



Year 1 Medium Term Plan Spring 2 – Nature Detectives

| | Week 1 W/B 19 th Feb | Week 2 W/B 26 th Feb | Week 3 W/B 4 th Mar | Week 4 W/B 11 th Mar | Week 5 W/B 18 th Mar | Week 6 W/B 25 th Mar |
|----------------------|---|---|--|--|---|--|
| Events / Info | | 29 th Feb – Dentist visit/talk | 7 th March – World Book Day | | 19 th March – 1CL class assembly 20 th March – Road Safety talk Data drop | 4-day week Thursday 28 th – last day of school |
| English | Bug Hotel Week 1 – Introduction non-fiction text (compare/contrast, features i.e. contents page, glossary). Discuss 3 types of mini-beasts, diet, habitats Week 2 - Guided Writing/Planning: Pick one mini beast and plan flap-book - bullet point facts about the habitat and diet & write introduction. Week 3 – Independent Writing: Create own non-fiction flap-book Writing Genre: Creating a fact book of a mini-beast and their habitats/diets (flap-book) (Extended Write) | | | The Bug Collector Week 4 – Introduction to book (speaking & listening/discussion) – create comic strip/role on the wall Week 5 - Guided Writing: drafting a diary entry – WASOLL/WAGOLL, how did the book feel? How did you feel as a reader? (Shades of meaning) Week 6 – Independent Writing: A diary entry to emotionally impact the reader Writing Genre: Writing a diary entry (as a bug) (Extended Write) | | |

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| Maths | Place Value within 50: Numbers to 50 Counting forwards and backwards within 50 One more/one less | Tens and ones (dienes) Represent numbers to 50 Partitioning numbers (using part-whole model) | Compare numbers/objects within 50 <, > and = Compare number sentences $50 - 5 > 20 + 6$ | Spring Assessment | Money: Recognising coins Recognising notes Ordering value Count in 2s Count in 5 and 10s | Money: Counting in coins $5p + 5p = 10p$ $10p + 10p = 20p$ $10 + 5p = 15p$ |
| Science <i>Animals including Humans</i> | Mini-beasts & their habitats To name some insects and recall facts about them and their habitat | Observing Animals To identify and name some common animals | Comparing Animals To describe and compare the structure of a variety of common animals. | Animal Diets To identify, name and sort animals that are herbivores, carnivores and omnivores | Sorting Animals To sort animals according to a criteria. | |
| Computing <i>We are Publishers</i> | Planning the eBook To plan a multimedia eBook, thinking carefully about an intended audience | Selecting and importing images To select and import images for an eBook, thinking carefully about what is appropriate for the intended audience. | Adding commentary To record high-quality audio commentary for an eBook. | Adding text To add text to eBook pages and format it | Adding images from the Internet To search a picture library on the Internet to add further images to their eBook, and learn about copyright and what to do if they see inappropriate images when searching. | Reviewing and revising To review and revise their eBook contents. |
| Geography <i>Local Area and Settlements (including Geographical Enquiry)</i> | Where Do I Live? To develop knowledge of the location of significant places in the context of children's own locality | Our Classroom To use simple observation/fieldwork skills to study the immediate surroundings In the context of children's own locality | Where Is Our School? To understand sense of place in relation to home and school in the context of children's own locality/school | Fieldwork Around Our School To use simple fieldwork and observation skills to study the school | How Do You Get to School? To describe the location of features and routes on a map in the context of children's own locality/school | Compass work To develop and follow directional vocabulary To name the 4 points of a simple compass. To recognise a range of map symbols and understand their use |

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| R.E. <i>Christianity</i> | Welcoming special people: What would you do if a member of the Royal Family came to visit? | Welcoming Jesus: Similarities and differences to royal/celebrity visits and links with other key people from different religions | Easter Story: Palm Sunday Drama | Welcoming Jesus into Town/Easter Story: Activity - Palm Leaves | Easter Story: Resurrection Sequencing story | Easter activities Easter cards |
| PSHE <i>Healthy Me (JIGSAW)</i> | Being Healthy I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy | Healthy Choices I know how to make healthy lifestyle choices | Clean and Healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly | Medicine Safety I understand that medicines can help me if I feel poorly and I know how to use them safely | Road Safety I know how to keep safe when crossing the road, and about people who can help me to stay safe | Happy, Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy |
| Art <i>Earth Art</i> | To explore ways of painting on rocks | To be able to make sculptures with sticks and twigs | Mother Day Cards | To be able to make animal pictures with leaves. | To explore ways of making mandalas | To be able to make a collage using natural materials. |
| French | Revision of what has been learnt in autumn term, introductions, greetings, colours, numbers up to 2. | Revise and extend classroom instructions. | Start learning part of the body: the face | Learn about parts of the body. | Revise parts of the body and sing 'Head, shoulders, knees and toes' in French. | Learn French commands , revise instructions and play Simon says game. |
| Music | Read note values and accompany a song with rhythmic patterns | Accompany a song combining the beat with a rhythmic ostinato | Demonstrate an understanding of pitch and use high, middle-pitched and low voices | Perform a simple melody using note names | Compose an 8-beat melody and create a graphic score | Recognise pitch movement and relate sounds to symbols |
| P.E. Indoor <i>Yoga</i> | To explore yoga and mindfulness. | To be able to copy and remember poses. | To develop flexibility when holding poses. | To develop balance whilst holding poses. | To create yoga poses using a hoop. | To create a yoga flow with a partner. |

P.E. Outdoor
Invasion

To understand the role of defenders and attackers.

To recognise who to pass to and why.

To move towards goal with the ball.

To support a teammate when playing in attack.

To move into space showing an awareness of defenders.

To stay with a player when defending.