

Week	Milestone	National Curriculum Objectives
1	The child demonstrates an understanding of number up to and across 100	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words.
2	The child recognises money symbols; combines amounts and give change	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes
3	The child tells the time to the hour and half past the hour, turns the hands of a geared clock to show these times and draws hands on a clock face to show o'clock times.	<ul style="list-style-type: none"> compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] measure and begin to record time (hours, minutes, seconds) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] ...
4	The child can describe position, direction and movements including whole, half, quarter and three quarter turns	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns.
5	The child measures and solves practical problems using both standard units – capacity	<ul style="list-style-type: none"> compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] measure and begin to record the following: capacity and volume
6	The child measures and solves practical problems using both standard units – length	<ul style="list-style-type: none"> compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] measure and begin to record the following: lengths and heights
7	The child measures and solves practical problems using both standard units - weight/mass	<ul style="list-style-type: none"> compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] measure and begin to record the following: mass/weight

Year 1 English Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
1	Narrative	
2	<p>1. The child sequences sentences to form short narratives</p> <p>2 The child re-reads what they have written to check it makes sense</p> <p>3.The child experiments with vocabulary to add detail</p> <p>4. The child experiments with writing compound sentences using the co-ordinating conjunction <i>and</i> to join words and clauses</p> <p>5. The child experiments with writing questions, statements and exclamations, attempting to punctuate them correctly</p> <p>6. The child forms lower case, capital letters</p>	<p>Writing – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> The child experiments with writing compound sentences using the co-ordinating conjunction and to join words and clauses The child experiments with writing questions, statements and exclamations, attempting to punctuate them correctly The child experiments with vocabulary to add detail The child can add prefixes and suffixes (NC - appendix 2) <p>Composition</p> <p>saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Handwriting</p> <p>sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Spellings</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>
3	Poetry – rhymes	<ul style="list-style-type: none"> Saying out loud what they are going to write about
4	<p>Poetry – rhymes</p> <p>1. The child forms lower case, capital letters</p> <p>2 The child re-reads what they have written to check it makes sense</p> <p>3.The child experiments with vocabulary to add detail</p>	<p>Writing – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> The child experiments with writing compound sentences using the co-ordinating conjunction and to join words and clauses The child experiments with writing questions, statements and exclamations, attempting to punctuate them correctly The child experiments with vocabulary to add detail The child can add prefixes and suffixes (NC - appendix 2) <p>Composition</p>

	The child experiments with writing questions, statements and exclamations, attempting to punctuate them correctly	<p>saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Handwriting</p> <p>sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Spellings</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>
5 6	<p>Instructions</p> <ol style="list-style-type: none"> 1. The child forms lower case, capital letters 2. The child re-reads what they have written to check it makes sense 3. The child experiments with vocabulary to add detail 4. The child experiments with writing questions, statements and exclamations, attempting to punctuate them correctly 	<p>Writing – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • The child experiments with writing compound sentences using the co-ordinating conjunction and to join words and clauses • The child experiments with writing questions, statements and exclamations, attempting to punctuate them correctly • The child experiments with vocabulary to add detail • The child can add prefixes and suffixes (NC - appendix 2) <p>Composition</p> <p>saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Handwriting</p> <p>sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Spellings</p>

		<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>
7	<p>Recount</p> <ol style="list-style-type: none"> 1. The child re-reads what they have written to check it makes sense 2. The child experiments with vocabulary to add detail 3. The child experiments with writing compound sentences using the co-ordinating conjunction and to join words and clauses 4. The child experiments with writing questions, statements and exclamations, attempting to punctuate them correctly 5. The child forms lower case, capital letters 	<p>Recount</p> <p><u>Writing – vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • The child experiments with writing compound sentences using the co-ordinating conjunction and to join words and clauses • The child experiments with writing questions, statements and exclamations, attempting to punctuate them correctly • The child experiments with vocabulary to add detail • The child can add prefixes and suffixes (NC - appendix 2) <p><u>Composition</u> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><u>Handwriting</u> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><u>Spellings</u> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>

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Year 1 Topic Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
1 - 7	Art & Design	<p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> •
1 - 7	Computing	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
1 - 7	D&T	<ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • explore and evaluate a range of existing products • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
1 - 7	Geography	<p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>
1 - 7	History	<ul style="list-style-type: none"> • Lear about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
1 - 7	Music	<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music.
1 - 7	PE	<ul style="list-style-type: none"> • perform dances using simple movement patterns.
1 - 7	PSHE	<ul style="list-style-type: none"> • Realise that people and other living things have needs, and that they have responsibilities to meet them.

Year 1 Science Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
1 - 7		<ul style="list-style-type: none">• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• observe changes across the four seasons• observe and describe weather associated with the seasons and how day length varies. <p>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>