

Year 1 -MTP Summer term 2 2021 'If You Go Down To The Woods Today' (cont)

	Week 1 Wc 7.6.21 (Monday is INSET)	Week 2 Wc 14.6.21	Week 3 Wc 21.6.21	Week 4 Wc 28.6.21	Week 5 Wc 5.7.21	Week 6 Wc 12.7.21	Week 7 WC 19.7.21 (3 days)
Literacy	Guided Reading / Writing		Character description / setting	poetry		Traditional tales	
	<p><i>Texts: The Owl Who Was Afraid of the Dark – Jill Tomlinson</i></p> <p>If you are home learning through isolation please see your class teacher who will send you the appropriate learning for your child's absence.</p>		<i>Text: The Owl Who Was Afraid of the dark</i>	<i>Text: Poetry – nature / owls / insects / plants - non rhyming</i>			
	<p>KPIs / Objectives Say a sentence before writing it. ETIW – finger spaces, full stops, capital letters to start sentences and for names. Inc conjunctions and expanded noun phrases for some. Check own writing makes sense by re-reading it and some self editing. To form lower case letters correctly, To spell words containing each of the phonemes taught.</p>		<p>KPIs / Objectives Say a sentence before writing it. ETIW – finger spaces, full stops, capital letters to start sentences and for names. Inc conjunction 'and' and expanded noun phrases for some. Check own writing makes sense by re-reading it and some self editing. To form lower case letters correctly,</p>	<p>KPIs / Objectives Name the letters of the alphabet in order and for some, from any point (use Phonics Tracker assessment – alphabet – continue from last term) Say a sentence before writing it. ETIW – finger spaces, full stops, capital letters to start sentences and for names. Inc conjunction 'and' and expanded noun phrases for some. Check own writing makes sense by re-reading it and some self editing. To form lower case letters correctly, To spell words containing each of the phonemes taught.</p>	<p>KPIs / Objectives Suffixes –ed –ing–er-est – s – es To use a question mark or exclamation mark at the end of a sentence eg 'Quick! Run!' Say a sentence</p>	<p>KPIs / Objectives To use capital letters – assess capital letters using Phonics Tracker Suffixes –ed –ing–er-est – s – es Say a sentence before writing it. ETIW – finger spaces, full stops, capital</p>	

	<p>To use the conjunction 'and' in sentences.</p> <p>VIPERS – Explain, Retrieve and Sequence events (3 sessions)</p>		<p>To spell words containing each of the phonemes taught.</p>		<p>before writing it. ETIW – finger spaces, full stops, capital letters to start sentences and for names. Inc conjunction 'and' and expanded noun phrases for some. Check own writing makes sense by re-reading it and some self editing. To form lower case letters correctly, To spell words containing each of the phonemes taught.</p>	<p>letters to start sentences and for names. Inc conjunction 'and' and expanded noun phrases for some. Check own writing makes sense by re-reading it and some self editing. To form lower case letters correctly, To spell words containing each of the phonemes taught.</p>	
<p>Phonics Daily phase 5C in class plus phase</p>	<p>Phase 5C Complete screening</p>	<p>Phase 5C Complete screening</p>	<p>Phase 5C Re-assess gaps only in phase 3 and 5a and tweak intervention groups</p>	<p>Phase 5C Re-assess gaps only in phase 3 and 5a and tweak intervention groups for T6</p>	<p>Phase 5C Re-assess gaps only in phase 3 and</p>	<p>Phase 5C Re-assess gaps only in phase 3 and 5a and</p>	<p>Phase 5C Re-assess gaps only in phase 3 and</p>

3/5a intervention where needed					5a and tweak intervention groups for T6	tweak intervention groups for T6	5a and tweak intervention groups for T6
Maths	<p>Ongoing mental maths: Count within 100 forwards and backwards starting with any number.</p> <p>Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple.</p> <p>Ongoing mental maths – to revise bonds</p>	<p>Ongoing mental maths: Count within 100 forwards and backwards starting with any number.</p> <p>Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple.</p> <p>Ongoing mental maths – to revise bonds within 10 and 20</p> <p>Place value within 100 (to</p>	<p>Ongoing mental maths: Count within 100 forwards and backwards starting with any number.</p> <p>Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple.</p> <p>Ongoing mental maths – to revise bonds within 10 and 20</p> <p>To compose numbers from 2 parts and partition numbers into parts</p>	<p>Ongoing mental maths: Count within 100 forwards and backwards starting with any number.</p> <p>Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple.</p> <p>Ongoing mental maths – to revise bonds within 10 and 20</p> <p>Read, write and interpret equations containing the + - and = symbols</p>	<p>Ongoing mental maths: Count within 100 forwards and backwards starting with any number.</p> <p>Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple.</p> <p>Ongoing mental maths – to revise bonds</p>	<p>Ongoing mental maths: Count within 100 forwards and backwards starting with any number.</p> <p>Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple.</p> <p>Ongoing mental maths – to revise bonds within 10 and 20</p>	Assessments complete

	<p>within 10 and 20</p> <p>Place value within 100 (to reason about the position of a number on the number line)</p>	<p>reason about the position of a number on the number line)</p>			<p>within 10 and 20</p> <p>To develop fluency in addition and subtraction facts within 10 / 20</p>	<p>Practical multiplication and division</p>	
Science / Geography	<p>Complete design and make 3D tree individually for an owl to hang from</p>			<p>Weather – ongoing</p>	<p>Weather – ongoing</p>	<p>Carnivore / Omnivore / Herbivore sorting</p>	
PSHE - Relationships	<p>Jigsaw – PSHE Changing Me – changes from baby to adult lifecycle</p>		<p>Jigsaw – PSHE Changing as I grow. Look at baby photos and distinguish between changes – body, appearance, abilities.</p>			<p>Jigsaw – PSHE – Changing Me Understanding boys’ and girls’ body parts and respecting privacy.</p>	
RE			<p>Why Is Our World Special? Senses. Discuss all senses. Play some gentle music, e.g., <i>Music for a Water Fantasy</i> by Rachmaninoff. Ask children to identify the sense(s) they need to appreciate pics and music. Explain that as well as the five senses they also need imagination and thinking ability to understand more about things in the world. Which items might make them happy, amazed, sad, worried, and why. Draw at least one of the items and write down which feeling(s) they attached to it, with at least one reason.</p>	<p>Why Is Our World Special? – The Hindu story of creation</p> <p>http://www.youtube.com/watch?v=Y9yWwFWpbRo</p> <p>Ask children about the things which helped create the world. Create / take care / destroy – lifecycle activity.</p>		<p>Why Is Our World Special? Pupils will: explore a Christian hymn praising God for His creation eg ‘The earth is the Lord’s’, and put this to the tune of a well known tune that they already know.</p>	

Art / DT		Camille and the Sunflowers (Van Gogh) - sketch observational drawings		Make a leaf from air drying clay	Monet – waterlilies - Katie and the water lily pond		End of term craft
Music		Follow Y1 MTP in class	Follow Y1 MTP in class			See RE above	