

Year 1 Medium Term Plan – Spring 2/Summer 1

Topic Focus: Knights, Castles and Dragons.

Subject	Learning Objectives	Activity Ideas
English	<p>Reading: Word Reading</p> <ul style="list-style-type: none"> • To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • To read common exception words. • To read words containing taught GPCs and –s, -es,-ing, -ed, -er and –est endings. • To read aloud accurately books that are consistent with developing phonic knowledge. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> • To listen and discuss stories and non-fiction texts at a level beyond which they can read independently. • To discuss the significance of titles and events. • To participate in discussions about what is read to them, taking turns and listening to what others say. <p>Writing: Transcription</p> <ul style="list-style-type: none"> • To spell common exception words. • To write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far. <p>Writing: Handwriting</p>	<ul style="list-style-type: none"> - Daily RWI session or GPS group - Weekly Guided Reading sessions - Weekly handwriting sessions. - Using non-fiction texts as history resource. <p>Focus texts- Zog</p> <ul style="list-style-type: none"> - Storytelling - Recount of the trip - Instruction writing, planting - Acrostic poem castles, knights, shields, dragons - Descriptive dragon writing - Creating information leaflets

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	<ul style="list-style-type: none">• To form lower-case letters in the correct direction, starting and finishing in the right place. <p>Writing: Composition</p> <ul style="list-style-type: none">• To re-read what they have written to check that it makes sense.• To discuss what they have written with a teacher or peers. <p>Writing: Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none">• To use a capital letter for names of people, places, the days of the week and the personal pronoun I.	
Mathematics	<p>Multiplication and Division:</p> <ul style="list-style-type: none">• To 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.• To make connections between arrays, number patterns, and counting in 2s, 5s and 10s. <p>Money:</p> <ul style="list-style-type: none">• To recognise and know the value of different denominations of coins and notes. <p>Fractions:</p> <ul style="list-style-type: none">• To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.	<ul style="list-style-type: none">- Multiplication, how many lots of, arrays, repeated addition.- Division, sharing- Money, recognising coins- Fractions. of amounts.

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	<ul style="list-style-type: none"> To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity. 	
Science	<p>Everyday Materials:</p> <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> Build a bridge, materials experiment. Materials used to make armour.
Computing	<ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> Create an information leaflet on castles using BookCreator/puppet pals Research information about knights, castles and dragons.
Art and Design	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> Draw a castle/bricks using charcoal Create castle brickwork using bubble wrap printing.
Design Technology	<ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select from and use a range of tools and equipment to perform practical tasks. 	<ul style="list-style-type: none"> Shields (coat of arms) Castles Tin foil knight

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	<ul style="list-style-type: none"> To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	
History	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <ul style="list-style-type: none"> To develop knowledge of events beyond living memory that are significant nationally or globally. To develop knowledge of significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Castles Building, structure, layout, jobs in castle (job interview), lifestyle Knights What did they wear, where did they fight, what was life like for a knight?
Geography	<ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> Castles within UK, England, Scotland, Wales and Northern Ireland. Compare Welsh Dragon and Chinese Dragon.
Music	<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs, speaking chants and rhymes. Play tuned and detuned instruments musically. 	<ul style="list-style-type: none"> Weekly music sessions with Mrs Westley. Castle/Knight song
Physical Education	<ul style="list-style-type: none"> To master basic movements including running, jumping, throwing and catching, as 	<ul style="list-style-type: none"> Weekly REAL PE sessions I can help, praise and encourage others in learning.

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	<p>well as developing balance, agility and co-ordination.</p> <ul style="list-style-type: none">• To perform dances following simple movement patterns.	<p>I can work sensibly with others, taking turns and sharing.</p> <p>Dynamic balance and agility - jumping and landing.</p> <p>Static balance – seated.</p> <ul style="list-style-type: none">- Weekly sessions with Mr Blackmoore
Religious Education	<ul style="list-style-type: none">• To understand how and why we celebrate scared times.	<ul style="list-style-type: none">- Unit 1.6, to understand how and why we celebrate special and scared times.- Easter Story