

KS1 Medium Term Plan Term 1

|              | Week 1   | Week 2   | Week 3   | Week 4  | Week 5   | Week 6  | Week 7   | Week 8  |
|--------------|--|--|--|---|--|---|--|---|
| English      | Grammar  | Little Red Riding Hood – week 1<br>Jane Considine Unit Plans                                     | Little Red Riding Hood Week 2  | LRR Week 3  | Fairy Tale Indep Write   | Toys from the Past JC Unit  | Toys from the Past JC Unit   | Toys from the Past JC Unit  |
| Maths Year 2 | Numbers to 20<br>Count objects to 100<br>Recognise tens and ones               | Use a place value chart<br>Partition numbers<br>Write numbers in words<br>Flexibly partition     | Numbers to 100 in expanded form<br>10's on number line<br>10's and 1 on number line<br>Estimate on a number line | Compare objects<br>Compare numbers<br>Order objects and numbers<br>Count in 2/5/10          | Count in 3's<br>Problem solve when counting in 2, 3, 5, 10 (own sheet)<br>Consolidate    | Bonds to 10<br>Fact families<br>Related facts<br>Bonds 100 (tens)   | Partitioning numbers in different ways<br><br>Add and subtract 1's<br><br>Add by making 10<br><br>Add 3 single digit numbers | Add to the next 10<br><br>Add across a 10<br><br>Subtract across 10<br><br>Subtract from 10 |
| Maths Year 1 | Ready to progress tests x2<br>Mathletics/ maths games<br>recapping eyfs skills | Sorting objects<br>Counting objects<br>Counting objects from a larger group<br>Represent objects | Recognise numbers as words<br>Counting on 1 more<br>Count back within 10   | 1 less<br>Compare by matching<br>Fewer, more, the same<br>Less than, greater than, equal to | Compare numbers<br>Order objects/numbers<br>The number line<br>Introduce part-part whole | Part whole models<br>Writing number sentences<br>Fact families – addition facts<br>Number bonds within 10 | Systematic bonds within 10<br>Number bonds to 10 ( 2 lessons)<br>Addition – add together<br>Addition – add more              | Addition problems<br>Find a part  |

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| Science<br>Healthy Me | <b>Healthy Me</b><br>Initial assessment of understanding : What do I do to keep healthy ?             | Mental Health<br><br>What makes us happy ? / Importance of Sleep<br><br>Why is it important to keep our brains healthy | How do we like to keep fit ?<br><br>How does exercise help us?<br>What happens to our body when we exercise ? | Designing a cycling helmet for an egg | Healthy snacks<br><br>Tasting different apples<br><br>Recording our favourites<br><br>Sorting snacks into healthy and unhealthy | Germs and how they spread / Hygiene rules<br><br>End of topic assessment | <b>Materials Monster</b><br>Assessing what is already known – describing materials                      | Sorting materials by using our senses<br><br>(introduce flexible/rigid<br>Waterproof/absorbent<br>Transparent/opaque |
| History               | <b>My Family History</b><br>Intro to topic, what would you like to find out about your family history | Trip / Box   | Trip / Box<br>Was Grandad's home like mine ?  | Did Granny have an xbox ?<br>Toys     | What was a trip to the shops like ?   | What was school like ?   | <b>Great Fire of London</b><br>Main events of Gunpowder Plot and how it is represented by Bonfire Night | Guy Fawkes – hero or villain   |
| Computing             | INSET   | Unit 1.1<br>Online Safety  | Unit 1.1<br>Online Safety   | Exploring Purple Mash                 | Exploring Purple Mash   | Unit 2.5<br>Effective Searching  | Unit 2.5<br>Effective Searching   | TBA  |
| RE                    | INSET   | What really matters?   | GOD: what does this word mean?  | The importance of Allah               | What do Muslims think about God? The  | Who was the  | Explore stories about the   | <b>Understand that Christians believe</b>  |

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| <p>Who is Muslim and how do they live?</p>  |   | <p>Exploring what is important in the children's lives.</p> <p>KS1:<br/>Decorate hearts with names/pictures of things that are important to them/ write about these</p> | <p>What is invisible and what shows it is there? Understand that Muslims call God Allah Think about where they might 'find' God.</p> <p>KS1: Look at art work and create their own</p> | <p>in the lives of Muslims. Recognise the words of the shahadah.</p> | <p>99 names for Allah. Look at Islamic art showing the 99 names.</p> | <p>Prophet Muhammad and why is he important to Muslims? Introduce the idea of leadership and Mohammed as a leader of his people.</p> | <p>prophet Mohammed. Why are these important to Muslims? What do the stories tell us about Mohammed?</p> | <p><b>that Jesus was the son of God.</b><br/>Explore stories of characters who are 'disguised' – use 'The Frog Prince'. What clues are there that he is not what he seems?<br/>Can they think of other stories like this? Look at pictures of the infant Jesus. Consider the way that he looks like an ordinary child. Explain that Christians believe that Jesus is God and that he was born as a human. How would they prepare a room for the son of God? Compare with the stable and (extension) consider why Jesus was born poor.</p> |
| <p>DT<br/>Puppets and joining materials</p> | <p><b>Puppets DT</b><br/>Examining different types of puppet – link</p> | <p>Practise starting and ending, running stitch using</p>   | <p>Make a paper template with a seam allowance</p>   | <p>Investigate ways to decorate to make the puppet</p>               | <p>Designing their puppet<br/><br/>A good puppet should .....</p>    | <p>Production</p>  | <p>Production and evaluation</p>   | <p><b>Art : Colour Splash</b><br/><br/>Kapow Lesson 1</p>   |

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| F2 and F1  | to Toys from the past<br><br>Watch puppet show<br><br>Labelling a drawing                                   | binca, needle and embroidery thread   |   | look scary, funny, fierce   |  |   |   |  |
| Music<br>My Favourite Things (keeping the Pulse) | <b>Finding the pulse</b><br><br>Learning how to feel the pulse and rhythm in music using parts of the body. | <b>Singing a sound pattern</b><br><br>Learning to show rhythms and keep the pulse using bodies and voices | <b>Using a thinking voice</b><br><br>Internalising the pulse when listening to music. | <b>Reading sound patterns</b><br><br>Listening out for and responding to rhythms. | <b>Practice makes perfect</b><br><br>Identifying and performing the pulse and rhythm to highlight their differences. | <b>Musical Storytelling</b><br><br><b>Listening for dynamics and tempo</b><br><br>Exploring and analysing a piece of music to understand how different musical elements, such as instruments , tempo and dynamics, help convey the story of | <b>Sound effects and dynamics</b><br><br>Exploring how music and sound effects tell a story.<br>. | <b>Creating a soundscape</b><br><br>Exploring tempo and dynamics to tell the familiar story of Red Riding Hood.<br>. |

