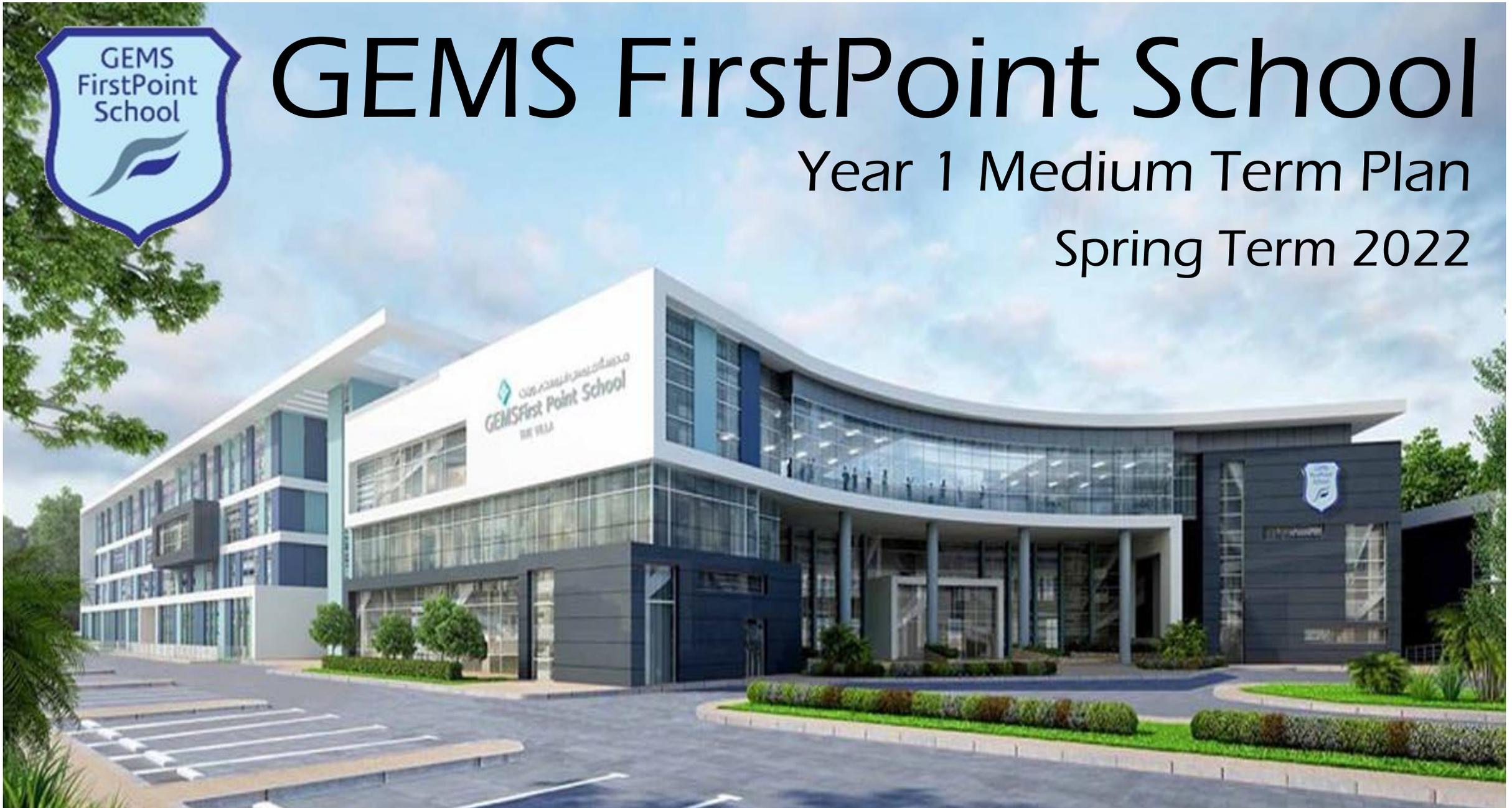




GEMS FirstPoint School

Year 1 Medium Term Plan

Spring Term 2022





Overall Learning Focus:

We are on a mission to keep FPS and the world safe! We will be solving problems, using our imagination and thinking of innovating ideas to put our superpowers to good use!

