# Year 1 Medium Term Plan: Term 2

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| **English – Writing** | To write a character description of Traction Man<br><br>Traction Man by Mini Grey | To create a comic strip about Supertato<br><br>Supertato by Sue Hendra and Paul Linnet | To write instructions to dress my sueperhero.<br><br>Supertato by Sue Hendra and Paul Linnet | To write a poem using repetition and rhyme.<br><br>Poem – If I was a superhero by Sally Gray | To write our own narrative.<br><br>Superworm by Julia Donaldson | To create my own superhero - using adjectives to describe.<br><br>Boris saves the show by Carrie Weston and Tim Warnes | To sequence a story. |
| **English – Phonics** | **Phase 5**<br><br>ou oi oy ee ea ur ir igh ie oo u<br><br>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn<br><br>their people oh your | **Phase 5**<br><br>oa o igh i ai a ee ea e ir ie oo oo u<br><br>oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he<br><br>Mr Mrs Ms ask* | **Phase 5**<br><br>ay a a-e ie i i-e o o-e u-e u ue<br><br>/ai/ a-e snake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute<br><br>could would should our | **Phase 5**<br><br>e-e ew ie aw ay a er th or<br><br>/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw<br><br>house mouse water want | **Phase 5**<br><br>ew u-e u ue oo ie i i-e o o-e ee ea e e-e<br><br>Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue | **Phase 5**<br><br>Assessment and phonics recap. | **Phase 5**<br><br>Review and revisit. |

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| **English - GPS** | To write simple sentences which can be clearly understood. | To write simple sentences which can be clearly understood. | To use a capital letter and full stop to show sentence boundaries. | To use a capital letter and full stop to show sentence boundaries. | To include adjectives to describe something using prompts. | To use 'and' to join words and clauses. | To use 'and' to join words and clauses. |
| **Mathematics**<br><br>Catholic Social Teaching – Human Dignity<br><br>*Just as every digit has an important place and value in a number, every person has dignity and value in God's family. No one is more important than another, but each person contributes in* | **Addition and subtraction (within 10)**<br><br>Addition - add together<br><br>Addition - add more<br><br>Addition problems<br><br>Find a part | **Addition and subtraction (within 10)**<br><br>Subtraction - find a part<br><br>What is the whole<br>What is one of the parts<br>What is the other part?<br><br>What is the addition sentence<br><br>Fact families - the eight facts<br><br>Subtraction - take away/cross out (How many left?) | **Addition and subtraction (within 10)**<br><br>Subtraction on a number line.<br><br>What number do you need to start from?<br><br>How many jumps back do you need to make?<br><br>What number do you land on? What does that tell you?<br><br>Why do you not say the number that you are starting on when you count? | **Consolidation**<br><br>**Addition and subtraction (within 10)**<br><br>What is the whole?<br><br>What is one of the parts?<br><br>What is the other part?<br>How do you know?<br><br>How can you use number bonds to help you?<br><br>What is the addition/subtraction sentence? | **Shapes**<br><br>Recognise and name 3-D shapes<br><br>Sort 3-D shapes<br><br>Recognise and name 2-D shapes<br><br>Sort 2-D shapes<br><br>Patterns with 2-D and 3-D shapes<br><br>What makes a shape 3-D?<br><br>What is the name of this 3-D shape?<br><br>What is the same about the shapes? | **Place value (within 20)**<br><br>Count within 20<br><br>Understand numbers 10-20<br><br>What number comes after?<br><br>What number comes before?<br><br>Which numbers sound different? Why?<br><br>Which numbers after 10 do not include "teen"?<br><br>How can you count 20 cubes/counters/pencils/glue sticks?<br><br>How many ways can you make 10? | **Place value (within 20)**<br><br>Count within 20<br><br>Understand numbers 10-20<br><br>What number comes after?<br><br>What number comes before?<br><br>Which numbers sound different? Why?<br><br>Which numbers after 10 do not include "teen"?<br><br>How can you count 20 cubes/counters/pencils/glue sticks?<br><br>How many ways can you make 10? |

