

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

	Week 1 Wc 19.4.21	Week 2 Wc 26.4.21	Week 3 Wc 4.5.21 (Monday is Bank Holiday)	Week 4 Wc 10.5.21	Week 5 Wc 17.5.21	Week 6 Wc 24.5.21
English <i>See Teams Assignments for literacy for each day until week 3</i>	Narrative retelling		Chronological Report		Diary entry	
	<p>Texts: <i>The Minpins – Roald Dahl</i></p> <p>If you are home learning please see your class teacher who will send you the appropriate learning for your child's absence.</p>	<p>Text: <i>Poetry – nature / insects / plants</i></p> <p>See MTP Literacy plan for KPIs which will follow the genre above and our KPIs. If you are home learning please see your class teacher who will send you the appropriate learning for your child's absence.</p>	<p>Text: <i>Owl Babies / The Owl Who Was Afraid of the dark</i></p> <p>See MTP Literacy plan for KPIs which will follow the genre above and our KPIs. If you are home learning please see your class teacher who will send you the appropriate learning for your child's absence.</p>			
	<p>KPIs / Objectives</p> <p>Say a sentence before writing it. ETIW – finger spaces, full stops, capital letters to start sentences and for names.</p> <p>Inc conjunctions and expanded noun phrases for some.</p> <p>Check own writing makes sense by re-reading it and some self editing.</p> <p>To form lower case letters correctly,</p> <p>To spell words containing each of the phonemes taught.</p> <p>To use the conjunction 'and' in sentences.</p>	<p>KPIs / Objectives</p> <p>Say a sentence before writing it. ETIW – finger spaces, full stops, capital letters to start sentences and for names.</p> <p>Inc conjunction 'and' and expanded noun phrases for some.</p> <p>Check own writing makes sense by re-reading it and some self editing.</p> <p>To form lower case letters correctly,</p> <p>To spell words containing each of the phonemes taught.</p>	<p>KPIs / Objectives</p> <p>Name the letters of the alphabet in order and for some, from any point (use Phonics Tracker assessment – alphabet – continue from last term)</p> <p>Say a sentence before writing it. ETIW – finger spaces, full stops, capital letters to start sentences and for names.</p> <p>Inc conjunction 'and' and expanded noun phrases for some.</p> <p>Check own writing makes sense by re-reading it and some self editing.</p> <p>To form lower case letters correctly,</p>	<p>KPIs / Objectives</p> <p>Suffixes –ed –ing—er—est – s – es</p> <p>To use a question mark or exclamation mark at the end of a sentence eg 'Quick! Run!'</p> <p>Say a sentence before writing it. ETIW – finger spaces, full stops, capital letters to start sentences and for names.</p> <p>Inc conjunction 'and' and expanded noun phrases for some.</p>	<p>KPIs / Objectives</p> <p>To use capital letters – assess capital letters using Phonics Tracker</p> <p>Suffixes –ed –ing—er—est – s – es</p> <p>Say a sentence before writing it. ETIW – finger spaces, full stops, capital letters to start sentences and for names.</p> <p>Inc conjunction 'and' and expanded noun phrases for some.</p> <p>Check own writing makes sense by re-</p>	

				To spell words containing each of the phonemes taught.	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.	reading it and some self editing. To form lower case letters correctly, To spell words containing each of the phonemes taught.
Phonics Daily phase 5b in class plus phase 3/5a intervention where needed	Phase 5B Start phonics Mock Screening 1	Phase 5B Complete Mock Screening 1 in class	Phase 5B Re-assess gaps only in phase 3 and 5a and tweak intervention groups	Phase 5B	Phase 5B Re-assess gaps only in phase 3 and 5a and tweak intervention groups for T6	Phase 5B Re-assess gaps only in phase 3 and 5a and tweak intervention groups for T6
Maths	Ongoing mental maths: Count within 100 forwards and backwards starting with any number. Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple.	Ongoing mental maths: Count within 100 forwards and backwards starting with any number. Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple. Develop fluency in addition and	Ongoing mental maths: Count within 100 forwards and backwards starting with any number. Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple. Compose numbers to 10 (20) from 2 parts (part part whole model) with addition and subtraction .	Ongoing mental maths: Count within 100 forwards and backwards starting with any number. Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple. Compose numbers to 10 (20) from 2 parts (part part whole model) with addition and subtraction	Ongoing mental maths: Count within 100 forwards and backwards starting with any number. Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple. Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols and to use in real life contexts (number stories).	Ongoing mental maths: Count within 100 forwards and backwards starting with any number. Ongoing mental maths: Count in 2s 5s and 10s forwards and backwards beginning with any multiple. Reason about the location of numbers on a number line to 100 inc comparing using < > =

	Develop fluency in addition and subtraction facts within 10	subtraction facts within 10 (problem solving, using and applying)				
Geography Weather		1) What are the seasons ? 2) How are the seasons different? 3) How would you dress in each season?		1) What activities could you do in the different seasons ? 2) What is the weather like today? 3) Collect rainfall and compare to earlier in spring.		End of unit assessment – send to Subject Leads
Science	Explorify Naming plants and trees 1 – What I already know – drawings of plants 2 - trees and plants around our school locality - walk and leaf collect and observe. 3- Leaf man text – activities with leaf art/ rubbings etc		Explorify What’s going on Seasons Structure of plants and trees 1– trip to Hangstones spotting different types of trees (as in previous years if poss) 2. Observing changes in trees through the seasons. 3 - pattern spotting – does the tree with the largest trunk have the largest leaves?		Explorify - 1– TAPs plan – plant structure activity and assessment (a weed will be dug up and carefully observed) 2 – Is a tree a plant? Draw a tree and label. 3 – Sunflower seeds to plant – using text Eric Carle’s The Tiny Seed.	
PSHE - Relationships	Jigsaw – PSHE Relationships I know how it feels to belong to a		Jigsaw – PSHE Relationships I know how to make a new		Jigsaw – PSHE Relationships I know which forms of physical contact are	

	family and care about the people who are important to me. I can identify the members of my family and understand that there are lots of different types of families.		friend. I can identify what being a good friend means to me.		acceptable and unacceptable to me. I can tell you of appropriate ways to greet my friends.	
RE		Creation - Why is our world special? How do I feel about the natural world? (e.g. wonder, amazement, mystery, worry, sadness)		Creation - Why is our world special? What different ways can I use to show what I think and believe about our world?		Creation - Why is our world special? How do people show they care / don't care about our world?
Art	Minpin design will be incorporated into literacy narrative		Continuous this week : 3D tree sculpture in groups.	Owl – pastels / DT owl moving parts	LEARNING COLLEGE THIS WEEK	LEARNING COLLEGE THIS WEEK
Music	Follow Y1 MTP in class		Follow Y1 MTP in class		Follow Y1 MTP in class	