

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

Prior Learning	Counts to and across 20 forwards and backwards beginning with 0 or 1 or from any given number.	Relating to own experiences to the books that are read.	Writing simple sentences using a capital letter, finger spaces and full stop.	Orally rehearsing sentences.  Joining in with familiar stories using actions.	In Reception the children looked at life cycles.  Using the book Leafman they looked at the season of Autumn and the changes which occur in nature.	We discussed how the seasons follow the same pattern every year and the months of the year in each season.  How the weather changes from one season to the next.		Spring 1 identify and classification of animals - mammals /birds/fish/ reptiles/ amphibians.	Researching different classifications of animals
	Counts reads and writes numbers to 20 in numerals; counts in multiples of twos fives and tens.	Learning key features of a non-fiction text.	Writing sentences to form a short narrative, lost and found story.					Similarities and differences between animals and humans	
	Given a number, up to 20, says one more and one less.	Re-read writing to check it makes sense.	Writing non-fiction sentences.		Over the Autumn term in Year 1 the children learned about the different seasons of the year.			Living and nonliving things	
	Identifies and represents numbers up to 20. Uses language of more than/less than; $\frac{1}{2}$ most/least and equal to.		Drawing a story map and re-telling a story using actions.					Able to identify what animals eat - herbivores, carnivores and omnivores	
	Reads and writes numbers from 1 to 20 in numerals and words.		Innovate a familiar story.		A Winter walk to the park enabled them to observe firsthand the weather and changes in nature that occur in this season.				
	Reads and writes simple sums involving numbers up to 20.		Children have used adjectives in stories previously.						
	Represents and uses number bonds and related subtraction facts within 20.								
	Adds and subtracts one-digit and two-digit numbers to 20 including zero.								
	Looking at equal groups - mastery of number								

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	Recalls doubling facts for numbers up to double 10- mastery of number				<p>We briefly discussed why some of the trees in the park had lost their leaves whilst others were green.</p> <p>We discussed why we could not hear animals due to them migrating or hibernating.</p>				
Pre & post assessments	<p>Week 1: Pre-assessment numbers to 40 and comparing numbers.</p> <p>Week 2: Word problem pre assessment.</p> <p>Week 4: Addition subtraction to 20 fluency.</p> <p>Week 4: Pre assessment multiplication, division, making equal groups.</p>		<p>week 2: pre-assessment task children to write innovated part of the story.</p> <p>Week 4: short burst writing - writing a fact about the seasons.</p>		<p>Pre assessment - Name the parts of a tree.</p> <p>Name the parts of a flower .</p>				

	<p>Week 2: Post assessment: numbers to 40 and comparing numbers.</p> <p>Week 4: Word problems post assessment.</p> <p>Week 5: Multiplication, division, equal groups post assessment.</p>		<p>Week 4: post assessment-children to write innovated part of story.</p> <p>Week 5: children to write a fact about the parts of a plant/ tree.</p>		Post Assessment -					
Unit assessment	<p>Counts to and across 100 forwards and backwards beginning with 0 or 1 or from any given number.</p> <p>Counts reads and writes numbers to 100 in numerals; counts in multiples of twos fives and tens.</p> <p>Given a number identifies one more and one less.</p> <p>Identifies and represents numbers using objects and pictorial representations including the number line and uses the language of: equal to more than less than (fewer) most least.</p> <p>Reads and writes numbers from 1 to 20 in numerals and words.</p>				<p>What changes in the weather did you observe over Spring?</p> <p>Name 5 different types of garden birds.</p> <p>Draw and label the parts of a tree and flower.</p> <p>Identifying deciduous and coniferous trees.</p>					

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	Reads writes and interprets mathematical statements involving addition (+) subtraction (−) and equals (=) signs.								
	Adds and subtracts one-digit and two-digit numbers to 20 including zero.								
	Solves one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as $7 = n - 9$ .								
	Solves one-step problems involving multiplication and division by calculating the answer using concrete objects etc with the support of the teacher.								
	Recalls multiplication facts for the 10								

