



Year 1 - Medium Term Plan

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Text: Oi Frog!						
English 	Information page about Frogs Session 1: LO: To find out about frogs. Y1EN RC4, Y1EN RC1a, Y1EN RC2b, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1c. Session 2: LO: To write an information page about frogs for a non-fiction book. Y1EN W VGPS1c, Y1EN RC1a, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1c. Session 3: LO: To understand the differences between characters in a story. (Character Thought Bubbles) Y1EN W VGPS1c, Y1EN RC1a, Y1EN RC2d, Y1EN RC2e, Y1EN W C2, Y1EN W VGPS1c.	Information page about Frogs Session 4: LO: To write a letter from the cat to the other animals explaining on what everyone should sit on. Y1EN RC2c, EN W VGPS1c, Y1EN RC1a, Y1EN RC2b, Y1EN RC2d, Y1EN W C2, Y1EN W VGPS1d. Session 5: LO: To sequence the events of a story. Y1EN RC1a, Y1EN RC2c, Y1EN RC2e, Y1EN RC2b, Y1EN W C2, Y1EN W VGPS1c, Y1EN W TS2, Y1EN W TS2a	Letter of Complaint Session 6: LO: To understand why we have rules. Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2b, Y1EN W C2, Y1EN W VGPS1d. Session 7: LO: To understand what an adjective is. Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2b, Y1EN W. Session 8: LO: To write a letter of complaint to the frog from one of the animals in the story. Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2b, Y1EN RC2e, Y1EN W C2, Y1EN W VGPS1d.	A rhyming story in the style of Oi Frog! Session 9: LO: To identify and explore rhyming words. Y1EN RC1a, Y1EN RC2b, Y1EN W TS2b, Y1EN W TS4. Session 10: LO: To identify and explore rhyming words. Y1EN RC1a, Y1EN RC2b, Y1EN RC2e, Y1EN W TS2b, Y1EN W TS4. Session 11: LO: To begin planning for our own rhyming story.	A rhyming story in the style of Oi Frog! Session 12: LO: To continue planning our own rhyming story. Y1EN RC1a, Y1EN RC2b, Y1EN RC2e, Y1EN W TS2b, Y1EN W TS4. Session 13: LO: To write our own rhyming story in the style of the Oi! Books. Y1EN RC1a, Y1EN RC2b, Y1EN RC2d.	A rhyming story in the style of Oi Frog! Session 14: LO: To write our own rhyming story in the style of the Oi! Books. Y1EN RC1a, Y1EN RC2b, Y1EN RC2d. Session 15: LO: To celebrate our writing. Y1EN W C1, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN W VGPS1d



Phonics	Little Wandle Letters and Sounds Revised	Little Wandle Letters and Sounds Revised	Little Wandle Letters and Sounds Revised	Little Wandle Letters and Sounds Revised	Little Wandle Letters and Sounds Revised	Little Wandle Letters and Sounds Revised
	Review Phase 3 GPCs - ai ee igh - oa oo ar - or ur oo - ow oi ear Review Phase 2-4 Tricky Words	- air er /z/ s –es - words with two or more digraphs e.g. queen thicker Review Phase 2-4 Tricky Words	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Review Phase 2-4 Tricky Words	Phase 5: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review Phase 2-4 Tricky Words	Review longer words Review Phase 2-4 Tricky Words	Consolidation
Maths	Number Place Value	- Represent objects - Recognise numbers as words - Count on from any number	1 more - Count backwards within 10 1 less	- Compare groups by matching - Fewer, more, same - Less than, greater than, equal to	- Compare numbers - Order objects and numbers - The number line	Number - Addition and subtraction (within 10)
	- Sort objects - Count objects - Count objects from a larger group				- Introduce parts and wholes - Part-whole model - Write number sentences	
Science	Forces and Space: Seasonal Changes	Forces and Space: Seasonal Changes	Forces and Space: Seasonal Changes	Forces and Space: Seasonal Changes	Forces and Space: Seasonal Changes	Forces and Space: Seasonal Changes
	Lesson 1: Wonderful weather LO: To identify how the weather changes across the four seasons.	Lesson 2: Seasonal activity LO: To identify events and activities that take place in different seasons.	Lesson 3: How do trees change? LO: To recognise how trees change across the four seasons.	Lesson 4: Daylight hours LO: To recognise that daylight hours change across the four seasons.	Lesson 5: Observing over time LO: To observe changes across the four seasons.	Lesson 6: Weather reports LO: To plan and carry out a weather report.



