

Medium Term Planning – Year 1

Spring 2 Food Glorious Food

English Text – Handa’s Surprise

Subject National Curriculum	Prior Learning	Year One
<p align="center"><i>Science</i></p> <p>Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. Children have learnt about evergreen and deciduous trees and have learnt the names of different types of tree.</p>	<p>Lesson 1 – RECAP – To name and label parts of the human body and to name the five senses and associated body parts</p> <p>Lesson 2 – Flowering plants – To name and describe different flowering plants, observations and name the key parts.</p> <p>Lesson 3 – To name the key parts of a flowering plant and their functions.</p> <p>Lesson 4 – To know what plants, need to group and how to plant a seed.</p> <p>Ongoing each week seasonal change – signs of spring linking to weather, day length and new life.</p>
<p>RE</p> <p>What do creation stories teach about God and human nature?</p> <p><i>What does this learning mean to me?</i></p>	<p>In reception children will have learnt the importance and significance of different stories. Last term children developed their understanding of how stories contribute to and strengthen a sense of belonging and shared beliefs.</p>	<p>Continued from Spring 1</p> <p>Lesson 6 – The Fall – Why might Adam and Eve have disobeyed God? What may have happened if they had obeyed God?</p> <p>Lesson 7 – Creation beliefs for Hindus – How stories can mean different things to different people</p> <p>Lesson 8 - Creation beliefs for Muslims – How stories can mean different things to different people</p> <p>Lesson 9 – Recap different creation stories and represent one of them through a range of media</p> <p>Lesson 10 - Why do people have different views about how the world was created? Including the Humanist view</p>
<p align="center">Computing</p> <p><i>Use logical reasoning to predict the behaviour of simple programs</i></p> <p><i>Create and debug simple programs.</i></p> <p><i>Programming B – Introduction to animation</i></p> <p align="center">Scratch</p>	<p>Children have some knowledge and understanding of programming following on from previous learning ‘Programming A – Moving a robot’, where children learnt to program a floor robot using instructions- Beebots. They have developed an awareness that instructions need to be in a set order, know how to switch the device on and off and that they need to be de-bugged. They know how words and commands are used for instructions.</p>	<p>Lesson 1- Introduction to Scratch- Be able to give specific instructions/code to move a sprite across the stage. How can you change the sprite?</p> <p>Lesson 2-Motion, To know how to make a sprite move in different ways.</p> <p>Lesson 3- To change the background and to program multiple characters to move when the green flag is touched</p> <p>Lesson 4- Consolidate scratch teaching</p> <p>Lesson 5- Natterhub – Chat it lesson 3 (PSE link)</p>

<p>History Events beyond living memory that are significant nationally or globally. Fire of London</p>	<p>Autumn term focus on Florence Nightingale and Mary Seole looking at significant individuals. The children know the impact of a significant person and why we remember them. We are now moving onto a significant event and including the key people involved in this.</p>	<p>Lesson 1 – To know and recall key events from the Great Fire of London – Carry out drama activities to understand what happened before, during and after the fire. Lesson 2 – To know how to use a timeline to begin to order the key events from the Great Fire of London Lesson 3 – To know the order of the main events from the Great Fire of London. Lesson 4 – To name three key people from the Great Fire of London and know why we remember them today. – nonfiction writing / portraits / fact file Lesson 5 – To know and recall facts following the Great Fire of London. Lesson 6 – See T4W planning - English link, non-chronological report, answering questions</p>
<p>PE Real pe - fundamental movement skills Creative Real PE- Dance creative</p>	<p>Fundamentals – children have worked on balance in a stable stance as well as balancing along a line when moving, developing core stability as well as on one leg or with different body parts touching equipment. Dance – children have not covered dance in real PE this year.</p>	<p>Fundamentals – Coordination, Ball Skills, Counterbalance with a Partner Dance – Creative cog - Dance Focus, Artistry and Partnering, Circles and Shapes <u>Creative Skills</u> Exceeding - I can begin to compare my movements and skills with those of others.I can select and link movements together to fit a theme. Expected - I can explore and describe different movements. Emerging - I can observe and copy others</p>
<p>DT Use the basic principles of a healthy and varied diet to prepare dishes. Design and make healthy sandwiches</p>	<p>DT Children have not worked with food in year one yet apart from making a jam sandwich for English in the context of following instructions. They have followed the design, make and evaluate process making animal print calendars.</p>	<p>Lesson 1 – Tasting and evaluating bread from around the world. Making bread – focaccia. Curriculum Enrichment - Baker to visit. Lesson 2 – healthy eating and a balanced diet, look at a healthy food plate and 5 a day Designing a healthy packed lunch Lesson 3 – Taste and select from a choice of sandwich fillings. Children design a healthy sandwich. Lesson 4 - make the sandwich you designed, name it and evaluate it Curriculum Enrichment – Sycamore visit and pizza making.</p>
<p>Music Sing up! Musical conversations – encourages children to take turns and improvise (listening skills)</p>	<p>Sing up! Musical conversations – invent and compose short pieces based around question and answer dialogue. Dancing and drawing to Nautilus – developing their feeling and understanding of pitch, beat and duration.</p>	<p>Musical conversations: Sing Up Music Year 1 Musical conversations Sing Up Lesson 1 – Improvise question and answer conversations using percussion instruments. Lesson 2 – Create a piece of music called ‘The Phone Call’ Lesson 3 – Create, interpret, and perform from graphic scores. Dancing and drawing to Nautilus: Sing Up Music Year 1 Nautilus Sing Up Lesson 1 – Explore Nautilus through movement and active listening. Lesson 2 – Draw to music – engage imaginatively with the music. Lesson 3 – Compare interpretations of the piece.</p>
<p>PSE Money and work</p>	<p>Children have learnt previously about different relationships and how we can be a good friend.</p>	<p>Lesson 1 – Circle time – To know who my trusted adults are and how they can help. What makes them trusted?</p>

