

2020 Medium Term Plan Year 1, Superheroes Term 2

Starting Point/Hook: Traction Man arrives in style!

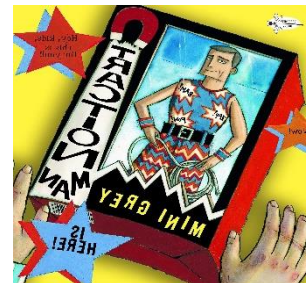
Visitors/Trips: Visit from a Police Sergeant.




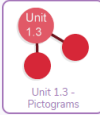

Creative Friday Display: Traction Man outfits inspired by Jackson Pollock.

Phonics/Spelling/Vocabulary Display: Sounds/spellings of the week & specific vocabulary linked to FS.

Science Display: Photos of animals (from our half term home learning).

History Display: Toys in the present and toys from the past.





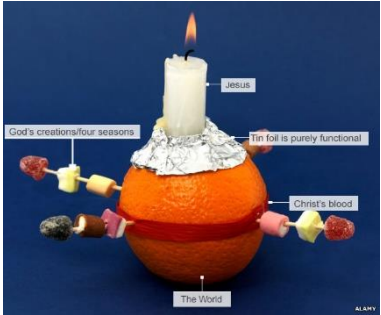



<u>Week & Special Events</u>	<u>Phonics Learning Phase 5 and learning Phase 4 (final blends).</u> Recapping Phase 3.	<u>Spellings</u> The spellings are based on our Year 1 Common Words and our Phonics each week.	<u>English</u> Focus text – Traction Man Is Here by Mini Grey  Classroom Secrets (Grammar): *Autumn Block 3: Word Classes. *Autumn Block 4: Capital Letters	<u>Maths</u> White Rose & Classroom Secrets <u>Autumn Term:</u> *Block 2 - Addition & Subtraction Within 10 (continuing) *Block 3 – Shape *Block 4 – Place Value Within 20	<u>Science</u> Animals Including Humans *Pets *Minibeasts   & Seasonal Changes/Weather (we will continue our 'Science Scrapbook' – take photos of the trees in our playground, etc).	<u>PE</u> Premier Sports: Gymnastics – traveling and linking actions. Mrs Milner: Bat & Ball (Cricket)	<u>Computing</u> Purple Mash Computing Scheme of Work –Unit 1.3 – Pictograms and Unit 1.4 – Lego Builders  
1 Home learning (photos of animals around Bexhill) due in.	<u>Phase 5</u> *ay like in the word crayon *ou like in the word cloud *ie like in the word tie <u>Phase 4 (Final Blends)</u> *ft like in the word gift *If like in the word shelf	<u>Spellings to practise at home for our spelling test...</u> 1. that 2. with 3. all 4. day 5. say 6. play	Learning Intention: To correct the mistakes in the sentences. (Focusing on capital letters, full stops, finger spaces and 'tricky word' spellings). Context: Sentences about Traction Man. Learning Intention: To use adjectives in my writing. Learning Intention: To use the connective 'and' in my writing. Context: Traction Man saw many Halloween characters out over half term! <i>Traction Man saw a mean troll and an old witch.</i> Fireworks poem (adjectives).	<u>Block 2 - Addition & Subtraction Within 10 (continuing)</u> <u>Small Steps:</u> *Addition – adding together *Addition – adding more *Addition – using bonds *Addition – finding a part	<u>Environment Exploration</u> We will look at the children's home learning. Where do different animals in Bexhill live? We will focus on animals' behaviours and habitats. For example, crabs in rock pools, rabbits in burrows. We will talk about the behaviour patterns we can see and consider: do similar animals live in similar places? Science Objectives *Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Vocabulary Notice, patterns, behaviour, habitat, living things, damp,	<u>Premier Sports: Gymnastics, Lesson 1</u> *How to make shapes with our bodies *How to move mats safely Key vocabulary: Control, safety Mrs Milner:	Unit 1.3: Pictograms, Lesson 1 *To understand that data can be represented in picture format.

