

MEDIUM TERM PLANNING Spring 2

Marsh Green Primary School



Year 1	Spring Term 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 4 The Wolf's Tale	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 • become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 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: sequenced sentences to form short narratives, news reports based on the story of Little Red Riding Hood • 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 Number and Place Value Measurement	Children will learn to: • 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 • measure and begin to record the following: lengths and heights • 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: mass/ weight • compare, describe and solve practical problems for: mass/weight (for example, heavy/light, heavier than, lighter than) • measure and begin to record the following: capacity and volume • compare, describe and solve practical problems for: capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)					

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Science Seasonal Changes	To identify and describe the seasons Children will learn to: - name the seasons, - understand that weather changes for each season and that weather affects human activity. 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 how the seasons are different Children will learn to: - identify the seasons, - describe how the seasons differ and identify different features of the seasons. 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 - gathering and recording data to help in answering questions	To understand how animals are affected by the seasons Children will learn to: - explain how the seasons differ, - describe how the different seasons affect animal behaviour and explain the terms 'adapt' and 'hibernate'. 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 - gathering and recording data to help in answering questions	To understand how humans are affected by the seasons Children will learn to: - explain how the seasons affect what we wear and what we do and understand that different food grows in different seasons. 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 - gathering and recording data to help in answering questions	To identify how day length is affected by the seasons Children will learn to: - identify which season has the shortest days and the longest days and understand that the sun rises in the morning and sets in the evening. 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 - gathering and recording data to help in answering questions	To investigate the weather during the seasons Children will learn to: - gather weather data over a period of time, - use data to create a pictogram and answer questions about their data. 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
Computing Grouping Data	To label and match objects Children will learn to: - describe objects using labels - match objects to groups - identify the label for a group of objects	To group and count objects Children will learn to: - count objects - group objects - count a group of objects	To describe an object Children will learn to: - describe an object - describe a property of an object - find objects with similar properties	To make different groups of objects Children will learn to: - group similar objects - group objects in more than one way - count how many objects share a property	To compare groups of objects Children will learn to: - choose how to group objects - describe groups of objects - record how many objects are in a group	To answer questions about groups of objects Children will learn to: - decide how to group objects to answer a question - compare groups of objects - record and share what they have found
History Homes in the Past	To investigate and identify a variety of homes today Children will learn to: - recognise and name different kinds of homes - describe features common to all modern homes - talk about their homes using appropriate vocabulary	To investigate similarities and differences between homes Children will learn to: - identify key external features of homes - describe and draw details of different features of a home - record their observations appropriately	To explore homes built a long time ago and identify their features Children will learn to: - describe the features of homes built a long time ago - use terms relating to the passing of time accurately (e.g. modern, old, a long time ago, etc.)	To explore what Victorian homes were like inside Children will learn to: - understand what is meant by 'Victorian' and that it was a long time ago - describe some of the features of Victorian houses - identify differences between modern homes and Victorian homes	To identify and explore objects in a Victorian home and their uses Children will learn to: - understand that most homes in Victorian times did not have electricity - recognise some objects found in Victorian homes - identify some differences between objects found in	To summarise what we have found out about Victorian homes Children will learn to: - recall what they have learnt about homes in the past - use appropriate vocabulary when talking about homes - communicate their knowledge and understanding in a variety of ways

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			identify similarities and differences between modern houses and houses built a long time ago		modern homes and Victorian homes and how this affected daily life for people in the past	
DT Homes	To explore different types of houses and identify shapes and features Children will learn to: - recognise some different types of homes and their features - identify and name shapes within houses - draw a house using a variety of shapes	To investigate how to join and combine shapes to make a house Children will learn to: - make decisions about which materials to use for a particular purpose - select and use a variety of techniques for joining materials together successfully - suggest ways of improving their structures or making them stronger	To investigate ways of creating the interior features of a house Children will learn to: - make effective hinges - choose materials and joining methods for creating items of furniture - gather and develop ideas for how to decorate the interior of a house	To design a house Children will learn to: - design a house for a particular person or purpose - apply what they have learnt through their recent learning when designing a house - select the materials and tools they will need to make their houses	To follow a design to create a house Children will learn to: - follow a design to create a house - choose appropriate materials, tools and techniques to create a model house - use finishing techniques to improve the overall quality of their product	To evaluate a finished product Children will learn to: - describe what they think and feel about their finished houses - evaluate the work of others and give their opinions in a constructive way - suggest ways in which they could improve their product if they were to make it again
RE Big Question: What does it mean to belong?	What can be special about living with family and friends? Children will learn to: - identify what makes them special as human beings - understand some of the special places and objects people have in their homes - know what happens in a Jewish home and why Friday nights are special in a Jewish home - identify how Hindu people show love to one another and how Hindu customs at Raksha Bandhan enable brothers and sisters to show that they care for each other - understand how the Bible helps Christian families to forgive					
PSHE Money Matters	Children will learn about: - what money is - the forms that money comes in - the different sources that money comes from	Children will learn about: - the importance of looking after money - the different ways of looking after money - how people make different choices about how to save and spend money		Children will learn about: how people earn money to pay for things, through having jobs	Children will learn about: - everyone having different strengths - different jobs that people who they know or who work in the community do - some of the strengths and interests someone might need to do different jobs	
Music Music in the Round	Children will learn to: - find the pulse and respond through movement / actions / role play - understand that pulse is the heartbeat of music - identify instruments and voices in songs	Children will learn to: - copy and clap back rhythms - clap name and animal rhythms in time to music - perform a song in unison with actions and from memory	Children will learn to: - play an accompaniment to a song using tuned percussion, using the notes: D or D + F + C + D - play instruments accurately and in time with the music	Children will learn to: - improvise using tuned percussion, using one note: D - play instruments accurately and in time with the music	Children will learn to: take part in a class performance of a Bossa Nova Latin-style song with singing, dancing and instruments	Children will learn to: - take part in a class performance of a Bossa Nova Latin-style song with singing, dancing and instruments - appraise their own recorded performance and say what they liked best and why

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Sports Further Ball Skills and Ball Games	• send an object with increased confidence using hand or bat • move towards a moving ball to return with hand or bat • score points against opposition over a line/net • select and apply skills to win points • chase, stop and control balls and other objects such as beanbags and hoops • identify space to send a ball • move towards a moving ball to return it with hand or bat • demonstrate basic sending skills in isolation
Dance	Children will learn to: • perform basic body actions • use different parts of the body singly and in combination • show some sense of dynamic, expressive and rhythmic qualities in their own dance • choose appropriate movements for different dance ideas • remember and repeat short dance phrases and simple dances • move with control • vary the way they use space • describe basic body actions and simple expressive and dynamic qualities of movement