				Working scientifically: To record data in a pictogram.	Working scientifically: To gather and record data about how seasons change over time.	
Art and Design	Art: Drawing: Exploring line and shape Lesson 1: Exploring line. LO: To explore control and pressure to create different types of lines	Art: Drawing: Exploring line and shape Lesson 2: Musical line. LO: To practise drawing different lines using music as a stimulus.	Art: Drawing: Exploring line and shape Lesson 3: Exploring Shapes. LO: To connect lines to create shapes	Art: Drawing: Exploring line and shape Lesson 4: Shape in Art. LO: To explore lines and shapes in pictures for portrait drawing.	Art: Drawing: Exploring line and shape Lesson 5: Klee portraits. LO: To use control and pressure skills to add colour to a drawing.	Art: Drawing: Exploring line and shape Lesson 6: Every picture tells a story. LO: To create an artist inspired artwork using lines and shapes
Computing		Computing Systems and Networks: Improving mouse skills Lesson 1: Logging in LO: To log in to a computer and access a website.	Computing Systems and Networks: Improving mouse skills Lesson 2: Click and drag skills LO: To develop mouse skills.	Computing Systems and Networks: Improving mouse skills Lesson 3: Drawing shapes LO: To use mouse skills to draw and edit shapes.	Computing Systems and Networks: Improving mouse skills Lesson 4: Drawing a story LO: To draw a scene from a story using digital tools.	Computing Systems and Networks: Improving mouse skills Lesson 5: Self-portrait LO: To create a self-portrait using digital techniques.



Geography	Geography: What is it like here? Lesson 1: Where in the World are we? LO: To locate the school on an aerial photograph.	Geography: What is it like here? Lesson 2: What can we see in our classroom? LO: To create a map of the classroom.	Geography: What is it like here? Lesson 3: What can we find in our school grounds? LO: To locate key features of the playground.	Geography: What is it like here? Lesson 4: Where are the different places in our school? LO: To draw a simple map.	Geography: What is it like here? Lesson 5: How do we feel about our playground? LO: To investigate how we feel about our playground.	Geography: What is it like here? Lesson 6: Can we make our playground even better? LO: To create a design to improve our playground.
	Keeping the pulse: My favourite things Lesson 1: Finding the pulse LO: To demonstrate an understanding of pulse using parts of the body.	Keeping the pulse: My favourite things Lesson 2: Singing a sound pattern LO: Keeping the pulse: My favourite things	Keeping the pulse: My favourite things Lesson 3: Using a thinking pattern LO: To explore using a thinking voice to show the pulse	Keeping the pulse: My favourite things Lesson 4: Reading sound patterns LO: To play short rhythms in time with the pulse.	Keeping the pulse: My favourite things Lesson 5: Practice makes perfect LO: To demonstrate an understanding of pulse through performance.	
	Gymnastics: Lesson 1: To create different shapes using your body.	Gymnastics: Lesson 2: To link shapes into a small sequence.	Gymnastics: Lesson 3: To move around an area at different levels	Gymnastics: Lesson 4: To learn how hands and feet are used to help movement.	Gymnastics: Lesson 5: To perform a variety of balances.	Gymnastics: Lesson 6: To create a small routine using apparatus.
	My healthy self: How can we look after our emotions? Lesson 1: What emotions can we recognise?	My healthy self: How can we look after our emotions? Lesson 2: When and why do people show different emotions?	My healthy self: How can we look after our emotions? Lesson 3: How can emotions change?	My healthy self: How can we look after our emotions? Lesson 4: What helps us to feel calm or excited? LO: To explore what makes me and	My healthy self: How can we look after our emotions? Lesson 5: What might make us feel worried, annoyed or upset?	My healthy self: How can we look after our emotions? Lesson 6: What can we do when our feelings get tricky?



	LO: To name and recognise the six emotions.	LO: To recognise that people may show different emotions in a situation and understand why.	LO: To describe emotions and how they change.	others feel excited and calm.	LO: To explore what makes us feel worried, annoyed or upset.	LO: To talk about how we can get help with our feelings.
RE	CREATION Who made the World? What do Christians believe that God is like? Lesson 1: What is the story of Creation?	CREATION Who made the World? What do Christians believe that God is like? Lesson 2: Where does Creation fit into the Big Story of the Bible?	CREATION Who made the World? What do Christians believe that God is like? Lesson 3: How to Christians say 'Thank You' to God?	CREATION Who made the World? What do Christians believe that God is like? Lesson 4: How to Christians say 'Thank You' to God?	CREATION Who made the World? What do Christians believe that God is like? Lesson 5: How is our world amazing?	CREATION Who made the World? What do Christians believe that God is like? Lesson 6: How can we be thankful?