



*Signed
Sealed
Delivered*

Year 1
Spring Term
Medium Term Plan

Learning targets

Literacy Targets

Spoken Word

Children will:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations and role play
- gain, maintain and monitor the interest of listeners
- consider and evaluate different viewpoints

Word Reading

Children will:

- apply phonic knowledge and skills as the route to decode words
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Children will:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, retelling them and considering their particular characteristics
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them.

Composition

Children will:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Maths Targets

Number and Place Value

Children will:

- 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, read and write numbers to 100 in numerals
- read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations

Measurement

Children will:

- sequence events in chronological order using language
- recognise and use language relating to dates, including days of the week, weeks, months and years
- explore mass and weight - for example, heavy/light, heavier than, lighter than
- describe time using key vocabulary - quicker, slower, earlier, later
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language including before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening

ICT Targets

Children will:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use logical reasoning to predict the behaviour of simple programs

History Targets

Children will:

- explore changes within living memory. These will be used to reveal aspects of change in national life
- explore the lives of significant individuals in the past who have contributed to national and international achievements

Geography Targets

Locational Knowledge

Children will:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and Physical Geography

Children will:

- use basic geographical vocabulary to refer to:
 - key physical features, including: sea, ocean, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

Children will:

- use world maps, atlases and globes to identify the United Kingdom and its countries
- devise a simple map, construct and use basic symbols in a key
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Art and Design Targets

Children will:

- use a range of materials creatively to design and make products
- use drawing and painting to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- explore the work of Andy Warhol and a UK based design company describing the differences and similarities between practices and disciplines, and making links to their own work

Design and Technology Targets

Design

Children will:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups

Make

Children will:

- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including textiles, according to their characteristics

Evaluate

Children will:

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

RE Targets

Children will:

- explore the Sikh religion by identifying and asking questions about customs and their religious community
- explore the preparations for and find out about how Christians celebrate Easter

Music Targets

Children will:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

PE Targets

Children will:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- perform dances using simple movement patterns
- participate in team games, developing simple tactics for attacking and defending

PSHE Targets

Health and Wellbeing

Children will learn:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- ways of keeping physically and emotionally safe

Relationships

Children will learn:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to respect equality and diversity in relationships

Living in the wider world

Children will learn:

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community

- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives

Building Learning Power Targets

Reflectiveness

During this topic the children will be developing reflectiveness. They will do this by:

- planning the steps they will take to complete an activity or challenge
- assess resources they may need to use to help them with their learning
- revise plans throughout an activity
- reflect on experiences to identify what they have achieved and what they need to do to keep improving
- sharing their strengths and weaknesses as a learner with others

British Values

Through the provision of SMSC, we will:

- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- develop further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- explore the freedom to choose and hold other faiths and beliefs is protected in law
- accept that other people who have different faiths or beliefs to oneself (or have none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- develop an understanding of the importance of identifying and combatting discrimination.

Entry Point

The children will receive a letter which has been delivered to school from the postman. The letter will begin our discussions about the postal service and the Royal Mail. It will explain further information about our topic to the children and prepare the children for a visit from the postman.

Classroom Environment

The classroom will become a delivery hub for the children as they receive postcards from around the world. Displays around the classroom will show a variety of letters, parcels and cards which have been delivered by the Royal Mail. There will be a class post box where the children can post a letter about their adventures with Postman Pat.

Knowledge Harvest

Children will:

- record ideas about the postal service and the Royal Mail (Why do we use the postal service? Why do we send letters? Who is in charge of the postal service? How is post delivered? Why do we need stamps?)
- explore the changes in stamp designs over a period of time
- design a stamp representing themselves
- record questions for a local postman (daily routine, responsibilities etc.)

PGA 50 Experiences

- Visit from a local postman
- Visit a local sorting office
- Buy a stamp and post an Easter card to their families
- Design and make parcel wrapping paper to be sent to the Queen
- Write letters to the Queen explaining about our topic

Explaining the Theme

In Literacy we will:

- share a range of traditional tales, stories, and poems
- explore stories books and poetry by Allan Ahlberg

- write a letter of apology from Goldilocks to the three bears
- write a retell of Jack and the Beanstalk
- write an invitation to the wedding of Prince Charming and Cinderella
- write a newspaper report about the destruction caused by the wolf in the Three Little Pigs
- write an original tale about Postman Pat
- write a reply to the local postman
- write a letter to the Queen explaining what they have learnt about her, her family and the Royal Mail

In Maths we will:

- solve one step word problems linked to the post office
- find different ways of paying for items in the post office
- write directions for a post man from local post offices to school

In History we will:

- explore the changes in designs of stamps over a period of time
- explore the life of the Queen and how she influences our country
- create a timeline of key events in the history of the Royal Mail
- explore how communications and transportation of mail has changed within living memory

In Geography we will:

- locate and label the British Isles and its countries
- explore how mail travels around the world
- describe routes using the four compass points

In ICT we will:

- program a toy to move around a map to find buried treasure
- plan algorithms for their routes and input these as stored programs for the robot
- predict how the robot will move and debug their programs
- create a piece of electronic art work to illustrate a traditional tale
- create a eBook using their illustrations

In Art we will:

- create a mixed media stamp in the style of Andy Warhol
- experiment printing with a variety of materials
- explore repeating patterns and use this to create wrapping paper
- explore the work of a UK design team - Rachael Taylor designs and create an Easter card influenced by their style

In Design and Technology we will:

- design, create and evaluate a functional post bag from felt
- use a simple stitch to fasten materials together
- design, print and wrap parcels in their own wrapping paper

In PE we will:

- apply our throwing and catching skills to play simple team games
- being to explore the concepts of attacking and defending in team games
- create rhythmic sequences to music using balances and simple transitions