



Aintree Davenhill Medium Term Planning

Year Group: 1

Term: Spring 2

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 - Recognise and create repeating patterns with numbers - Identify odd and even numbers linked to counting in twos from 0 and 1 Measurement (Length, Mass and Weight) - Measure and record mass/weight using 10g and 1g masses – link to place value - Consolidate comparison language - Measure and record length using base 10 cubes - Measure and record length using base 10 rods and cubes – link to place value - Understand that base 10 cubes are 1cm and rods are 10cm – link to ruler - Measure and record length using rulers and metre rules - Choose most appropriate estimate, e.g. book length 2cm, 20cm, 100cm? Addition and Subtraction - Use concrete materials (ten frames) to represent addition facts for twenty - Add one- and two digit numbers using an appropriate strategy - Subtract a one digit from a two digit number using an appropriate strategy - Mixed + and – sentences (some related) - Use concrete materials to create linked calculations - Understand/identify part – part – whole - Write mathematical statements involving addition and subtraction - Use concrete materials to create linked calculations - Understand/identify part – part – whole - Identify missing number in calculation Understand/identify part – part – whole - Identify missing number in calculation Measurement - Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence - Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than) - Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence - Solve practical problems for lengths, heights and masses/weights Fractions - Recognise when a whole has been split into two parts that are equal and when they are not - Use concrete materials to model halving even numbers as splitting into two equal parts - Find half of an even quantity - Recognise and name a quarter as one of four equal parts of a shape (Autumn) and object (Spring) e.g. KitKat - Find quarter of an object using objects that can be accurately quartered and those that cannot - Describe a capacity or volume using language of more than half full, less than half full, a quarter full Geometry: Position and Direction - Describe turning movements for whole and half turns – link to fractions - Describe turning movements using left and right - Describe direction using forwards/backwards, (sideways) left/right - Describe position using the terms top, middle, bottom and between and direction using up and down - Describe position using the terms on top of, in front of, above, below - Describe position using the terms on around, inside and outside Time - Tell the time to the hour - Sequence and order familiar events in the day - Draw hands on the clock to show times to the hour - Tell the time to half hour (minute hand focus) - Tell the time to half hour - Tell the time to half hour (mixed)	Seasonal Changes Programme of Study - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies Working Scientifically - Make tables and charts about the weather - Make displays of what happens in the world around them, including day length, as the seasons change Children will continue to observe changes across the four seasons: - Look at how the change in seasons can be seen in our school grounds - Observe and describe weather associated with the seasons and how day length varies	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 lesson - 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 /ɪz/ sound) - Use the prefix un– for words without any change to the spelling of the root word - 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 - Words ending ‘y’ - New consonant spellings ‘ph’ and ‘wh’ - Compound words - Common exception words 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
Toys (Past & Present) Chronology - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>) Events, People and Changes - To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to <i>parts</i> of stories, and features of events - Use simple stories and other sources to show that they know and understand key features of events Communication - Understand and use simple historical concepts such as now/then and same/different - To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>) - Understand historical concepts and use them to make simple connections and draw contrasts Enquiry, Interpretation and Using Sources - Use sources to answer <i>simple</i> questions about the past - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources - To Begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>)		What is a Computer? (CS) (IT/DL) To understand what a computer is and how it can be used. (CS/IT) To sort objects based on their properties. (IT) To add a photograph and text to a document. (CS) To understand that an app or computer game is called a program. (DL) To open and navigate a website. (DL) To use a search engine to find and save an image. (IT) To insert an image, text and audio into a document. (IT) To find and open an app. (CS) To use logical reasoning to predict the outcome of actions/instructions. (CS) To debug instructions if required. (CS) To create a simple program. (IT) To find and open an app. (CS) To use logical reasoning to predict the outcome of actions/instructions. (CS) To debug instructions if required. (CS) To create a simple program. (CS) To use logical reasoning to predict the outcome of actions/instructions. (CS) To debug instructions if required. (CS) To create a simple program with repeat blocks. (CS) To create a sprite (character). (CS) To create a simple algorithm. (CS) To create a program based on an algorithm. (CS) To test and debug a program.
D.T	Art	Music
	Sculpture 3D : Paper Play Tube Towers To roll paper to make 3D structures. Children will roll paper to make a cylinder Children will combine paper cylinders to make a sculpture Children will adapt my ideas as I work 3D Drawings To shape paper to make a 3D drawing. Children will fold and roll paper to create 3D shapes Children will choose how to arrange the paper shapes to make a 3D drawing Children will overlap paper strips on my 3D drawing Tree of Life To apply paper-shaping skills to make an imaginative sculpture Children will plan a sculpture by drawing my ideas first Children will use at least three different techniques for shaping paper Children will add detail to my tree Giant Spider Model – Part 1 To work collaboratively to plan and create a sculpture. Children will work cooperatively	Timbre and rhythmic patterns (Theme: Fairytales) Timbre and rhythmic patterns: Character voices To use voices expressively to speak and chant To join in with repeated phrases and patterns To change own voice to represent different characters To understand what timbre means Timbre and rhythmic pattern: Starting with instruments To select suitable instrumental sounds to represent a character To respond to hand signals To use one instrument to create different sounds To choose one sound for a character from the ‘Three Little Pigs’ To explain why one has chosen that sound Timbre and rhythmic patterns: Rhythms To compose and play a rhythm To clap syllables in words To clap the rhythmic patterns of spoken phrases To think of own phrases and clap the rhythm of these To work as a group to come up with a phrase for part of the story of ‘The Three Little Pigs’ To perform rhythm whilst the story is being told using own voice and instruments Timbre and rhythmic patterns: Responding to music To recognise how timbre is used to represent characters in a piece of music

	Children will create different parts of a sculpture Children will secure parts of the sculpture together Children know that 3D sculpture can be created from a range of materials Giant Spider Model – Part 2 To apply painting skills when working in 3D Children will use different tools to paint with Children will work as part of a collaborative project Children will paint onto 3D surfaces using appropriate methods	To listen with concentration to a piece of music To notice when different timbres are used Timbre and rhythmic patterns: Keeping the pulse To keep the pulse using untuned instruments To play own part in a class performance of the 'Three Little Pigs' by: Listening and responding to other performers Using voice expressively to join in with repeated phrases Using own instrument to represent a character from the story Clapping/playing untuned percussion to the rhythm of the story
P.E	P.S.H.E	R.E
Games – Send and Return 1 1. to slide a beanbag to a target. 2. to hit a ball in different ways with our hands. 3. to move towards a ball to return it. 4. to work with a partner to stop and return a beanbag. 5. what a rally is and rallying with a partner. 6. to send a ball into space to make it harder for our opponent. Dance 2 1. to perform actions to well-known nursery rhymes. 2. to march in time to the beat and turn while marching. 3. to march in time as a group. 4. to perform actions in canon (one after the other). 5. to perform a short dance using canon. 6. to perform in rounds in different groups.	Living in the Wider World • To identify who to talk to if you are worried or scared about something • To explain how you can keep yourself safe at home • To explain how to keep safe at home • To explain the difference between good and bad secrets • To know when and how to call 999 • To understand the PANTS rule	1.6 How and why do we celebrate special and sacred times? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul- Fitr. Through art, drama and music the significance of these celebrations to believers is explored, focusing on story, symbol and particular celebrations. From this unit, the children will: • Identify a special time they celebrate and explain simply what celebration means (A1). • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). time they celebrate and explain simply what celebration means (A1). • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). • Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). • Identify some similarities and differences between the celebrations studied (B3).