					shady, dry, vertebrate, invertebrate, backbone. Working Scientifically <ol style="list-style-type: none"> 1. Ask simple questions and recognise that they can be answered in different ways. 2. Observe closely, using simple equipment. 3. Identify and classify. 4. Use their observations and ideas to suggest answers to questions. 5. Gather and record data to help answer questions. 	Holding a racket, Lesson 1 *To hold a racket correctly and use it to control a beanbag in a variety of ways.	
2	Phase 5 *ea like in the word beads *oy like in the word boy *ir like in the word girl Phase 4 (Final Blends) *lk like in the word milk *lp like in the word help	Spellings to practise at home for our spelling test... <ol style="list-style-type: none"> 1. we 2. can 3. are 4. bird 5. girl 6. dirt 	Learning Intention: To use adjectives in my writing. Learning Intention: To use the connective 'and' in my writing. Context: What 'everyday object villains' might Traction Man see around school? <i>You might see a sharp fork and it might jump on you.</i> Learning Intention: To use 'ing' words in my writing. Context: Designing and labelling outfits for Traction Man. Also turning ourselves into superheroes so we can help Traction Man. <i>I can help Traction Man with my freezing powers and my shooting webs.</i>	Block 2 - Addition & Subtraction Within 10 (continuing) <u>Small Steps:</u> *Subtraction – taking away – crossing out *Subtraction – taking away – using the symbol *Subtraction – find a part *Fact families – the 8 facts *Subtraction – counting back	Where Do Minibeasts Like To live? What minibeasts are we more likely to see in the Autumn/Winter time? Why? Observe minibeasts outside in their own habitat. The children will pick a minibeast that they would like to find more about. Look at their features and then consider and predict what type of place a _____ would like to live. Then, try it out and record where they go! Science Objectives Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Vocabulary Observations, prediction, habitat. Working Scientifically	Premier Sports: Gymnastics, Lesson 2 *How to balance on small parts of our body *How to move mats safely Key vocabulary: Control, safety Mrs Milner: Strike it, Lesson 2 *To use a racket to hit a ball or	Unit 1.3: Pictograms, Lesson 2 *To contribute to a class pictogram.

					<ol style="list-style-type: none"> 1. Observe closely, using simple equipment. 2. Use their observations and ideas to suggest answers to questions. 3. Gather and record data to help answer questions. 	beanbag with control.	
3	<p>Phase 5 *ue like in the word cue *wh like in the word whistle</p> <p>Phase 4 (Final Blends) *It like in the word belt *mp like in the word lamp *nch like in the word bench</p>	<p>Spellings to practise at home for our spelling test...</p> <ol style="list-style-type: none"> 1. what 2. had 3. my 4. whip 5. wheel 6. whisk 	<p>Learning Intention: To use 'ing' words in my writing. Learning Intention: To use positional language in my writing. Context: Reporting on Traction Man's adventures. <i>Traction Man is sleeping in bed.</i> <i>Traction Man is jumping on the bed.</i></p> <p>Learning Intention: To use question marks in my writing. Context: Traction Man's Sink Mission. Who do we want Traction Man to find? Opportunity to use adjectives and 'ing' words. <i>Can you see a zooming spoon?</i> <i>Can you see a jumping fork?</i></p> <p>Superheroes in everyday life – riddles. I help cats. I help dogs. I give medicine. Who am I?</p> <p>Writing questions for our visitor next week.</p>	<p>Block 2 - Addition & Subtraction Within 10 (continuing)</p> <p><u>Small Steps:</u> *Subtraction – finding the difference *Comparing addition and subtraction statements $a+b > c$ *Comparing addition and subtraction statements $a+b > c+d$</p>	<p>The Puppy Has Made A Mess!</p> <p>Oh no! There has been a puppy in the classroom and it has had an accident! We will plan an investigation to test the absorbency of different types of paper. Predict which paper will be the best at soaking up the accident and then test them to find out.</p> <p>Science Objectives Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Vocabulary Happy, healthy, explore, investigate, observe</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 1. Ask simple questions and recognise that they can be answered in different ways. 2. Observe closely, using simple equipment. 3. Use observations and ideas to suggest answers to questions. 	<p>Premier Sports: Gymnastics, Lesson 3</p> <p>*How to jump and land safely *Working with others to improve quality of work</p> <p>Key vocabulary: Control, safety</p> <p>Mrs Milner: Game time, Lesson 3</p> <p>*To apply my racket skills to play a target game.</p>	<p>Unit 1.3: Pictograms, Lesson 3</p> <p>*To use a pictogram to record the results of an experiment.</p>

