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Spring 1 Learning questions: Why are humans not like tigers?

	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research

Prior Learning	<p><u>Year 1 Autumn 1 and 2:</u></p> <p>Counts to and across 10 forwards and backwards beginning with 0 or 1 or from any given number.</p> <p>Counts reads and writes numbers to 10 in numerals; counts in multiples of twos.</p> <p>Given a number identifies one more and one less up to 10</p> <p>Identifies and represents numbers up to 10. Uses language of more than/less than.</p> <p>Reads and writes numbers from 1 to 10 in numerals and words.</p> <p>Reads and writes simple sums involving numbers up to 10.</p> <p>Number bonds to 10.</p> <p>Adds and subtracts one-digit and two-digit numbers to 10 including zero.</p> <p>Recognises odd and even numbers up to 10.</p>	<p>Relating to own experiences to the books that are read.</p> <p>Learning key features of a non-fiction text.</p> <p>Re-read writing to check it makes sense.</p>	<p>Writing simple sentences using a capital letter, finger spaces and full stop.</p> <p>Writing sentences to form a short narrative, lost and found story.</p> <p>Writing non-fiction sentences.</p> <p>Drawing a story map and re-telling a story using actions.</p> <p>Innovate a familiar story.</p>	<p>Orally rehearsing sentences.</p> <p>Joining in with familiar stories using actions.</p>	life cycles in reception		<p>In Reception children have looked at zoos for zookeepers.</p> <p>Children have previously looked at similarities and differences to where animals live and the discussed features of animals.</p>	
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	<p>Recognises and names common 2-D shapes including eg rectangles (including squares) circles and triangles.</p> <p><u>Reception:</u></p> <p>Compare length. Order 2 or 3 items by length or height.</p>							
Pre & post assessments	<p>Week 1: Shape post assessment</p> <p>Week 2: Pre-assessment: addition and subtraction within 20.</p> <p>Week 5: Length and height pre assessment</p>	<p>What is an adjective? Pick out the adjective game.</p> <p>What is a verb? game</p> <p>What is a time conjunction? word sort</p>	<p>Cold task</p> <p>Sequence and write captions for key parts of the story.</p>				<p>Week 1 Pre learning assessment- parts of the human body and senses</p> <p>Week 1-Pre learning assessment- are animals all the same? connecting images</p> <p>Pre assessment- sorting living and non living things. Wk 2 (active maths)</p>	

	<p>Week 2: Assessment - addition and subtraction fluency below 10.</p> <p>Week 4: Addition to 20 post assessment</p> <p>Week 5: Subtraction to 20 post assessment</p> <p>Week 6: Length and height post assessment</p>	<p>Sequencing a story.</p> <p>Tricky word matching game.</p> <p>Non-fiction text type quiz</p>	<p>What is a sentence? Describe a sentence to your partner</p> <p>Post assessment week 4- write a new innovated story for TTWCTT</p>				<p>Post assessment-week 6 post assessment: What are my five senses and what do they do? parts of the body</p>	
Unit assessment			<p>A story</p> <p>Senses poem</p> <p>A recount of a school visit</p>				<p>Week 1 Pre learning assessment- parts of the human body and senses</p>	
1	<p>Consolidating knowledge of 3D and 2D shapes</p>	<p>WOW: Something strange has happened in the school. Something was spotted around the school in the holidays.</p> <p>Read the story of The Tiger Who Came to Tea by Judith Kerr</p> <p>LQ: What is an adjective? What is a verb?</p>	<p>LQ: What do we think has been in our school?</p> <p>Draw and label</p> <p>LQ: What happened in The Tiger Who Came To Tea?</p> <p>Sequence and write key parts of the story. Cold task. Differentiated</p>	<p>Class and kagan discussions.</p> <p>LQ: What happened in our classroom and the school?</p>			<p>LQ: What is a tiger and where would I find one?</p> <p>LQ: What is a mammal?</p>	<p>LQ: What are the different animal types?</p> <p>Use BBC bitesize to recap the different animal types- mammals, birds, amphibians, fish and reptiles</p>

