

**Miss Johnson - Donaldson Class Medium Term Plan Spring 1**  
**Homes around the world**



	Week 1 –	Week 2 –	Week 3 –	Week 4	Week 5 Chinese New Year	Week 6 –	Week 7
<b>ENGLISH</b>	<p>Home - Carlson Ellis</p> <p>Reception children will be using their phonological awareness to write words about different houses.</p> <p>Year 1 children will be focussing on writing sentences independently. about different homes.</p>	<p>Home - Carlson Ellis</p> <p>The children will be designing and making their own houses and then writing words/sentences about them.</p>	<p>Handa's surprise</p> <p>Reception children will begin to write a short caption.</p> <p>Year 1 children will be writing an extended sentence.</p>	<p>Three little pigs -</p> <p>Reception children will begin to write a short caption.</p> <p>Year 1 children will be rewriting their own version of the three little pigs.</p>	<p>Three little pigs - Rewriting the story</p> <p>Reception children will be making their own story map version of the three little pigs.</p> <p>Year 1 children will be rewriting their own version of the three little pigs.</p>	<p>Non - fiction - Selling homes</p> <p>Reception children will focus on their phonological awareness to describe houses.</p> <p>Year 1 children will be writing their own non-fiction piece of writing,</p>	<p>Non - fiction - selling homes</p> <p>Reception children will be creating an advert for an estate agent,</p> <p>Year 1 children will be writing their own non-fiction piece of writing,</p>
<b>MATHS</b>	<p>Measure</p> <p>Year R LO:Talk about and compare size, weight, capacity and length using mathematical language</p> <p>Year 1 LO: Measure and begin to record mass using non-standard units</p>	<p>Measure</p> <p>Year R LO:Talk about and compare size, weight, capacity and length using mathematical language</p> <p>Year 1 LO: Solve practical problems involving mass using comparative language</p>	<p>Addition/Subtraction</p> <p>Year R LO: Using quantities and objects, add and subtract two single-digit numbers.</p> <p>Year 1 LO: Read write and interpret mathematical statements involving the symbols + / - =</p>	<p>Addition/subtraction</p> <p>Year R LO: Using quantities and objects, add and subtract two single-digit numbers.</p> <p>Year 1 LO: Read write and interpret mathematical statements involving the symbols + / - =</p>	<p>Shape</p> <p>Year R LO:Explore the characteristics of everyday shapes and use mathematical language to describe them</p> <p>Year 1 LO: Recognise and name 3D shapes</p>	<p>Pattern</p> <p>Year R LO:Recognise, create and describe shape patterns</p> <p>Year 1 LO:Describe simple patterns and relationships involving numbers or shapes;</p>	<p>Time</p> <p>Year R Use everyday language to talk about time</p> <p>Year 1 LO: Tell the time to the hour and half past</p>
<b>COMMUNICATION AND LANGUAGE</b>	<p>Following skills to be developed across the curriculum.</p> <p>Respond to instructions and to the ideas of others. Question why things happen and give explanations.</p> <p>Use talk to organise their thinking, linking statements and sticking to a main theme. Develop vocabulary by grouping and naming.</p> <p>By the end of term all children should be able to:</p>						

- Maintains attention, concentrates and sits quietly during appropriate activity
- Two-channeled attention – can listen and do for a short span.
- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Some children will be able to:

- Listen attentively in a range of situations.
- Listen to stories, anticipate key events.
- Gives attention to what others say and respond appropriately, while engaged in another activity.
- Children express themselves effectively, showing awareness of the listener's needs.
- Use past, present and future forms accurately when talking about events.
- Develop own narratives and explanations by connecting ideas or events.

<b>UTW/ Geography Around the world</b>	<b>Finding out where we live on a map and talking about what our country is like.</b>	<b>Finding out about where France is and what it is like?</b>	<b>Finding out about where Kenya is and what it is like?</b>	<b>Finding out about where Antarctica is and what it is like?</b>	<b>Finding out about where China is and what it is like?</b>	<b>Comparing the different countries we have learnt about?</b>	<b>Exploring the world map.</b>
<b>COMPUTING - Focusing on researching the countries we are learning about in Geography</b>	<b>To use a computer programme to retrieve information.</b>	<b>To use a computer programme to retrieve information.</b>	<b>To use a computer programme to retrieve information.</b>	<b>To use a computer programme to retrieve information.</b>			

<b>P.E. - Multi Skills</b>	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach	Multi Skills - Sports Coach
<b>Fine motor skills</b>	<b>Squiggle/finger gym/dough disco</b>	<b>Squiggle/finger gym/dough disco</b>	<b>Squiggle/finger gym/dough disco</b>	<b>Squiggle/finger gym/dough disco</b>	<b>Squiggle/finger gym/dough disco</b>	<b>Squiggle/finger gym/dough disco</b>	
<b>Science - Materials</b>	To be able to identify a variety of common materials.	To be able to identify a variety of common materials.	To be able to distinguish between an object and the material from which it is made.	To be able to describe why some materials suit certain objects better than others.	To carry out an experiment to find out which materials are best for a house.	To recap what we have learnt about everyday materials.	To know why it is important to recycle.
<b>Art Our homes/Villages</b>	To identify that different homes have unique design and features of their front doors.	To be able to reproduce the door on a house using paint.	To be able to reproduce the door on a house using collage.	To use line and shape effectively to sketch an object.	To be able to reproduce the door on a house by sketching.	To think about what lies behind the door (eg people, rooms, feelings, sounds etc) and to represent this, with the door hinged in front of the resulting images.	To discuss the differences and similarities between their images they have created this term.
<b>Music</b>	<b>Music - Big emotions</b>  To listen, improvise and explore a range of percussive sounds whilst exploring dynamics of loud and quiet	<b>Music - Big emotions</b>  To help the children learn what tempo means by playing fast or slow plus using dynamics by playing quiet and loud.	<b>Music - Big emotions</b>  To explore using the whole body as an instrument.	<b>Music - Big emotions</b>  To learn how to clap and/or play a steady pulse for 4 bars and to understand musical concept of silence exploring simple improves rhythms	<b>Music- Chinese New Year - Dragon dancing</b>	<b>Music - Big emotions</b>  To learn how to breathe and sing gently hums using diaphragm by using slow breathing in the nose and out through the mouth.	<b>Music - Big emotions</b>  To understand the musical term pitch (low and high sounds) by experimenting with sounds that move up and down to create a melody.
<b>PSHE / RHE Keeping Myself Safe</b>	What's safe to go onto my body	Keeping myself safe	Safe indoors and outdoors	Listening to my feelings	Keeping safe online	People who help to keep me safe	

<b>R.E. Belonging</b>	<b>Enquire: What does belonging mean?</b>	<b>Contextualise: How do Jews show that they belong?</b>	<b>Evaluate: Is it important for Jews to feel that they belong?</b>	<b>Communicate: What does belonging mean to you?</b>	<b>Apply: How does belonging affect my life?</b>		
<b>Books</b>							