean, vegetation, season, weather key human features: village, house Mapping - Use a range of maps and globes (including picture maps) at different scales - Use vocabulary such as bigger/smaller, near/far - Know that maps give information about places in the world (Where? What?) - Locate land and sea on maps - Begin to realise why maps need a key Enquiry and Investigation - Ask simple geographical, 'Where?', 'What?' and 'Who?' questions about the world - Investigate through observation and description Recognise differences between their own and others' lives	News Presenter (IT) (DL) To understand what is 'news' and where it can be found. (DL) To understand the terms 'online' and 'offline'. (IT) To add an image/selfie to a document. (IT) To add text to a document. (DL) To identify logos in the world around us. (IT) To use a paint application and various paint tools. (IT) To export and save an image. (IT) To understand there are different types of applications on a computer. (IT) To use a keyboard to type a short story. (IT) To format text, changing size, colour and font. (IT) To locate and use a camera on a digital device. (IT) To record a short video clip. (IT) To save a video clip and import it into a document. (DL) To practice inference skills. (IT) To use multiple tools in a paint application. (IT) To use a microphone to record voice. (IT) To understand data is information on a computer. (IT) To move objects on a screen to sort data. (DL) To post a positive comment on a classmate's online work.
D.T	Art	Music
Textiles- Puppets Joining Fabrics To join fabrics together using different methods. Children will remember that different techniques may be used to join fabrics for different purposes. Children will join fabric by pinning, stapling or gluing. Designing Their Puppet To use a template to create their design. Design Children will design a puppet using a template. Children will use a template to cut out their puppet. Making and Joining Their Puppet To join two fabrics together accurately. Making and Joining Children will join fabrics together. Children will align two pieces of fabric. Children will use a template. Children will fit their hand into their puppet. Decorating To embellish their design using joining methods. Children will use joining methods to decorate their puppet. Children will still put their hand into the puppet after it is decorated. Children will evaluate their own and others' work.		Music Vocabulary - Make movements that are appropriate to the pulse and tempo of a piece of music. - Choose instruments with appropriate timbre to represent sparkling fishes. - Respond to dynamic changes in a piece of music. - Create pitches and rhythms. - Perform a layer of the music within an overall piece. - Define all the musical terms from this unit
P.E	P.S.H.E	R.E
Games – Attack Defend Shoot (1)	Living in the Wider World To explain how to keep safe online	1.1 Who is a Christian and what do they believe? (Part 1)

• to hit a target. • to defend a target. • to roll and slide balls and beanbags. • to shoot in a game to get points. • to work with a partner to score points. • to use our attacking and defending skills in a game Fitness (Unit 1) • to work as hard as we can for 20 seconds. • why we need to rest after exercise. • to track and count in fives each type of exercise, • what a ladder workout is. • to relax and be calm after we have exercised. • 6. to challenge ourselves to beat our best score.	• To understand what charity is and explain why people donate to charity • To understand the difference between wants and needs • To celebrate achievements • To celebrate the achievements of others • To fundraise money for a charity	This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. The children will: • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). • Recognise some Christian symbols and images used to express ideas about God (A3). • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). • Make links between what Jesus taught and what Christians believe and do (A2). • Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).
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