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2	<p>To be able to count numbers up to 20 using the key strategy to begin by making 10.</p> <p>LQ: To be able to recognise, read and write numbers up to 20 in words and numerals.</p> <p>LQ: To be able to use the terms 'more than' or 'less/fewer than' to compare numbers within 20.</p> <p>LQ: To be able to arrange numbers up to 20 in ascending and descending order.</p> <p>Assessment - addition and subtraction fluency below 10. Pre-assessment: addition and subtraction within 20. If you finish tasks.</p>	<p>LQ: What graphemes can we see hiding in the text of TTWCTT?</p> <p>LQ: How does Sophie feel?</p> <p>Developing inference skills in reading.</p>	<p>LQ: What happened in The Tiger Who Came To Tea?</p> <p>Draw and write own story maps for TTWCTT.</p> <p>LQ: What innovations will you make for your story?</p> <p>Children to complete a planning changes sheet. Choose your own characters and events.</p> <p>LQ: What adjectives and verbs can you use to describe the tiger or other characters from the story?</p>	<p>Retell the story with actions using a story map- practice in Kagan groups.</p> <p>Use actions from Pie Corbett.</p> <p>Freeze frames and hot seating characters from TWCTT.</p>			<p>LQ: What is a bird?</p> <p>LQ: What is an amphibian?</p> <p>LQ: What is a fish?</p>	<p>LQ: What are the different animal types?</p> <p>Use BBC bitesize to recap the different animal types- mammals, birds, amphibians, fish and reptiles</p>
3	<p>LQ: To be able to add by counting on from the greater number.</p> <p>LQ: To be able to add two numbers by first making 10 and then adding on the remainder.</p>	<p>Read the new version of the story again looking for HRSW's and graphemes</p>	<p>Innovate the story maps with post it notes</p> <p>LQ: What HRSW's and Graphemes can we spot in the new innovated</p>	<p>v</p> <p>Kagan and partner discussions about your innovations.</p>		<p>LQ: How are the length of the days changing? Fortnightly recording and testing</p>	<p>LQ: What is a reptile?</p> <p>LQ: What are living things, non-living things and never alive? Make links to living things growing.</p> <p>Find out what</p>	

	<p>LQ: To be able to add the sum of the ones to the 10 by separating the ones and the 10.</p> <p>Addition to 20 recap</p>		<p>story.</p> <p>LQ: What happens in your version of the story? Children to practise writing parts of the story with support</p>				<p>makes something a living thing. Go on a hunt in the playground to identify living and non living things.</p> <p>LQ: How can you classify animals by what they eat? Watch a BBC bitesize video about the different types of animals based on what they eat - herbivores, omnivores and carnivores and then complete the quick quiz. List animals that are carnivores, herbivores and omnivores.</p>	
4	<p>Number formation</p> <p>LQ: To be able to look for patterns with numbers up to 20, focusing on one more and one less than a number.</p> <p>LQ: To be able to subtract by subtracting from only the ones column.</p> <p>LQ: To be able to subtract a certain amount of ones from 10 rather than from the ones, as there are not enough ones.</p>	<p>Read non-fiction texts about the senses and their purposes.</p>	<p>LQ: What happens in your version of the story? Children to practise writing parts of the story with support</p> <p>Use a story map to write their own version of the story. Hot task.</p> <p>LQ: What do you notice about an item of food, using your senses?</p> <p>Fruit exploration.</p>	<p>Listen to the ideas and experiences of others.</p>			<p>LQ: How are animal bodies different from each other?</p> <p>Choose 2 different animals and describe and compare their features. Draw both animals. What is the same and what is different?</p> <p>LQ: What are the different parts of my body?</p>	

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5	<p>Subtraction recap</p> <p>Post assessment: Journal addition and subtraction</p> <p>LQ: To be able to go through number facts derived from addition and subtraction sentences. (Fact families to 20)</p> <p>Length and height pre assessment LQ: To be able to compare height and length using key terminology.</p>	<p>LQ: What are the features of poems?</p> <p>Read an example of a senses</p> <p>Read your poem aloud.</p>	<p>LQ: What would you put in a poem about?</p> <p>Write a senses poem about food.</p>	<p>Perform your poem to a group- focus on expression and intonation.</p>			<p>LQ: What body parts help me with my senses?</p> <p>Do all animals have senses?</p>	

