



SPRING MTP – YEAR 1

<p>Grammar Focus:</p> <ul style="list-style-type: none"> • Write simple sentences using Capital Letters and full stops. • Keep spaces between words. • Use a conjunction “and”, (HA “because”, “but”) • Understand singular and plural. • Use the letter names. • Challenge HA: Use describing words in their writing. 	<p>Grammar Focus:</p> <ul style="list-style-type: none"> • Write simple sentences using Capital Letters and full stops. • Keep spaces between words. • Start using exclamation marks and question marks to demarcate sentences. • Use conjunctions (and, but, because) • Understand singular and plural. • Use the letter names. • Challenge HA: Use describing words in their writing. 	<p>Grammar focus:</p> <ul style="list-style-type: none"> • Begin to punctuate sentences correctly. • Use capital letters for the start off lines in poems. • Understand singular and plural. • Use the letter names.
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MATHS SPRING TERM 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Adding and Subtraction within 20				Place Value within 50	
LO: To be able to add by counting on. LO: To be able to find and make number bonds to 10/20	LO: To be able to find and make number bonds to 10/20 LO: To be able to add by making 10	LO: To be able to subtract not crossing 10	LO: To be able to subtract crossing 10	LO: To be able to recognise Place Value within 50	LO: To be able to count in 10s
I can add by counting on using manipulatives I can add by counting on using a number line I can add by counting on starting from the largest number Challenge: I can solve word problems that involve addition.	I can find number bonds to 10 / 20 I can use my knowledge about number bonds to 10 to find number bonds to 20 I can create number bonds systematically I can make 10 first when adding two numbers I can use my part-whole knowledge to segment a number to make 10 first	I understand the concept of subtraction I understand the concept of zero I can solve subtractions using different methods (manipulatives, number line, ten frame, part-whole model) I can represent subtractions in different ways (part-whole model, ten frame, number sentences...)	Consolidation week before moving to the next topic.	I can recognise numbers up to 50 I can say one more one less I can recognise how many tens and ones make up a given number	I can count forwards and backwards within 50 I can count in 10s I can understand that 1 ten is made of 10 ones I can differentiate between tens and 1s in a given number

GEOGRAPHY

Basic Geography vocabulary: Physical and Human

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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Vocabulary refer to Key Physical features: Beach, cliff, coast,	Vocabulary refer to Key Physical features: Ocean, sea, river, lake	Vocabulary refer to Key Physical features: Mountain, hill, valley, vegetation, forest, desert	Vocabulary refer to Key Physical features: Season and weather	Vocabulary refer to Key Human features: City, town, village, shop	Vocabulary refer to Key Human features: Factory, farm, office, port, harbour.
I can talk about a natural environment, naming its features using some key words.			I can talk about the day to day weather and some of the features of the seasons in my locality. I can show awareness that the weather may vary in different parts of UK.	I can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.	
I can recognise a natural environment. I can talk about some characteristics of different physical features I can describe some physical features using key vocabulary.			I can identify seasonal and daily weather patterns in the UK.	I can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.	
I can recognise different natural environment and describe them using a range of key vocabulary.			I can talk confidently about how season change throughout the year and characteristics weather associated with those seasons.	I can identify different human environments, such as the local area and contrasting settlements such as a village and a city. I can describe their features and some activities that occur there using a range of key vocabulary.	

COMPUTING	Safety and security E-Safety To help raise awareness of the dangers of giving personal information on the internet.					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Consolidation
Hector's World Episode 1 "Details, details" To learn that some information is precious and special because it applies just to them To learn that personal information is valuable online as it is offline. To learn that personal information cannot be	Hector's World Episode 2 "Welcome to the carnival" To learn that not everyone they meet is automatically trustworthy. To identify the characteristics of people that are worthy of their	Hector's World Episode 3 "it is a serious game" To help children to identify situations in which it is wise to turn to a trusted adult for help To identify the characteristics of people that are worthy	Hector's World Episode 4 "The info gang" To enable children to understand that their emotions can be a powerful tool to help them assess unsafe situations To ensure that children can identify some of the	Hector's World Episode 5 "Heroes" To ensure that children understand the importance of checking with an adult before participating in the online environment To encourage children to be open about their	Hector's World Episode 6 "You are not alone" To understand what "cyberbullying" means	Success criteria: 1 can understand what personal information means 1 can understand what kind of information is personal 1 understand personal information should only be given to trusted adults 1 can identify who is a trusted person 1 cannot share personal information without a parent or teacher's permission

shared without a parent or teacher's permission.	trust and who can help them make positive choices to keep them safe	of their trust and who can help them make positive choices to keep them safe	physical sensations that alert us to unsafe situations	experiences with a trusted adult		
Desirable outcome						
Children to begin to understand the meaning of personal information	Children will know that there are some people who they can trust and others that they cannot. They will know how to identify someone that they can trust, e.g. someone that they know such as a parent or teacher or a policeman. There will be also some people that you aren't sure about?	Children to begin to develop an understanding of situations which may become risky and when the help of a trusted adult may be needed	Children will be able to explore how their feelings can sometimes alert them to situations which may be unsafe.	Children will have a good understanding of personal information and of what information they can give out and to whom. They will also know what to do if they feel uncomfortable about something while online and be able to talk about who a trusted adult might be.	Children will know what to do if they feel that someone is not being kind to them, they will know how to behave, and they will be able to identify a trusted person to talk about it	Children will know that there are some people who they can trust and others that they cannot. They will know how to identify someone that they can trust, e.g. someone that they know such as a parent or teacher or a policeman. There will be also some people that you aren't sure about?
DT	Paddington & The Best of British					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Design a sandwich	Make a sandwich	Evaluate your sandwich	Design you sponge cake	Make your sponge cake	Evaluate your sponge cake.	
KS1 Design I can create a drawing of my idea and templates for my design I can tell someone about my design ideas	KS1 Food I can use the right tools to peel, grate and chop.	KS Evaluate I can say how well my designs and product met the given design criteria.	KS1 Design I can create a drawing of my idea and templates for my design I can tell someone about my design ideas	I can read a simple scale to measure and weigh out ingredients	KS Evaluate I can say how well my designs and product met the given design criteria.	

RE					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MUSIC					
Sing	Sing	Sing	Sing	Sing	
SCIENCE					
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals					
Week 1 Mammals I can name some common mammals I can name the characteristics of mammals.	Week 2 Birds I can name some common birds. I can name the characteristics of birds.	Week 3 Amphibians I can name some common amphibians. I can name the characteristics of amphibians.	Week 4 Reptiles I can name some common reptiles I can name the characteristics of reptiles.	Week 5 Fish I can name some common fish I can name the characteristics of fish.	Week 6 Consolidation I can classify animals according to their characteristics and to which group they belong. I can classify animals according to what kind of food they eat.
JIGSAW (PSHE) Dreams and Goals					
Week 1 Setting Goals I can set simple goals I can tell you about things I do well.	Week 2 Identify successes and achievements	Week 3 Learning Styles	Week 4 Working well and celebrating achievement with a partner	Week 5 Tackling new challenges. Identifying and overcoming obstacles.	Week 6 Feelings of success.