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| *their own unique way.* | | How many are there?<br>How many were taken away? How many are left?<br>How many were there at first? Then what happened? How many are there now? | What is the subtraction sentence? Can you tell a story that matches the number line?<br>Add or subtract 1 or 2 | | What is different?<br>What 2-D shapes do you know? What is the difference between a 2-D shape and a 3-D shape?<br>How have the shapes been sorted?<br>Can you describe the pattern?<br>What will the next shape be? | How many ones make 10?<br>How many ones make 20?<br>How many tens make 20?<br>If you have two full ten frames, what number have you got? | How many ones make 10?<br>How many ones make 20?<br>How many tens make 20?<br>If you have two full ten frames, what number have you got? |
| **R. E** | **PROPHECY AND PROMISE**<br>Be introduced to the Bible as a special book and encounter the stories and accounts of how | **PROPHECY AND PROMISE**<br>Sequence the accounts from the Annunciation | **PROPHECY AND PROMISE**<br>Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes | **PROPHECY AND PROMISE**<br>Exploring artistic representations of the nativity story from around the world. | **PROPHECY AND PROMISE**<br>Be introduced to the Bible as a special book and encounter the stories and accounts | **PROPHECY AND PROMISE**<br>Talking about how Christians in their local community celebrate the birth of Jesus. | **Nativity** |

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| | people came to know God and the Good News of Jesus in the gospels.<br><br>Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. | through to the visit of the shepherds.<br><br>Match the first words of the Hail Mary with the words of the Angel Gabriel.<br><br>Hearing and beginning to join in with the words of the Hail Mary | Mary important for Christians.<br><br>Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. | Recognise that angels bring God's message and are a sign that Jesus is the Son of God.<br><br>Talking about why the shepherds saw angels when Jesus was born. | of how people came to know God and the Good News of Jesus in the gospels.<br><br>Singing or saying the first words of the Gloria.<br><br>Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria' | Recognise that angels bring God's message and are a sign that Jesus is the Son of God<br><br>Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son | |

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| **Science**<br><br>Catholic Social Teaching - Stewardship of Creation (Care for God's World)<br><br>*God has given us the world's resources. Scientists and engineers choose materials carefully so that products are useful, safe, and do not harm our planet. We can care for creation by reducing waste, reusing* | **Human body and senses**<br><br>**Is everyone's body the same?**<br><br>Children learn that humans are mammals. They label the names of the basic parts of the human body. They learn that eyes enable us to see and that sight is the sense that enables us to see. | **Human body and senses**<br><br>**How can we explore the world using our sense of touch?**<br><br>Children revisit naming and identifying the basic parts of the body. They learn that we can use any part of our skin to feel things and that this is our sense of touch. They explore their sense of touch using different body parts. | **Human body and senses**<br><br>**What can we hear?**<br><br>Children revisit naming and identifying the basic parts of the body. They learn that our ears enable us to hear and that this is our sense of hearing. They explore their sense of hearing on a sound walk and sort them into loud and quiet sounds. | **Human body and senses**<br><br>**What smells do we like and dislike?**<br><br>Children revisit naming and identifying the basic parts of the body. They learn that our nose enables us to smell and is our fourth sense. They explore which smells they like and dislike and how this compares to their classmates. | **Human body and senses**<br><br>**What differences can our tongues taste?**<br><br>Children revisit naming and identifying the basic parts of the body. They learn that our tongues, along with noses and eyes, help us taste food and drink. They explore their sense of taste and sort different foods into sweet and sour. | **Human body and senses**<br><br>**Consolidation**<br><br>To describe how our senses help us find out about the world | **Human body and senses**<br><br>**Consolidation**<br><br>To describe how our senses help us find out about the world |

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| *materials, and recycling whenever possible.* | | | | | | | |

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| **Computing** | **Creating media – Digital painting**<br><br>How can we paint using computers?<br><br>To describe what different freehand tools do. I can make marks on a screen and explain which tools I used. I can draw lines on a screen and explain which tools I used<br><br>I can use the paint tools to draw a | **Creating media – Digital painting**<br><br>Using shape and lines.<br><br>To use the shape tool and the line tools<br><br>I can make marks with the square and line tools<br><br>I can use the shape and line tools effectively.<br><br>I can use the shape and line tools to | **Creating media – Digital painting**<br><br>Making careful choices.<br><br>To make careful choices when painting a digital picture<br><br>I can choose appropriate shapes<br><br>I can make appropriate colour choices | **Creating media – Digital painting**<br><br>Why did I choose that?<br><br>To explain why I chose the tools I used<br><br>I can explain that different paint tools do different jobs<br><br>I can choose appropriate paint tools and colours to | **Creating media – Digital painting**<br><br>Painting all by myself.<br><br>To use a computer on my own to paint a picture<br><br>I can make dots of colour on the page<br><br>I can change the colour and brush sizes<br><br>I can use dots of colour to create a | **Creating media – Digital painting**<br><br>Comparing computer art and painting<br><br>To compare painting a picture on a computer and on paper<br><br>I can explain that pictures can be made in lots of different ways | **Creating media – Digital painting**<br><br>**Consolidation** |