6	<p>LQ: To be able to measure objects using other items as non-standard units of measurement, such as squares.</p> <p>LQ: Measure height and length using body parts.</p> <p>LQ: To be able to understand the concept of using rulers for measuring height and length.</p> <p>Length and height post assessment</p>	Read examples of recounts.	<p>LQ: What are the features of a recount?</p> <p>Sequence pictures of the visit from zoo to you.</p>				<p>Answer Learning Challenge Question</p> <p>LQ: Why are humans not like tigers?</p> <p>children to think of lots of things that are similar and different about humans and tigers.</p> <p>LQ: How can i classify a range of animals by amphibian, reptile, mammal, fish and birds</p>	
7	<p>Number bonds to 20</p> <p>Writing numbers in words</p> <p>Counting to 40</p> <p>Active maths</p>		<p>LQ: What would you include in a recount of the visit from zoo 2 you?</p> <p>Write a recount of the zoo2 you visit.</p>				<p>Recap on different types of animals.</p> <p>Recap on body parts of animals and humans</p> <p>Recap on how to classify animals by what they eat.</p>	

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End of unit assessment	<p>Counts reads and writes numbers to 100 in numerals; counts in multiples of twos fives and tens.</p> <p>Given a number, up to 20, says one more and one less.</p> <p>Identifies and represents numbers up to 20. Uses language of more than/less than;$\frac{3}{4}$ most/least and equal to.</p> <p>Reads and writes numbers from 1 to 20 in numerals and words.</p> <p>Reads writes and interprets mathematical statements involving addition (+) subtraction (−) and equals (=) signs up to 20.</p> <p>Represents and uses number bonds and related subtraction facts within 20.</p>		<p>A story</p> <p>Senses poem</p> <p>A recount of a trip</p>			<p>To know that the length of the days change throughout the year and have monitored this using fair test principles</p>	<p>Children will be aware of different animal types – mammals, reptiles, amphibians, fish and birds and also be able to classify animals based on what they eat.</p> <p>Children will be able to describe and compare different animal's bodies and ask their own questions about an animal and research to find an answer.</p> <p>Children will be able to label key parts of the human body and an understanding of the organs inside the human body and what they do.</p>	<p>Through their own research children will have acquired knowledge about the different animal groups. Children will have learnt basic research skills for both online research and using non fiction texts to gather information.</p>
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	<p>Adds and subtracts one-digit and two-digit numbers to 20 including zero.</p> <p>Recognises odd and even numbers to 20.</p> <p>Compares describes and solves practical problems for lengths and heights.</p> <p>Measures and begins to record lengths and heights.</p> <p>Recognises and names common 2-D shapes including eg rectangles (including squares) circles and triangles.</p> <p>Recognises and names common 3-D shapes eg cuboids (including cubes) pyramids and spheres.</p> <p>Sorts shapes based on simple properties.</p>							
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	Geography	History	DT	Art	Computing	PSHE
Prior Learning	<p>In reception children have looked at where animals come from in the world- zoo animals and animals in Africa for Handa's surprise. looked at Uk and names of countries. seasons</p> <p>Using maps to locate different places in the UK.</p>	<p>In Autumn term children looked at timelines for people and toys.</p>				<p>We know about our emotions and how they affect others. We know how to have a healthy body and healthy mind.</p> <p>We know we are all different and it is okay for everyone to have their own views. We know that both boys and girls are different.</p>
Pre & post assessments	What are the names of the countries in the UK?	What is a timeline?				

Unit assessment						
1	<p>Length of days- link to seasons</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Do we have tigers in the UK? in zoos around the UK? Are they roaming free?.</p> <p>Where would we find tigers in the world?</p>	<p>To make connections between past events and current life.</p> <p>To know things have changed since being born- animals have become extinct.</p>			<p>LQ: How do I stay safe on the internet?</p> <p>Use Buddy the Dog story to cover the E Safety principles.</p> <p>Ensure children know when to ask an adult for help on the internet.</p>	<p>What is the environment?</p> <p>What improves and harms their local , natural and built environment.</p> <p>Understand the term endangered and conservation.</p>
2	<p>Recap knowledge on the 4 countries of the United Kingdom.</p> <p>Where do tigers originally live?</p>	<p>To make connections between past events and current life.</p> <p>To know things have changed since being born - animals have become extinct/endangered.</p>		<p>LQ: How can I make a repeat pattern using a variety of printing objects?</p> <p>Activity: The children will look at examples of printed repeat patterns in everyday items such as wallpaper, wrapping paper, textiles. They will learn about designers as the artists who produce these patterns and look at examples of patterns from different times and places. The children will then use the direct printing process with objects such as sponges, vegetables, fruit, hands, feet, sticks to</p>	<p>LQ: What is the role of a director?</p> <p>"We are directors"</p> <p>Creating an imovie - children to work in house groups to create an imovie for Reception children about Year 1 life.</p>	<p>Understand that people and other living things have needs and that they have a responsibility to meet them.</p>

