



Term 4 Medium Term Plan 2020 – YEAR 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English	<p>Non fiction “Dear Postman”</p> <p>Writing outcomes: Writing letter using the correct format Writing letters of request</p>	<p>Non fiction “Here comes Mr Postmouse”</p> <p>Writing outcomes: Writing letter using the correct format Writing letters of request Writing lists</p>	<p>Non Fiction “Letters from the Christopher Columbus”</p> <p>Writing outcomes: Write a letter recount an event, using sequence words. Writing a request letter Writing letter using the correct format</p>	<p>Recount an event “The Explores”, Information texts.</p> <p>Writing outcomes: Write a simple chronological report with a series of sentences to describe aspects of an adventure. Write in past tense.</p>	<p>Fiction “Here comes Mr Postmouse” Describing settings.</p> <p>Writing outcome: Write sentences using describing words and the suffix –ing.</p>	<p>Non-Fiction “Amelia Earthar”</p> <p>Writing outcome: Consolidate the skill developed during the term. Recount events using sequence words. Write in past tense.</p>

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
GRAMMAR	<p>Grammar focus: Write simple sentences using Capital Letters and full stops. Use capital letters for names. Use question marks to demarcate sentences. Challenge HA: Use describing words in their writing. Challenge MA: Use conjunctions to expand their sentences.</p> <p>Skills for the term</p> 	<p>Grammar focus: Use capital letters for other people names, places, days of the week, months, Use sequence words to order an event. Use the suffix –s/-es to form plurals.</p> <p>Challenge HA: Use describing words and conjunctions. Challenge MA: Use conjunctions to expand their sentences.</p>	<p>Grammar focus: Use capital letters for other people names, places, days of the week and months, Use sequence words to order an event. Use the suffix –ed to form past tense. Challenge HA: start using exclamation and question marks to demarcate sentences. Challenge MA: Use some describing words.</p>	<p>Grammar focus: Punctuate sentences correctly. Use the continuous form of verbs accurately –ing. Use question and exclamation marks to demarcate sentences.</p>	<p>Grammar focus: Use capital letters as appropriate. Use question or exclamation marks to demarcate sentences. Use conjunctions to expand their ideas. Use suffix –ed to form past tense.</p>	

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Maths	<p>Place Value 50 LO: To be able to order number within 50 LO: To be able to count in 2s LO: To be able to count in 5s.</p> <p>National Curriculum Link: Count to 50 forwards and backwards starting from 0 or 1 or any given number. Count, read and write numbers to 50 in numerals 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. Count in multiples of twos, fives and tens</p>	<p>Measurement: Length and Height LO: To be able to compare lengths and heights</p> <p>National Curriculum Link: Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter</p>	<p>Measurement: Length and Height LO: To be able to measure and record lengths and heights. LO: To be able to describe and solve practical problems for lengths and heights.</p> <p>National Curriculum Link: Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter</p>	<p>Measurement: Weight and Volume LO: To be able to measure mass. LO: To be able to compare mass.</p> <p>National Curriculum Link: Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>	<p>Measurement: Weight and Volume LO: To be able to differentiate between volume and capacity LO: I can measure capacity. LO: I can compare capacity.</p> <p>National Curriculum Link: Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>	Consolidation Week

