

Year 1 MTP Term 5

Date	Outdoor Learning / Cultural Capital	Love to Read	English	Spag	Guided reading texts	Maths	Science	Computing	Art & Design	Design & Technology	Geography	History	RE	Music 	PSHE (Jigsaw) 	P.E. 
Week 1			<p>Explore how the postcards describe the beach and seaside. Can we think of places that we can describe in Mablethorpe? What could we say about Mablethorpe beach? Can we use adjectives to create noun phrases? Can we use adverbs to describe what we would do there?</p> <p>To apply phonic knowledge and skills as the route to decode words To read with accuracy by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spellings and sound an where these occur in the words. To link what they read or hear read to their own experiences. To discuss word meanings, linking new meanings to those already known. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done.</p>		At the beach	<p>To count in 2s To count in 5s To count in 10s To recognise equal groups</p>	<p>1 Can you identify and name parts of the human body?</p>	1 label and match	<p>1 What are collectors and explorers?</p>	<p>1 How effective are existing bags?</p>	<p>1 What do you like to do in Mablethorpe?</p>	<p>1 What was going to the seaside like 100 years ago?</p>	<p>To read, sequence and begin to show an understanding of the symbolism of the Easter story and its importance to Christians.</p>	<p></p>	<p>1 I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me</p>	<p>To co-operate in a team? How can you throw and catch a ball?</p>
Week 2	<p>Outdoor adventures outside in the school grounds – treasure hunts/ orienteering</p>  	A variety of short picture books by popular children's authors	<p>Compose sentences orally and sequence them. Check their writing and read out loud what they have written. To explore the features of a postcard and get them to write a postcard from Mablethorpe. What would we do at Mablethorpe? What could we tell people about Mablethorpe? Explore composing postcards from Mablethorpe, look at using the date, greetings, adding in interesting events and using time connectives to order events. Selecting vocabulary to create a desired effect.</p>	<p>Capital letters Finger spaces Full stops Review using ing Review using the past tense participle Name the letters of the alphabet in order Write the days of the week Use s/es for plurals Contractions: I'm, I'll, he'll, she'll, we'll don't, won't Use of but, so, Spell the words: here, I, you, there, he, me, we, she, they</p>	At the beach	<p>To make arrays To make doubles To describe rows and columns To record in repeat additions</p>	<p>2 Can you explore the world using the sense of sight and smell?</p>	2 group and count	<p>2 Can you find patterns and shapes in nature?</p>	<p>2 Which fabric would be the most effective to make our bags out of?</p>	<p>2 What is the land used for in Mablethorpe?</p>	<p>2 What did people do at the seaside 100 years ago?</p>	<p>To enquire and give reasons on what makes a Christian Church special</p>	<p>Step 1 Your Imagination by Joanna Mangona and Pete Readman</p>	<p>2 I can identify what being a good friend means to me I know how to make a new friend</p>	<p>How can you run FAST? How can you bounce and catch a ball?</p>
Week 3			<p>Re-tell, create a story about a holiday to Mablethorpe, review writing in the past tense. Using the story structure</p>		At the beach	<p>To make equal groups by grouping To make equal groups by sharing To use pictorial representations to share equally</p>		3 describe an object	<p>3 What are the different ways we can draw?</p>		3 Field work- Beach trip	3 Field work- Beach trip	<p>What symbols can you see in a church and what do they mean?</p>	<p>Step 2 Supercalifragilisticexpialidocious from Mary Poppins</p>	<p>3 I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me</p>	<p>Throw a variety of objects accurately at a range of targets How can you control a ball with a racket?</p>
Week 4			<p>To read words containing taught GPCs and -s, -es, -ing, -ed, -er and d-est endings To read words with contraction</p>	<p>Information Text features, writing in the present tense, for now and in the past for then. Explore writing statements and expanding on statements using</p>	Seaside's Now and then	<p>To recognise half an object or shape Find half an object or shape To recognise half a quantity To find half a quantity</p>		4 making different groups	<p>4/5 How can we make wax resist Autumn leaves</p>		4 Fieldwork farm trip		<p>To identify the differences between religious traditions of the same religion</p>	<p>Step 3 Listen and Appraise - Pure Imagination from Willy Wonka & The Chocolate Factory</p>	<p>4 I know who can help me in my school community I know when I need help and know how to ask for it</p>	<p>To perform a long jump with balance and control How can you control a ball on the floor?</p>