Real Life Links / Careers :

We will be looking at some real life superheroes both in our schools and community. We will be looking at different jobs that help to keep us safe and happy. If you have anyone in your family that you would class as a real life superhero, we would love for you to get in touch to discuss how you could input into our learning. Some examples include, police, fire fighters, doctors, nurses etc.

Core Values:

We will be **caring** for others, our community and the world around us.

We will be **inquiring** and **exploring** into different ways that we can save the world and help others.

We will be **creating** our superhero personas, thinking about the special powers we will have.

We will be **leading** others to show them ways to care for their environment.

Topic Hook/Stunning Start:

We will need to put our best detective skills to the test straight away when we find that someone has been into our classroom, made a mess and tied up lots of fruit and vegetables! After reading the story of Supertato, we discover that it is the evil pea making all of this trouble. As an incredible team, we are all going to work together to defeat the evil pea and make sure that this doesn't happen again!

Trips and Events:

We will be taking part in our very own recycling project that we would love our parents involvement with. More details will follow soon...

Community Links:

We will be exploring our own communities and the people in it. We will be looking at how we can help keep our community safe and work together to come up with some strategies to help save the environment.

Fantastic Finish:

At the end of our superhero training, we will prove all the ways we have used our powers to help others and take part in a very special award ceremony where we will receive our very own superhero medals.

Narrative – Contemporary fiction

- Begin to demarcate sentences with an exclamation mark
- To say aloud an idea before writing.
- To tell my teacher what I have written.
- Explore the separation of words with spaces.
- Sequencing sentences to form short narratives.
- Rehearse sentences orally including language rich vocabulary (from text.)
- Sequencing sentences to form short narratives.
- Re-reading what has been written to check that it makes sense.
- Identify and explore how words can combine to make sentences Joining words and joining clauses using 'and'.



Writing across the Curriculum



Recount

- To join sentences to form a narrative.
- To recount events in order.
- To read and check a sentence for meaning.
- To rehearse and use imperative verbs.
- To say aloud an idea before writing.
- To tell my teacher what I have written.
- Sequencing sentences to form short narratives.
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Performance poetry

- To appreciate poetry that is trickier than my reading level.
- To use spoken language to predict.
- To show my understanding of language from my teacher.
- To recite poetry beyond my reading level.



Spelling, Punctuation and Grammar



Spelling

- Read and spell words using all known 44 graphemes.
- To decode and blend using all known 44 graphemes,
- To read and spell phase 4 and 5 high frequency words.

Grammar

- Use the language of digraph, trigraph, grapheme in all phonics lessons and writing lessons.
- Identify and explore how words can combine to make sentences. Joining words and joining clauses using 'and'.
- Sequence sentences to form short narratives in oral communication.

Punctuation

- Explore the separation of words with spaces.
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- Use capital letters for names and for the personal pronoun I.
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- Identify and be introduced to how capital letters, full stops, question marks and exclamation marks are used to demarcate sentences.



Maths Units



Number - number and place value

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Given a number to 100, identify one more and one less.
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Read and write numbers from 1 to 50 in numerals and words.

Number – Multiplication and division

- Count in multiples of twos, fives and tens.
- 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.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- 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.

Shape, space and measurement

- Measure and begin to record lengths and heights.
- Compare, describe and solve practical problems for lengths and heights (for example long/short, longer/shorter, tall/short, double/half).
- use mathematical vocabulary to describe position, direction and movement
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Measure and begin to record time (hours, minutes, and seconds).
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, and later].



Core Curriculum - Subject Areas



Science

- To ask questions and explore and label a range of plants and trees (Ask simple questions)
- To identify and name a variety of common plants and trees. (identify and classify)
- To use information collected about plants to create a chart (gather and record data)
- To use simple equipment to explore parts of a plant (observe closely using simple equipment)
- To name the different parts of a plant including the roots, stem, leaf and flower
- To describe parts of a plant including the roots, stem and leaves. (using their observations and ideas to suggest answers to questions)
- To identify and describe deciduous and evergreen trees. (identify and classify)
- To observe and identify the roots, trunk and branches of a tree. (using their observations and ideas to suggest answers to questions)
- To compare flowers, plants and trees to identify similarities and differences (Identify and classify)
- To sort plants by size and record the results (gather and record data)
- To observe the changes to weather across the four seasons and create a weather report *use weather symbols and make forecasts (asking simple questions and recognising that they can be answered in different ways).
- To suggest how to dress appropriately for the weather *links to characters from English text.
- To observe changes to plants across the seasons and record data about the changes.
- To observe and paint the changes across the seasons. (observing closely, using simple equipment)
- To observe and describe how the length of a day To observe and discuss weather variation in different parts of the world. (gathering and recording data to help in answering questions.)