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
RE	<p>Lent To know the basic meaning of Lent. (Lent is when we get ready for Easter)</p> <p>To know that Jesus spent 40 days in the desert to help him to get to know God the Father.</p>	<p>Lent To know that Lent is a special season, when we try to follow Jesus more closely, by listening to his words and following his actions.</p>	<p>Lent To know that Lent is a season of change.</p> <p>To know the story of Zacchaeus.</p> <p>To know what this story teaches us about change.</p> <p>To know that by knowing Jesus we can change to be like Jesus</p>	<p>Lent To know that Jesus wanted children to get to know him.</p> <p>To know that Lent is a time when we can get to know Jesus and behave as he wants us to.</p> <p>This helps us get ready for Easter.</p>	<p>Lent To know that Jesus followed the Jewish religion.</p> <p>To know that Jews try to get to know God better.</p> <p>To know that the rules known as the Ten Commandments help Jews get closer to God.</p>	<p>Holly week To know where the events of Holy Week fit into the life of Jesus.</p> <p>To know some of the events of Palm Sunday.</p>
ART/DT	<p>To learn about a range of artist and discuss some master pieces.</p> <p>To use different art resources to create your own version. (Drawing) Picasso</p>	<p>To learn about a range of artist and discuss some master pieces.</p> <p>To use different art resources to create your own version. (Painting) Picasso</p>	<p>To learn about a range of artist and discuss some master pieces.</p> <p>To use different art resources to create your own version. (Drawing) Van Gogh</p>	<p>To learn about a range of artist and discuss some master pieces.</p> <p>To use different art resources to create your own version. (Painting) Van Gogh</p>	<p>To learnt different techniques to reproduce a well-known paint. Pointillism (Drawing & felt pens)</p>	<p>To learnt different techniques to reproduce a well-known paint. Pointillism (Painting)</p>
COMPUTING	<p>To log in to a computer and access a website</p>	<p>To develop mouse skills “Click and Drag”</p>	<p>To use mouse skills to draw and manipulate shapes.</p>	<p>To use a range of tools to create a desired effects.</p>	<p>To understand how to layer shapes to create an image.</p>	<p>Consolidation week</p>
SCIENCE	<p>To observe changes across the four seasons</p>	<p>To observe changes across the four seasons.</p>	<p>To observe changes across the four seasons.</p>	<p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Observe and describe weather associated with the seasons and how day length varies.</p>

	I can place the months and seasons in order	I can match some events to their seasons	I can describe plants from different seasons	I can explain what the weather is like in different seasons.	I can explain how much daylight we get in different seasons.	I can create a pictogram of the number of hours of daylight in different seasons.
GEOGRAPHY & HISTORY	To learn and be able to use vocabulary refer to Key Physical features: Mountain, hill, valley, vegetation, forest, desert	To learn and be able to use vocabulary refer to Key Human features: City, town, village, shop, Factory, farm, office, port, harbour.	To study the lives of significant individuals who contributed to national and international achievements. "Christopher Columbus"	To study the lives of significant individuals who contributed to national and international achievements. "Neil Armstrong"	To study the lives of significant individuals who contributed to national and international achievements. "Picasso"	To study the lives of significant individuals who contributed to national and international achievements. "Amelia Earhart"
PE – (Coach)	Ball skills	Ball skills	Ball skills	Ball skills	Ball skills	Ball skills
PE Fitness	To understand how to run for longer periods of time without stopping.	To develop coordination through hula hoop skills	To develop co-ordination and timing when jumping in a long rope.	To develop individual skipping.	To take part in a circuit to develop stamina and co-ordination.	To take part in a circuit to develop stamina and agility.
MFL (KS2)						
MUSIC	To be able to find the pulse as you listen to the music. To identify instruments/ voices I can hear.	To be able to find the pulse as you listen to the music. To identify instruments/ voices I can hear.	To be able to find the pulse as you listen to the music. To identify instruments/ voices I can hear.	To be able to find the pulse as you listen to the music. To identify instruments/ voices I can hear.	To be able to find the pulse as you listen to the music. To identify instruments/ voices I can hear.	To be able to find the pulse as you listen to the music. To identify instruments/ voices I can hear.
PHSE "Healthy Me"	Being Healthy To understand the difference between healthy and unhealthy and know some ways of how to be healthy	Healthy choices To know to make healthy style life choices.	Clean and Healthy To know how to keep myself clean and healthy, and understand how germs cause illness. To know that all the household products including medicine	Medicine Safety To understand that medicine can help me when I am poorly and I know how to use them safely.	Road Safety To know how to keep me safe when crossing a road and about people that can help me to stay safe.	Happy, healthy me I can tell you why I think my body is amazing and I can tell you some ways to keep it safe and healthy.

			can be harmful if not used properly.			
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