



**YEAR 1**  
**SPRING TERM 1**  
**MEDIUM TERM PLAN**

**MATHEMATICS**

The children will:

Count in multiples of five, ten and two.  
Know the division facts and the multiples.  
Count in multiples orally and with objects to demonstrate what step counting is e.g. use pairs of gloves, straws in bundles of ten, fingers etc.  
Use structured apparatus and a range of images to support understanding of the concept of a group of 2, 5 and 10.  
Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.  
Learn how arrays illustrate repeated addition and the inverse relationship between multiplication and division.  
The language of multiplication and division.  
The symbolic representation for  $\times$  and  $\div$ .  
Sharing and grouping as structures for division.  
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.  
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

**MATHEMATICS – BASIC SKILLS**

1 more and 1 less of any given number up to 100.  
Understand inverse relationship between 1 more and 1 less and solve real life problems.  
Count forwards and backwards from 0-100 from any given number.

**ENGLISH**

**Recounts**

The children will:

Listen to recount/s of personal experience/s.  
Recount to omit key information to encourage questioning by the audience.  
Capture language ideas and learning to use and apply in the writing phase.  
Practise orally recounting a personal experience with a partner. Use questioning to improve structure and detail.  
Talk about the event and create oral recounts using pictures or photographs to support the sequence.  
Write a complete recount, first through modelled and then through shared composition.  
Independently write a recount, based on oral versions.

**Poetry:**

Share and discuss images of familiar objects, scenes and events. Identify what children can see and what they would be able to hear, feel, smell and taste if they were experiencing the object or scene directly.

**SPELLING :**

RWI Phonics scheme

**Set 1, 2 and 3 groups.**

Read and respond in various ways to a range of poems and other simple, patterned texts that capture sensory experience in words.  
Identify familiar everyday experiences for the children, for example playing in the sand, or a school trip. Recall or recreate the experience and explore it in terms of sensory response.  
Generate and discuss effective words for describing the experience.  
Children independently write a patterned poem based on one read during the immersion phase, first through modelled

**Writing/presentation**

Share ideas in incidental writing opportunities.  
Independently write Recounts.  
Use full stops and capital letters.  
Begin to use adjectives.  
Plan, draft and edit their own Recounts and Poems.  
Use role play to innovate ideas before writing.  
Plan, draft and edit a story already heard.

**GRAMMAR AND PUNCTUATION**

The children will learn how to:

Leave spaces between words.  
Joining words and joining clauses with 'and'.  
Punctuate all sentences with a full stop and capital letter.  
Using a capital letters for names of people, places, the days of the week and the personal pronoun 'I'.  
Begin to use exclamation marks and question marks  
Begin to understand what a plural and singular word is.  
Use adjectives to describe in their writing.

**RE**

**COME AND SEE**

Special People- Local church, Community

**FOUNDATION  
SUBJECTS**

**ART**

**Printing**

To use printing to develop and share their ideas, experiences and imagination.

Make printed marks with a variety of objects – fruit and vegetable prints.

Make simple printing blocks for mono-printing – adapt foam blocks of make marks on a plasticine block.

Make a simple wax or pencil rubbing – compare textures.

To make African inspired prints.

**SCIENCE**

Plants/ Leaves- *What plants would we find in Sefton park?*

Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?

Can they identify and name a range of common plants and trees?

Can they recognise deciduous and evergreen trees?

Can they name the trunk, branches and root of a tree?

Can they describe the parts of a plant (roots, stem, leaves, and flowers)?

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**History**

None this half term

**PE**

**Dance:**

Children will be taught how to:

Choose movements / actions to make their own phrases e.g. toys

Link and repeat movements emphasizing dynamic qualities e.g softly melting.

Show movements with simple changes in speed.

Copy, explore and develop basic body actions demonstrated by teacher or other pupils e.g. travel, jump, turn, gesture, stillness.

Develop actions using appropriate stimulus

Move confidently demonstrating increasing body control & co-ordination.

Show s short dance phrase which has a beginning, middle, and an end.

Talk about what you and others have done using simple vocabulary.

**COMPUTING**

Children will learn how to:

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.

**MUSIC**

The children will learn how to:

Use their voices expressively and creatively by singing.

Sing songs and speak chants and rhymes.

Listen with concentration and understanding to a range of high-quality live and recorded music.

**Geography**

***Let's go on a Safari: Kenya***

To Locate Africa on a world map and to locate Kenya.

To explain the weather and climate of Kenya.

To explore the animals of Kenya.

To be able to use compass points to navigate around a map.

To explore the landscapes of Kenya.

To find out about the people and the culture of Kenya.

To identify the similarities and differences between Kenya and a part of the UK-Liverpool.