

Aintree Davenhill Medium Term Planning



Year Group: 1

Term: Summer 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 - Begin to recall multiplication facts for the 2, 5- and 10-times tables - 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 simple fractions of shapes - 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 Time - Recap telling the time to the hour - Drawing hands on the clock to show these times - Recap telling the time to the half hour - Draw hands on the clock to show times to half past the hour and recognising that the hour hand is between the hour numbers - Tell the time mixed hour and half hour (and some that are not either) - Solve practical problems involving time Multiplication and Division - Solve problems involving multiplication - Make/draw 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 - Use efficient counting to find out how many altogether (this may be in ones, twos, fives and tens) - Solve problems involving division by grouping - Solve problems involving division by sharing or grouping (children represent the problem correctly) Statistics and Calculation - Present and interpret data in block diagrams using concrete materials - Recap how many in a given data category (answer and ask) - Present and interpret data in block diagrams using concrete materials - How many in two given data categories (answer and ask) - How many more/fewer when comparing two categories using concrete materials (ask and answer) - How many more/fewer when comparing two categories using block diagrams (ask and answer) - Problem solving/reasoning around block diagrams true/false statements Measurement - Measure and begin to record Measure and record mass/weight using weighing scales with a simple scale and manageable standard units (kg/g) within children's range of counting competence - Compare items and notice the movement of the needle for lighter/heavier items - Solve practical problems for mass/weight e.g. use the balance scales to find two boxes that will balance this box - Solve practical problems for length and height e.g. which of these bags would I use to fit the cricket bat in? - Solve practical problems for capacity and volume e.g. which of these vessels would hold about two of these others? - Solve mixed measurement problems Sorting and Sequencing - Recap counting in 2s, 5s and 10s from 0 using concrete objects - Counting in 2s, 5s and 10s from 0 using number tracks and 100 squares – spotting patterns - Sorting objects and shapes using their own criterion - Sorting numbers using their own criterion - Recognise and create a repeating pattern using more than three numbers	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	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 the days of the week • Use the spelling rule for adding –s or –es (i.e. when the word has a /ɪz/ sound) • Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words • 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’ • Using ‘k’ for the ‘k’ sound • Adding the prefix ‘un’ • 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
	My Village Locational Knowledge • Name and locate the four countries of the UK • Locate Liverpool within the UK and Aintree Village within Liverpool Place Knowledge • Very small area of the United Kingdom Human and Physical Geography • Identify seasonal and daily weather patterns in Aintree • Use basic geographical vocabulary to refer to: • key physical features: soil, vegetation, season, weather • key human features: city, town, village, house, school, factory, farm, road, shop, canal 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?) • Use large scale maps and aerial photos of the local area • Recognise simple features on maps, e.g. buildings, roads and fields • Follow a route on picture map of Aintree • Recognise that maps need titles • Recognise landmarks and basic human features on aerial photographs • Draw a simple map, e.g. the local park • Know that symbols mean something on maps • Use and construct basic symbols in a map key • Be.g.in to realise why maps need a key • Look down on objects and make a plan, e.g. of the park Fieldwork • Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment • Use cameras and audio equipment to record geographical features, changes, differences, e.g. buildings, weather • Use simple compass directions, e.g. NSEW • Use locational and directional language to describe features and routes, e.g. left/right, forwards/backwards • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Enquiry and Investigation • Ask simple geographical, ‘Where?’, ‘What?’ and ‘Who?’ questions about Aintree Investigate through observation and description	My Friend the Robot (CS) (CS) To understand what robots are and what jobs they do in the real world? (IT) To add a photograph and text to a document. (IT) To use various drawing features to create a digital drawing. (IT) To use a microphone to record voice narration. (CS) To understand that an algorithm is a set of instructions to solve a problem. (CS) To follow an algorithm and create an algorithm. (IT) To move objects on the screen. (IT) To add text to a digital document. (DL/IT) To work with a partner and take turns using a device. (CS) To use logical reasoning to predict the outcome of actions/instructions. (CS) To give instructions to a programmable toy to reach a destination. (DL/IT) To work with a partner and take turns using a device. (CS) To Use logical reasoning to predict the outcome of actions/instructions. (CS) To debug instructions if required. (CS) To give instructions to a programmable toy or app to reach a destination. (CS) To use logical reasoning to solve sequencing challenges (IT) To take screenshots of work and insert an image into a document. (IT/CS) To use a microphone/record audio tool to discuss sequencing/creating a program.
D.T	Art	Music
Smoothies (Cooking and Nutrition) Fruits To identify fruits. Children will name fruits and vegetables. Children will identify seeds. Children will sort fruits and non-fruits. Growing To describe where fruits and vegetables grow. Children will name places where fruits and vegetables grow. Children will decide whether a fruit or vegetable will grow aboveground or underground. Children will make predictions about where edible parts of plants will grow. Cutting and Juicing To practise food preparation skills.		Vocal and body sounds (Theme: By the sea) The sea: Vocal and body sounds To understand that music can be used to represent an environment To match own movements to sounds To say why a piece of music sounds like the sea To create sea sounds with own voice and body Vocal and body sounds: Embodying the sea To understand how music can represent changes in an environment To say why two pieces of music sound different from each other To create sea sounds with own voice and body Vocal and body sounds: Musical treasure hunt To select instruments to match seaside sounds