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| | picture. | recreate the work of an artist. | I can create a picture in the style of an artist. | recreate the work of an artist<br><br>I can say which tools were helpful and why. | picture in the style of an artist on my own. | I can spot the differences between painting on a computer and on paper<br><br>I can say whether I prefer painting using a computer or using paper. | |
| **History**<br><br>Catholic Social Teaching Principle: Solidarity<br><br>*People who live in hot or cold countries may have different homes, clothes, and ways of life. Catholic Social Teaching reminds* | **How am I making history?**<br><br>What is my history? | **How am I making history?**<br><br>How can I find out more about myself? | **How am I making history?**<br><br>How are special events remembered? | **How am I making history?**<br><br>What was it like for children in the past? | **How am I making history?**<br><br>What have I learned about childhood in the past? | **How am I making history?**<br><br>How am I making history? | **How am I making history?**<br><br>How am I making history? |

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| *us that we should respect and support people around the world, recognising that everyone deserves safety, food, water, and shelter.* | | | | | | | |

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| **Art and Design** | **Textiles**<br><br>**Puppets**<br><br>Where? How? And Why are puppets used? | **Textiles**<br><br>**Puppets**<br><br>To join different fabrics together using different methods | **Textiles**<br><br>**Puppets**<br><br>To use a template/ create a template/ design puppet | **Textiles**<br><br>**Puppets**<br><br>To Joint wo fabrics together accurately aligning and using the created template fit hand in puppet? | **Mechanisms**<br><br>To understand how wheels move. | **Mechanism**<br><br>Fixing broken wheels<br>To identify what stops wheels from turning | **Mechanisms**<br><br>Designing a vehicle<br>To design a moving vehicle |
| **P.E.** | **Dance**<br><br>To compose a travelling sequence using a variety of body parts.<br><br>**Attack, Defend, Shoot Unit 1 (Invasion Game)**<br><br>To practise throwing at targets accurately. | **Dance**<br><br>To show control, coordination a spatial awareness.<br><br>**Attack, Defend, Shoot Unit 1 (Invasion Game)**<br><br>To experiment throwing a variety of bean bags and different sized balls. | **Dance**<br><br>To compose a movement pattern to demonstrate unison.<br><br>**Attack, Defend, Shoot Unit 1 (Invasion Game)**<br><br>To experiment different ways you can send a ball or bean bag. | **Dance**<br><br>To compose a sequence demonstrating mirroring and following.<br><br>**Attack, Defend, Shoot Unit 1 (Invasion Game)**<br><br>Demonstrate simple defending to stop | **Dance**<br><br>To perform a short dance with a clear start, middle and end.<br><br>**Attack, Defend, Shoot Unit 1 (Invasion Game)**<br><br>To work with a partner to attack and defend a target against an opposition. | **Dance**<br><br>To perform dance phrases and short dances that express ideas and feelings.<br><br>**Attack, Defend, Shoot Unit 1 (Invasion Game)**<br><br>To use our attacking and defending skills in a game | **Dance**<br><br>To revisit the topic.<br><br>**Attack, Defend, Shoot Unit 1 (Invasion Game)**<br><br>To revisit the topic. |

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| | | | | beanbag/ball going into hoops. | | | |

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| **MFL** | **Les Salutations**<br>To reinforce previous language. | **Les Salutations**<br>To reinforce previous language. | **Les Salutations**<br>To consolidate all previously learnt language and learn how to say ‘au | **Les Salutations**<br>To consolidate all previously learnt language and learn how to say ‘au | **Les Salutations**<br>To consolidate all previously learnt language and learn how to say ‘à plus | **Les Salutations**<br>To consolidate all previously learnt language and learn how to say ‘à plus | **Les Salutations**<br>To revisit the topic. |

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| | | | revoir' (goodbye) in French. | revoir' (goodbye) in French. | tard' (see you soon) in French. | tard' (see you soon) in French. | |
| **Music** | **Musical Bodies and The Christmas Nativity**<br>- To use voices to create different effects e.g. click, hum, whisper, whistle<br>- Use body percussion to play repeated rhythmic patterns<br>- Perform short repeated patterns whilst keeping a steady beat<br>- Create a sequence of body percussion to represent a rainstorm<br>To make sounds to communicate ideas | | | | | | |
| **PSHE and RHE** | **To learn that we are unique, with individual gifts, talents and skills.**<br>Children will know:<br>- Our bodies are good;<br>- The names of the parts of our bodies;<br>- That girls and boys have been created by God to be both similar and different and together make up the richness of the human family.<br>- Our bodies are good and we need to look after them;<br>- What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;<br>- The importance of sleep, rest and recreation for our health; | | | | | | |

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| | How to maintain personal hygiene. |

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