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				create their own repeat pattern design		
3	Understand the differences between the 4 seasons and how the weather changes	Timeline to show an animal grows & life cycle			LQ: What is the role of a director? "We are directors" Creating an imovie - children to work in house groups to create an imovie for Reception children about Year 1 life	What makes me happy? What are feelings?
4	Understand the differences between the 4 seasons and how the weather changes What different animals do in the different seasons.			LQ: How can I print a pattern using rubbing on a variety of objects with oil pastel and wax crayons? Activity: The children will use a variety of textured surfaces and rubbing plates to create a layered pattern in a variety of colours. They will also use the textures to create a repeat pattern of different textures.	LQ: What is the role of a director? "We are directors" Creating an imovie - children to work in house groups to create an imovie for Reception children about Year 1 life.	To recognise what they like and dislike
5					LQ: What is the role of a director? "We are directors" Creating an imovie - children to work in house groups to create an imovie for Reception children about Year 1 life.	How to make real informed choices that improve our physical and emotional health.

6				<p>LQ: How can I create collaborative repeat pattern print with my team?</p> <p>Activity: The children will work together as a team to design a repeat pattern suitable for a specific use. They will use the direct printing techniques and rubbing techniques they have used in previous lessons.</p>	<p>LQ: What is the role of a director? "We are directors" Creating an imovie - children to work in house groups to create an imovie for Reception children about Year 1 life.</p>	<p>To recognise that choices can have good or not so good consequences.</p> <p>The names for the different body parts of different animals, especially humans.</p>
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7	<p>Know the names of the three main seas that surround the united kingdom</p> <p>Can tigers just walk to the UK?</p>			<p>LQ: How can I create collaborative repeat pattern print with my team?</p> <p>Activity: The children will work together as a team to design a repeat pattern suitable for a specific use. They will use the direct printing techniques and rubbing techniques they have used in previous lessons.</p>	<p>Watch back imovies and discuss what groups did to direct the movies</p>	<p>Understanding the differences between boys and girls.</p>
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End of Unit assessment				<p>The children will learn about designers and artists who create repeat patterns and look at examples of printed patterns from different times and places. The children will then use the direct printing process with objects such as sponges, vegetables, fruit, hands, feet, sticks to create their own repeat pattern design. They will work on their own and as a team to create direct print and rubbings as methods of printing.</p>	<p>To be able to put a short clip together using iMovie, and edit the clip.</p> <p>To be “directors” and create a short clip in a group to explain life in Year 1 to children in Reception.</p> <p>To understand how to use iMovie.</p> <p>To understand how to stay safe on the internet</p>	
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	Music	RE	PE	
			Games	Dance / Gymnastics
Prior Learning	<p>Moving to music</p> <p>Singing in class and in assemblies</p>		Children will have a good understanding of how to hold a hockey stick and travel with a ball, however, they have yet to be introduced to the game.	In Autumn 1 children performed simple patterns of movements in order to perform a dance.
Pre & post assessments			Putting the children into a small sided Hockey match with limited instructions.	