					4. Gather and record data to help answer questions.		
4 Visit from a Police Sergeant. Possibly invite parent visitors in? Nurses, carers, etc.	<p>Phase 5 *ph like in the word elephant *ew like in the word pew *aw like in the word saw</p> <p>Phase 4 (Final Blends) *nd like in the word hand *nk like in the word ink *nt like in the word tent</p>	<p>Spellings to practise at home for our spelling test...</p> <ol style="list-style-type: none"> her so there paw saw jaw 	<p>Learning Intention: To use exclamation marks in my writing. Context: Writing speech bubbles for Traction Man's Sink Mission. <i>Watch out for the floating bubbles!</i> <i>Mind the banging plates!</i> <i>You can't catch me you silly old sponge!</i></p> <p>Learning Intention: To use finger spaces, capital letters and full stops in my writing. Context: Fiction writing about what Police do.</p>	<p>Block 3 – Shape <u>Small Steps:</u> *Recognise and name 3D shapes *Sort 3D shapes *Recognise and name 2D shapes *Sort 2D shapes *Patterns with 2D shapes and 3D shapes</p>	<p>Imaginary Pets The children will learn about the differences between birds, fish, amphibians, reptiles, mammals and invertebrates. They will sort the animals into groups according to their features. We will consider why some animals are kept as pets and others aren't. The children will design their own imaginary pet!</p> <p>Science Objectives Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Vocabulary Birds, fish, amphibians, reptiles, mammals, invertebrates, group, classify, compare, similarities, differences.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Use their observations and ideas to suggest answers to questions. 	<p>Premier Sports: Gymnastics, Lesson 4</p> <p>*How to jump and land safely *Listen to others.</p> <p>Key vocabulary: Control, safety</p> <p>Mrs Milner: Cricket bats, Lesson 4</p> <p>*To use a cricket bat to control a ball along the ground.</p>	<p>Unit 1.4: Lego Builders, Lesson 1</p> <p>*To emphasise the importance of following instructions.</p>

5 Speak to parents about inviting some pets in to school next week.	<p>Phase 5 *oe like in the word toe *au like in the word haunted</p> <p>Phase 4 (Final Blends) *pt like in the word script *sk like in the word tusk *xt like in the word text</p>	<p>Spellings to practise at home for our spelling test...</p> <ol style="list-style-type: none"> 1. out 2. this 3. have 4. some 5. toe 6. woe 	<p>Learning Intention: To use capital letters for names of people. Context: Creating our own characters. <i>Traction Man ran away from Professor Spoon.</i></p> <p>Recapping learning this term and opportunities to use adjectives, 'ing' spellings, question marks, exclamation marks. Context: Adapting an original fairytale and turning it into a Traction Man adventure!</p>	<p>Block 4 – Place Value Within 20</p> <p><u>Small Steps:</u> *Count forwards and backwards and write numbers to 20 *Numbers from 11-20 *Tens and ones *Count one more and one less</p>	<p><u>My Pet Is Happy & Healthy</u></p> <p>We will discuss what pets like and what we need to do to keep them happy and healthy. We will think about what sort of care the home-made pets might need. We will decide how you can keep our pets happy and healthy.</p> <p>Science Objectives Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Vocabulary Birds, fish, amphibians, reptiles, mammals, invertebrates, group, classify, compare, similarities, differences.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 1. Identify and classify. 	<p>Premier Sports: Gymnastics, Lesson 5</p> <p>*How to make a story with our body. *Working together to improve performance</p> <p>Key vocabulary: Control, safety</p> <p>Mrs Milner: Bat the ball, Lesson 5</p> <p>*To use a cricket bat to hit a ball with control.</p>	Unit 1.4: Lego Builders, Lesson 2 *To follow and create simple instructions on the computer.
6	<p>Phase 5 Recapping taught sounds so far.</p> <p>Phase 4 Recapping taught sounds so far.</p>	<p>Spellings to practise at home for our spelling test...</p> <ol style="list-style-type: none"> 1. went 2. be 3. like 4. loud 5. shout 6. mouth 		<p>Block 4 – Place Value Within 20</p> <p><u>Small Steps:</u> *Compare groups of objects *Compare numbers *Order groups of objects *Order numbers</p>	<p><u>Let's Welcome Some Pets!</u></p> <p>Invite some pets (and their owners) into school! The children will record their observations in videos and photographs. They will have the opportunity to ask the owners questions about keeping them happy and healthy. Discover what makes these animals good pets? And discover what they all have in common?</p> <p>Science Objectives Identify and name a variety of</p>	<p>Premier Sports: Gymnastics, Lesson 6</p> <p>*Matching movement to complete a sequence *Working together to improve performance</p>	Unit 1.4: Lego Builders, Lesson 3 *To consider how the order of instructions affects the result.

