

Year 1	Spring Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 3 Operation Rocket Squad	Reading: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading • be encouraged to link what they read or hear read to their own experiences Writing: Pupils should understand, through demonstration, the skills and processes essential to writing that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. • write: rules and instructions for building a model spaceship, recounts, explanations, informal letters, goodbye messages for an alien • name the letters of the alphabet: naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules: write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • spell most words correctly in writing Handwriting: • 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 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • spell CVC words correctly (e.g. bat, dog, cow, hen, fox) (revisit) • make phonetically plausible attempts to spell unknown words					
Maths Addition and Subtraction Number and Place Value	Children will learn to: • add and subtract 1-digit and 2-digit numbers to 20, including zero • represent and use number bonds and related subtraction facts within 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • 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 • given a number, identify one more and one less • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s					

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Science Everyday Materials	To identify a variety of common materials Children will learn to: - understand what materials are, identify some common materials and describe some of their uses. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions	To distinguish between an object and the material from which it is made Children will learn to: - identify a variety of common materials, distinguish between an object and the material from which it is made and identify which material a variety of common objects are made from. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions	To describe materials according to their properties Children will learn to: - use a variety of appropriate words to describe what various materials are like, match materials to various properties and group objects and materials according to their properties. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions	To identify which materials suit certain objects more than others Children will learn to: - identify and describe a variety of materials, suggest why a material has been chosen for a particular purpose and identify materials that are inappropriate for certain uses and offer alternatives. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions	To identify which materials are waterproof Children will learn to: - make suggestions for how to test which materials are waterproof and which aren't, test a variety of materials to see which are waterproof and which aren't and draw conclusions from their experiments. Children will learn to work scientifically by: - 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	To identify a variety of common materials Children will learn to: - identify a variety of everyday materials and describe their properties, distinguish an object from the material from which it is made, identify materials that are suitable for a particular purpose. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions
Computing Digital Writing	To explore the keyboard Children will learn to: - open a word processor - recognise keys on a keyboard - identify and find keys on a keyboard	To add and remove text Children will learn to: - enter text into a computer - use letter, number, and space keys - use backspace to remove text	To explore the toolbar Children will learn to: - type capital letters - explain what the keys do, that they have learnt about already - identify the toolbar and use bold, italic, and underline	To make changes to text Children will learn to: - select a word by double-clicking - select all of the text by clicking and dragging - change the font in a text	To explain our choices Children will learn to: - explain what tool they have used to change the text - decide if the changes they have made have improved their writing - use 'undo' to remove changes	To compare writing on a computer with writing on paper Children will learn to: - write the same message on a computer and on paper - compare using a computer with using a pencil and paper - explain which method they like best and why

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Geography Where Do I Live?	To name the seven continents of the world and locate the UK on a world map Children will learn to: - understand what a continent is - name and locate the seven continents - identify the UK on a world map	To identify the countries and capital cities of the UK Children will learn to: - understand that the United Kingdom is made up of different countries - name the countries and capital cities of the UK - identify the national flags of each of the countries of the UK	To identify features and characteristics of the countries of the UK Children will learn to: - name the four countries of the UK - name the capital cities of the UK - identify some features and characteristics of the UK	To explore the town we live in Children will learn to: - know the difference between a village, town and city - locate their local area on a map of the UK - use a variety of sources, including maps, to help them explore the local area	To describe where we live Children will learn to: - know what addresses are used for - write their own address - describe where they live - understand how to measure and compare the distance of the routes used by the children in their class	
Art Self-Portrait	To investigate famous self-portraits Children will learn to: - say what they like or dislike about a portrait or self-portrait - describe a portrait or self-portrait using simple adjectives - describe the difference between a portrait and a self-portrait	To use collage to create a self-portrait Children will learn to: - describe what a collage is - create a simple collage self-portrait using shapes for their features - create shadows using different shades of coloured paper	To investigate the different kinds of sketching pencils Children will learn to: - identify that there are different types of pencils - practise making different kinds of marks with different pencils - make observations on the kinds of marks they can make with different pencils	To investigate different paints Children will learn to: - name some different kinds of paint - describe differences they notice in different paints - choose which paint is more suitable for a desired purpose	To create our own self-portraits Children will learn to - identify shapes in a face - place facial features fairly accurately - make choices about how they will create their artwork	To create a self-portrait from clay - manipulate clay in simple ways to create desired shapes - use tools to help them manipulate clay in different ways - make appropriate choices of colour to finish their sculptures
RE Big Question: What does it mean to belong?	What does it mean to belong to Christianity? Children will learn to: - show an awareness that some people belong to different religions - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come - recognise some different symbols and actions which express a community's way of life, appreciating some similarities between different communities					
PSHE Staying Safe	Staying safe in my school Children will learn about: - how people and other living things have different needs - the responsibilities of caring for people and other living things	Staying safe outside Children will learn about: - the 'special people' who work in their community and who are responsible for looking after them and protecting them - how those special people can be contacted when their help is needed, including dialling 999 in an emergency - different jobs that people they know or people who work in the community do		Staying safe at home Children will learn about: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Keeping myself safe Children will learn about: - how to recognise and report feelings of being unsafe or feeling bad about any adult - how to ask for advice or help for themselves or others, and to keep trying until they are heard - how to report concerns or abuse, and the vocabulary and confidence needed to do so	

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	where and how to seek support, including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	- the different roles and responsibilities people have in their community - how to assess risk and understand the consequences of unsafe choices - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	why rules are needed to keep everyone safe in the home, in particular rules around medicines and dispensing of medicines	- how people sometimes behave differently online, including by pretending to be someone they are not - where and how to report concerns and get support with issues online - how to be assertive and to take responsibility for their own safety		
Music In The Groove	Children will learn to: - find the pulse and respond through movement/role play and dance - understand that pulse is the musical heartbeat - identify five different musical styles: Blues, Baroque, Latin, Irish Folk and Funk	Children will learn to: - copy and clap back rhythms - clap name and food rhythms - sing in unison in different styles and keep the pulse	Children will learn to: - play an accompaniment to a song using tuned percussion (C / C + D) - play instruments accurately and in time with the music	Children will learn to: - improvise using tuned percussion (using the notes C + D) - compose a simple melody using simple rhythms, choosing from the notes C + D or C + D + E	Children will learn to: compose a simple melody using simple rhythms, choosing from the notes C + D or C + D + E	Children will learn to: - take part in a class performance with singing and instruments - appraise their own recorded performance and say what they liked best and why
Sports Ball Skills	Children will learn to: - use basic underarm, rolling and hitting skills - sometimes use overarm skills, e.g. throwing a bean bag - intercept, retrieve and stop a beanbag and a medium sized ball with some consistency - sometimes catch a beanbag and a medium-sized ball - track balls and other equipment sent to them, moving in line with the ball to collect it - throw, hit and kick a ball in a variety of ways depending on the needs of the game - choose different ways of hitting, throwing, striking or kicking the ball					
Gym Points and Patches	Children will learn to: - show basic control and coordination when travelling and when remaining still - choose and link 'like' actions - remember and repeat these actions accurately and consistently - find and use space safely, with an awareness of others - identify and copy the basic actions of gymnasts - use words such as point, patch, balancing - make their body tense, relaxed, stretched and curled - describe what they do in their movement phrases					