Social Studies

- Explains the geographical relationships of familiar places in the student's community (home to school/ school to home, school to market)
- Determines the relative location of objects using positional terms near/far, behind/in front, over/under, left/ right, up/down.
- Identifies and explains the importance of key locations in the neighborhood
- Constructs maps of familiar places (e.g., classroom, bedroom, playground, and neighborhood)
- Explains the relationship between local natural environments and their impact on human activities in each of them (e.g., desert environment, mountainous environment, etc.)
- Investigates human impact on the immediate and surrounding environment
- Recognizes connections between who he/she is as a person and his/her place in society
- Identifies himself/herself as a unique individual, different from others
- Realizes that individuals are part of a group
- Recognizes the importance of having school rules and regulations Discusses reasons for having rules
- Identifies sources and purpose of authority in various settings (e.g. king, principal, teacher, parent)
- Lists some rights and responsibilities of the individual in relation to other members of a social group (e.g. cleaning up toys, caring for a pet)

Moral Education

- To identify 3 goals/resolutions students will try to achieve this year. (both academic and personal)
- To differentiate between 'good' and 'bad' choices.
- To identify 'good' characters in the book and provide an explanation as to why they are 'good'
- To make a comparison between the traits they show and the traits that 'supertato' shows. What are the similarities and differences?
- To provide advice to someone who hasn't made good choices
- To understand that there can be different consequences to decisions we make.
- Identifying that everyone is different in their own way
- Embracing people's differences and showing acceptance towards them
- The importance of friendship
- (why do we need friends? How do they support us?)
- Identifying traits in yourself which makes you a good friend
- What to do when you are feeling lonely
- Identifying the characteristics of a good friend



Core Curriculum - Subject Areas



Arabic

- To repeat greeting in Arabic.
- To write letters with long and short vowels.
- To copy from his memory some Arabic letters without help .
- To read letters with short and long vowels.
- To identify words made from 2 letters sounds.
- To recognize the difference between masculine and feminine.
- To use the pronouns I .
- To understand the possessive pronoun (ي) (my)

Islamic

- To explain the concept of truthfulness and falsehood “Lying”
- To recognize the harms of telling lies.
- To compare the reward of the truthfulness and the consequences of liars.
- To identify the five pillars of Islam.
- To provide examples on how to apply the five pillars of Islam. -To summarize the benefit of each of the pillars of Islam.



Thematic Curriculum - Subject Areas



Geography

- 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
- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- understand geographical similarities and differences through studying the human and physical geography of a small area

History

- Changes within living memory and events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Art

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Thematic Curriculum - Subject Areas



Computing

- I can give instructions to my friend and follow their instructions to move around.
- I can describe what happens when I press buttons on a robot.
- I can press the buttons in the correct order to make my robot do what I want.
- I can describe what actions I will need to do to make something happen and begin to use the word algorithm.
- I can begin to predict what will happen for a short sequence of instructions.
- I can begin to use software/apps to create movement and patterns on a screen.
- I can use the word debug when I correct mistakes when I program.

PE

Term 2 Focus – Athletics

- Run 50m without stopping
- Can run at maximum speed
- Uses arms to run faster
- Beginning to use opposite arm to legs
- Can think about how to start a race
- 2-2 (jump forward)
- Attempts to use arms to make jump go further
- 1- 1 (triple jump progression) skip
- Throw a beanbag underarm using one hand as far as I can
- Throw a beanbag overarm using one hand as far as I can
- Remember and repeat the throwing action (underarm and overarm)

Design & Technology

- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.
- Evaluate their ideas and products against design criteria.
- Build structures, exploring how they can be made stronger, stiffer and more stable.

Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded music.