<p>Music</p> <p></p>	<p><u>I Am a Robot</u></p> <p>Learning Focus: Body Percussion, Pulse, Rhythm, Composition, Voice as an instrument.</p> <p><i>Christmas production.</i></p>	
<p>RE</p>	<p>Belonging (SACRE)</p> <p>*What is special about a new baby?</p> <p>*How is a baby welcomed into a family and into a faith community?</p> <p>*What does a baby need and what do we hope for its life?</p> <p>*What kind of ceremony could we have to welcome it?</p> <p>Christmas story</p> <p>*How do Christians celebrate Christmas?</p> <p>*We will look at an advent wreath. What does the word advent mean?</p> <p>*Advent is a time of preparation for the celebration of the birth of Jesus. The children will learn how the Advent Wreath is used and the meaning behind the four candles.</p> <p>*Understanding light as a religious symbol. How does light make us feel? Share 'Can't You Sleep Little Bear?'</p> <p>*How is light used at Christmas?</p> <p>*Light is used to show that Christmas is a time for happiness and warmth and to remind Christians that Jesus is the light of the world.</p> <p>*We will also learn about Christingles and the symbolism of the orange, the red ribbon, etc.</p> <p>*Why are gifts given at Christmas?</p>	
<p>History</p>	<div></div> <p>We will continue our historical journey with Nanny Pat and Grandpa Joe - our History buddies this year!</p> <p>Changes within living memory.</p> <p>Toys in the past (toys that parents/grandparents used to play with).</p> <p>*Looking at and talking about toys today.</p> <p>*What does 'the past' mean?</p> <p>*What do we want to know about toys from the past?</p> <p>*Can we find out about toys from the past?</p> <p>*Learning how to use different sources to help us answer questions about toys from the past.</p> <p>*Talk to parents/grandparents. Write to Orchard House and ask them about their favourite toys.</p> <p>*Comparing and sorting toys.</p>	<div><div><p>Old Toys</p></div><div><p>New Toys</p></div></div>

Geography	<p>The children will continue their adventures with Paddington Bear – our Geography buddy this year. We will continue to mark all the places/countries as we learn about them.</p> <p>Geographical skills 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. <i>*Helping Traction Man get to his missions using maps and compass directions.</i></p> <p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. <i>*Paddington Bear wants to learn all about the UK!</i></p> <p>Building skills in Geography – Hamilton Trust. Block A - Destination UK.</p> <p>We Are Britain – Hamilton Trust. Block A – British Values. Block B – Four Nations. Block G – Celebrate Britain.</p>
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Helpful Links

<https://www.bbc.co.uk/teach/bring-the-noise/i-am-a-robot-song/zkf9bdmMusic> - Music

<https://www.hamilton-trust.org.uk/science/year-1-science/> Science