

Year 1 / Spring 2 Medium Term Plan

	Week 1 24/02/20	Week 2 02/03/20	Week 3 09/03/20	Week 4 16/03/20	Week 5 23/03/20	Week 6 30/03/20
Themed Week		International Women's Week				
Events	<input type="checkbox"/> Yr 1/3/4/5 Assessment Week	<input type="checkbox"/> World Book Day 5th March <input type="checkbox"/> Y R Core Book Day AND Parent workshop 4 - Reading 5th March	<input type="checkbox"/> Y2 SATs procedures parent meeting 12th March <input type="checkbox"/>	<input type="checkbox"/> Y2 & Y6 Mock Week <input type="checkbox"/> Fairplay House - Y5 <input type="checkbox"/> Mum's Morning 20th March	<input type="checkbox"/> Y 3/4/5 Parents Assembly <input type="checkbox"/> 6pm 28th March - 10am 29th March Y4 Sleepover	<input type="checkbox"/> Easter Egg Hunt 31st March
Reading	CLASSIC PICTURE BOOK Polar Bear Polar Bear Bill Wardle	SONGS & RHYMES Polar Bears	NON FICTION Arctic Animals Habitats	NON FICTION Arctic Animals Habitats	Read 'The Dolphin Boy'	RIDDLES Arctic Animal - Who am I?
Writing	Writing a description of animals using adjectives to describe colour and shape Use Arctic Tundra.	Children to write their own poem, using repetitive refrain and verbs	Children to create a simple fact file about Polar bears	Children to create a Polar Bear habitat in the garden. Write a list of instructions on how to create a habitat for the Polar bear.	The Dolphin Boy Retell of how the Dolphin was saved. Use picture sequence.	Assessment Children to choose a different animal from previous week to write a riddle.
Grammar & Punctuation	Using when/if/that/because	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Question marks and exclamation marks.	Comprehension inference questions based on The Dolphin Boy.	To recognise spoken words (dialogue in speech bubbles or encased in speech marks). Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Subordinating and coordinating conjunctions Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
Phonics	Phase 3 and 4-Group 1 Phase 4 and 5 -Group 2 Phase 6-Group 3 and 4	Phase 3 and 4-Group 1 Phase 4 and 5-Group 2 Phase 6-Group 3 and 4	Phase 3 and 4-Group 1 Phase 4 and 5-Group 2 Phase 6-Group 3 and 4	Phase 3 and 4-Group 1 Phase 4 and 5-Group 2 Phase 6-Group 3 and 4	Phase 3 and 4-Group 1 Phase 4 and 5-Group 2 Phase 6-Group 3 and 4	Phase 3 and 4-Group 1 Phase 4 and 5-Group 2 Phase 6-Group 3 and 4
Spelling & H-writing	Phase 5 Out, our, Mr, Mrs, could would should	ar/or/ur park, market, farmyard, for, sort, torn, fur, hurt, turnip	ear/ air/ ure dear, year, beard, air, fair, pair, pure, cure, manure	er better, hammer, supper, ladder, dinner, supper	CVCC bank, went, next, nest soft mask	CCVC skin, twig, drag, smell, scab, brick
Maths	Rapid Recall Place Value to 30 Count in 5s (100 square) Addition & Subtraction	Rapid Recall Place Value to 50 Count 10s (100 square) Measurement	Rapid Recall <u>Place Value to 50</u> <u>Count 10s (100 square)</u> Measurement	Rapid Recall Count in 2s, 5s and 10s Measurement Weight	Rapid Recall Count in 2s, 5s and 10s Measurement Volume	Spring Assessment.