<p>Strengths and interests; jobs in the community</p> <p>Media literacy and digital resilience</p> <p>Using the internet and digital devices; communicating online</p>	<p>This incorporated respect and how this can be shown in school and in the community. This term we delve deeper into the community looks at the key strengths and the different jobs people.</p>	<p>Lesson 2 – To know that everyone has different strengths, in and out of school and how different strengths and interests are needed to do different jobs.</p> <p>Lesson 3 – Circle time - To know the roles of different people who help in our community and what their jobs are. To know about different jobs and the work people do.</p> <p>Lesson 4 - Computing link – Communicating safely online - Natterhub – Chat it lesson 3</p>	
<p>Handwriting</p> <p>Penpals handwriting scheme, extended to suit needs of year group. This is personalised as needed for different classes.</p>	<p>Following on from Penpals in Reception. Correct formation was taught now focusing on positioning and size.</p>	<p>Pen pals -</p> <p>Week 1 – unit 16 – 0 zero 1 one 2 two 3 three/4 four 5 five 6 six 7 seven/ 8 eight 9 nine 10 ten</p> <p>Week 2 – Unit 17 – ck duck lock/ qu queen quick/ I have a lucky chicken</p> <p>Week 3 – Unit 18 ai wait brain detail/ igh high right light/ oo look cook spook. Mothers day inserts</p> <p>Week 4 – unit 19 – ee – sweets, tree, beep, ea, leaves, beans, oa, road, groan oo broom, moon, spoon,</p> <p>Week 5 – Unit 20 – review week, as needed by class,</p> <p>Week 6 – Unit 21 - 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 and Easter card inserts</p>	
<p>Reading for Pleasure texts</p>	<p>Why these?</p> <p>High quality texts chosen using Pie Corbett’s reading spine, CLPE (Centre for Literacy in Primary Education) suggested texts and Reading reconsidered by Doug Lemov. The text support the topic, aim to develop further discussion and deepen knowledge and vocabulary.</p>	<p>The Tiger who came to tea</p> <p>The bog baby</p> <p>Mr Wolf’s Pancakes</p> <p>The Elephant and the bad baby</p> <p>Olivers Vegetables</p> <p>Chocolate Cake – Michael Rosen</p> <p>Nonsense Rhyme Collection</p>	<p>The Lighthouse Keepers Lunch</p> <p>Mrs Noah’s Pocket</p> <p>The Runaway Pea</p> <p>Jaspers Beanstalk</p> <p><i>A first Book of Poetry</i></p>
<p>Songs and Rhymes</p>	<p>We have explored research regarding the benefits of songs and rhymes and they used at incidental times throughout the day.</p>	<p>Sausage, egg and beans – to be innovated</p> <p>Who stole the cookie from the cookie jar</p> <p>One potato, two potato</p> <p>Cauliflowers fluffy</p> <p>Easter – Spring Chicken,</p>	<p>Pizza hut – to be innovated</p> <p>Apples and Bananas</p> <p>5 fat sausages</p>
<p>Other</p>	<p>Baker to visit (Bread and Cheeseman)</p> <p>Sycamore Pizza visit</p> <p>Afternoon Tea – Church hall and country dancing</p> <p>Mothers day cards</p> <p>Story time at the church</p> <p>Collective worship for parents</p>		