Children will use a fork to hold foods I am cutting. Children will use a table knife to cut soft foods. Children will use a juicer to get juice from fruits. Children will work safely and follow instructions Testing Ingredients To select ingredients for a recipe. Children will choose fruits and vegetables to taste. Children will suggest fruits to put together based on taste. Children will describe a food's taste. Children will decide on three ingredients to create a recipe. Making Smoothies To apply food preparation skills to a recipe. Children will gather the ingredients for a simple recipe. Children will cut and juice fruits as part of a recipe. Children will use their senses to compare their smoothie with their partner's. Evaluating To evaluate against a design brief. Children will colour a template to create a carton design. Children will choose their favourite recipe. Children will talk to the class about the design brief.		To make sounds on a range of instruments To match instruments to seaside sounds To use own voice and body to create seaside sounds Vocal and body sounds: Seaside story To recognise and use dynamics and tempo To play loud and quiet sounds on an instrument and with voice To play fast and slow sounds on an instrument and with voice To say how the volume (dynamics) and speed (tempo) changes the mood Vocal and body sounds: Seaside soundscape To write music down and perform from a graphic score To create a simple picture (graphic score) to describe own music To create a sound before drawing it To perform own piece of music from own picture (graphic score)
P.E	P.S.H.E	R.E
Games – Attack Shoot Defend (2) - to find our pulse on our wrists. - to move side to side to defend a goal. - to bounce a ball with control to ourselves. - to aim at different targets. - to adapt to a game with changing rules. - to play in the best defensive position in a game. OAA/Sports Day Preparation - to follow simple instructions to complete a trail. - to find matching symbols. - to copy and create a hoop dance. - to work with a partner to complete a hoop challenge. - to recognise a drawn symbol as a real object, e.g. square = ball. 6. to use decision-making skills to hide equipment	Relationships - To explain why good friends are important and explore how to make new friends - To understand good friendships and saying no - To understand what 'bad' secrets are - To explain who is in their family, while recognising families are different - To explain how they have grown and changed	1.5 What makes some places sacred? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims. Within the unit teachers should plan for a visit to the two places of worship being studied if at all possible. Pupils will have the opportunity to act as detectives answering their own questions about places of worship, what they are used for and their significance in the local community. Recognise that there are special places where people go to worship, and talk about what people do there (A1). - Identify at least three objects used in worship in two religions (A3). - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). - Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). - Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). - Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). - Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). - Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).