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	Identify and represent numbers to 50 and explore place value with Numicon and 10 Frames State > < = to 50	Length Measure and begin to record lengths. Compare, describe and solve practical problems.	Height Measure and begin to record heights. Compare, describe and solve practical problems.	Measure & begin to record mass/weight Compare, describe and solve practical problems.	Measure & begin to record capacity & volume. Compare, describe and solve practical problems	
History						
Geography	What is a compass? Show chn compass- north, west, south, east- label room. Label compass.	Atlas Skills Explore atlases. Look at the key showing north, east, south, west. Retrieval questions based on map of the UK.	Atlas Skills Explore map of London.. Look at the key showing north, east, south, west. Retrieval questions based on map of the UK.	Creating a Map Create a map of the classroom, labelling key areas.	Making a Change I can suggest ways to improve our area. I can write a short letter to explain ways to improve the area.	Geography Basic Skills Review key words: country, continent, map, compass. Look at maps and make observations.
Engineering	STEM Looking at different types of coats. Look closely at the fabrics of coats. Discuss materials and properties. explain to children that Ted is going on his travels. He needs a coat for wintery countries and one for hot countries. What do coats for each environment need to do	Designing a coat for Ted Give each group a selection of materials and a Teddy bear. Ask children to design a winter coat and a summer coat.	Making a coat for Ted Children to make the coat in their groups. Teacher focus on helping children with joining the fabric with safety needles.	Presenting Final Product Children finish coat and make changes until they are satisfied. Children to make group presentations on their product.	Evaluating a coat for Ted Children to test out the coats. Is it easy to carry? Will it hold off the rain? Which group's coat is the best? Why?	
Art & Design						
Music	Unit- Interpreting sounds and exploring instruments Children using different percussion instruments to accompany song 'I am the music man' Practice playing at different volumes.	Listen to the rhyme 'Slowly, slowly' and explore playing instruments slowly or quickly to accompany different speeds suggested in the poem. Listen to a piece of music to identify volume.	To explore graphic symbols to represent the way percussion instruments are played - tap, slide and scrape.	To explore and respond to graphic symbols for volume To listen to 'Rainforest music' and to match volume to symbols and movement..	To create a soundscape of Island scene. Children to explore ways of depicting scenes using percussion. Discuss how sounds can be notated.	To rehearse and perform soundscape of Island scene.
PSHE	What makes you happy? Discuss range of ideas of what makes you happy- friends, family, hobbies etc.	Clean and Healthy PSHE: I know how to keep myself clean and understand how germs spread. SEAL: I am special so I keep myself safe.	Medicine Safety PSHE: I know that medicine can help me if I am ill but harmful if not used safely. SEAL: I know some ways to make myself well if I am ill.	Happy Healthy Me PSHE: I can tell you why I think my body is amazing and how to keep it healthy. SEAL: I know how being healthy makes me happy	Road Safety PSHE: I know how to stay safe when crossing the road. SEAL: I can recognise when I feel frightened.	How can you stay healthy in the holidays? Discuss healthy activities and home routines, e.g. help parents, get fresh air.
RE <i>Article 14: The right to think, believe and practise, as long as they are not stopping others from enjoying their rights.</i>	What makes a community? To be able to recognise a community. Which communities are you part of? Write sentences.	Who was Muhammad? To be able to say who Muhammad was and why he is special.	Which objects are special for Muslims? To be able to explain why some objects are special to Muslims. Sketch objects.	How do Muslims show they belong to Islam? To be able to list the ways in which a Muslim demonstrates their faith.	What celebrations do Muslims take part in? To be able to describe the festival of Eid. Write summaries below the pictures.	Reflection time- What communities are special to you? Chn to share their ideas about communities and celebrations that are most important to you.

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Computing	<p><u>Jit Turtle Lesson 1</u> To know that an Algorithm is a set of instructions.</p> <p>Children to learn and use to log on to the online platform J2e.</p>	<p><u>Jit Turtle Lesson 2</u> To create simple algorithms to make a rocket move.</p> <p>Children to learn and use to log on to the online platform J2e</p>	<p><u>Jit Turtle Lesson 3</u> To create an algorithm in advance mode.</p> <p>Children to learn and use to log on to the online platform J2e.</p>	<p><u>Jit Turtle Lesson 4</u> To debug code.</p> <p>Children to learn and use to log on to the online platform J2e.</p>	<p><u>Jit Turtle Lesson 5</u> To understand how block coding works.</p> <p>Children to learn and use to log on to the online platform J2e</p>	<p><u>Jit Turtle Lesson 6</u> To program a simple algorithm using block coding.</p> <p>Children to learn and use to log on to the online platform J2e.</p>
Science	<p><u>Natural or Manmade?</u> Discuss the key differences Natural: Grow, dig or take them from living things. Manmade: Things that have been changed by man. Activity: Sorting activity</p>	<p><u>Opaque or Transparent?</u> Opaque: Light cannot pass through an object Transparent: Light passes directly through object Translucent: Some light passes through Children to sort materials. Bendy or not bendy?</p>	<p><u>Everyday Materials and their Properties</u> Go on a tour around the school and playground with clipboards. Chn to spot materials and note them down, e.g. glass- windows, brick- walls. Discuss properties.</p>	<p><u>Working Scientifically</u> Review and revise materials learned about and their properties, e.g. manmade, natural, opaque, transparent, bendy, not bendy. Work in teams to make choices which material would be best for... curtains, window, blanket, dog basket, book shelf. Justify choices.</p>	<p><u>Materials- Progress Check</u> Give chn the pictures of materials they sorted in the pre-assessment activity. Chn to sort the images into groups and write key facts about the materials, e.g. The bell is made of metal. The glass is transparent.</p>	<p><u>Microbiology</u> To learn that there are tiny creatures invisible to the naked eye and some can cause illness. To learn how to wash hands effectively</p>
PE	<p>Tennis <u>Activity</u> - Rules of mini tennis e.g. how to play, points scoring</p>	<p>Tennis <u>Activity</u> - Rallies What is a rally? rally using your hands as the rackets.</p>	<p>Tennis <u>Activity</u> - Rallies Recap from previous week, move on to using cones rather than your hands.</p>	<p>Tennis <u>Activity</u> - Forehand Technique for forehand shot</p>	<p>Tennis <u>Activity</u> - Backhand Technique for back hand shot</p>	<p>Tennis <u>Activity</u> - Serve Underarm and overarm serves.</p>