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			Putting them back into hockey matches and comparing how the children have developed from week 1 to week 7.	
Unit assessment	<p>Classical Music, Dynamics and Tempo (Animals)</p> <p>https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-1/animals/</p> <p>A secure student will be able to:</p> <p>Use their bodies and instruments to listen and respond to pieces of classical music that represent animals.</p> <p>learn and perform a song as a class, and to compose a short section of music as a group, with a focus on dynamics and tempo</p> <p>Whole class performance will be videoed, as end of unit assessment</p>		<p>Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time</p> <p>Master basic movements including running.</p> <p>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Children will be able to demonstrate a sequence and pattern of movements in order to perform a dance. linked to our current story/topic.</p>
1	No lesson - INSET	<p>LQ: Where do I feel safe? Where is a sacred place for believers to go?</p>		<p>LQ: How does a tiger travel?</p> <p>Explore different modes of travel based on how a tiger moves. Watch tiger footage and discuss direction, travel and stillness.</p> <p>Introduce "Hey Tiger" by Robbie Williams.</p>

2	<p>Lesson 1: Percussive animals</p> <p>Use percussion and my body expressively in response to music</p>	<p>LQ: Which place of worship is sacred for Christians?</p>	<p>Hockey - Introduction into the game of Hockey. The children will familiarise themselves with a stick. Learning how to hold and travel around with it. Moving onto working with the ball. LQ: How many hands do we use on the Hockey stick and where are they positioned?</p>	<p>LQ: What dance formation can you innovate ?</p> <p>Incorporate movements into a 16 count motif to music.</p>
3	<p>Lesson 2: Singing animals</p> <p>Sing a song in sections</p>	<p>LQ: Which place of worship is sacred for Jewish people?</p>	<p>Hockey - Working individually the children are going to travel slowly around the astro-turf keeping the ball close. Looking into changing direction, keeping head up looking for space. LQ: When travelling with the ball what must we do?</p>	<p>LQ: Which levels and pathways can you travel in? To turn the action from our motif into travelling movements, showing an awareness of different levels and pathways when we travel.</p>
4	<p>Lesson 3: Performing animals</p> <p>Perform a song</p>	<p>LQ: Which place of worship is sacred for Muslims?</p>	<p>Hockey - Working with a partner, children will begin to travel around the astro-turf (passing and moving). Can the children then move towards goals and shoot into an empty net. LQ: When you pass the ball what should you do</p>	<p>LQ: Why is feedback good to enhance a performance? To work well in pairs, showing good cooperation skills and giving useful feedback. To perform to others.</p>

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			next?	
5	<p>Lesson 4: Composing animals</p> <p>Use instruments to create different sounds</p>	<p>LQ: How are places of worship similar and different?</p>	<p>Hockey - Children will gain the knowledge of how to defend.</p> <p>Introducing tackling. LQ: What do we need to do in order to gain possession of the ball from the opposition?</p>	<p>LQ: What makes a good performance?</p> <p>Rehearse and perform a learnt and innovated routine.</p>

6	<p>Lesson 5: The story of the lion</p> <p>Create and choose sounds</p>	<p>Post assessment</p> <p>LQ: Why are places of worship important to our community?</p>	<p>Hockey - Children will be introduced to dribbling/ shooting. Can the children travel around the pitch effectively negotiating space and shooting using both dribbling and passing?</p> <p>LQ: What must we do in order to move with the ball?</p>	<p>LQ:What makes a good performance?</p> <p>Rehearse and perform to create a video for our audience at home via Seesaw..</p>
7	<p>Revisit any aspects of the lessons above that need consolidation. Make some videos of the children demonstrating the skills, to put on tapestry or seesaw</p>	<p>Recapping on learning over half term.</p>	<p>Hockey - Children will be introduced to the technique of shooting.</p> <p>Paring children up standing in a goal each, one person will shoot and the other will stop the ball. LQ: How do we gain more power when shooting?</p>	<p>Practice dance for class celebration assembly</p>

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End of Unit Assessment	<p>A secure student will be able to:</p> <p>Use their bodies and instruments to listen and respond to pieces of classical music that represent animals.</p> <p>learn and perform a song as a class, and to compose a short section of music as a group, with a focus on dynamics and tempo</p> <p>Whole class performance will be videoed, as end of unit assessment</p>	<p>Say why places of worship are important to the local community and give reasons for their answers</p> <p>Identify objects from a church, mosque and synagogue and say how they are used and what they mean to believers.</p> <p>Talk about an object that is used in worship, saying how it is used and how it shows what people believe</p>		<p>To be able to work as a team to plan, rehearse and perform a dance routine to music that incorporates different levels, speeds and directions.</p>
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