	<p>multiplication table and uses them to derive division facts counting in steps of 10 to answer questions.</p> <p>Recalls and uses doubling and halving facts for numbers up to double 10 and other significant doubles.</p>								
1	<p>Writing addition and subtraction stories from a picture.</p> <p>Pre-assessment numbers to 40 and comparing numbers.</p> <p>LQ: To be able to use the making 10 strategy to count numbers above 10. To be able to represent numbers on a number line. <b>Counting to 40</b></p> <p>LQ: To be able to understand that digits represent tens and ones. To be able to represent numbers using base 10 materials and numbers. <b>Counting in 10s and 1s</b></p> <p>LQ: To be able to use place value to compare two or three numbers and determine which number is bigger or smaller. To be able to arrange three numbers in order of size. <b>Comparing numbers</b></p>	<p>Read Mrs Honey's Hat and children to be able to join in with the story telling and actions.</p> <p>Matching simple sentences to parts of the story.</p>	<p>How do I sequence events in Mrs Honey's Hat? Matching days of the week to the correct image.</p> <p>Writing adjectives to describe Mrs Honey</p>	<p>Sequencing events from the story.</p> <p>Character profile</p> <p>Use actions and a story-map to retell Mrs Honey's Hat How would Mrs Honey feel in the story?</p> <p>Hot seating</p> <p>Freeze frame different parts of the story and discuss what is happening</p>	<p>What is the weather?</p> <p>How will we observe the changes in the weather as we move from Winter into Spring?</p>	<p>Observing weekly changes in temperature/ rainfall/sunlight</p> <p>How this fits with the pattern of moving from Winter into Spring</p>			Is it Spring in all countries across the world at the same time? - Links to Geography.

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2	<p>LQ: To be able to compare numbers using number bonds, 100-squares and number lines to determine how much more/less. <b>Finding how much more</b></p> <p>LQ: To be able to observe and use number patterns; to be able to see number lines in conjunction with number squares to create visual proportionality. <b>Making number patterns</b></p> <p>Post assessment: numbers to 40 and comparing numbers. Word problem pre assessment.</p> <p><b>Solving word problems</b></p> <p>LQ: To be able to decide whether addition or subtraction is the most appropriate operation. To be able to use and apply number bonds and visual representations to solve word problems.</p>	<p>Reread new innovated story for Mrs Honey's Hat and discuss the strong repetition - how could we alter the events but keep the structure?</p> <p>Looking for harder to read and spell words in the text.</p> <p>World book day reading activities.</p>	<p>What innovations would you make to the story of Mrs Honey's hats? Children to choose a new, setting, activity new character who takes an item from the hat and something that the character leaves behind.</p> <p>Create a storymap of the innovation</p> <p>Cold task: children to attempt writing the innovated part of their story.</p>	<p>Use role-play to explore alternative events in Mrs Honey's Hat. Share ideas of our innovations with others</p>	<p>What are the different parts of a tree and flower?</p> <p>What are the functions of the different parts of a tree and flower?</p>	<p>How plants and flowers change across the seasons. (Link to prior learning on seasons over time)</p>		<p>Recap: What are Living and non-living things</p>	
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3	<p>LQ: To be able to use pictorial representations to help solve word problems; to be able to choose the correct operation to solve a word problem.</p> <p>Assessment</p> <p>LQ: To be able to use visual representations and patterns to solve word problems; to be able to develop precision in model drawing to recognise similarities and differences.</p>	Children read their innovations to the class.	<p>modelled writing- teachers model explicit writing behaviour. children watch and listen.</p> <p>shared writing- adults model with input from children. children contribute ideas and help make choices.</p> <p>Guided writing- adult guides key aspects appropriate to the needs of the group.</p>	Acting out a new innovative part of the story.	What are birds and how can I identify them?	Changes in growth from egg to chick		<p>Recap:</p> <p>What are living and nonliving things</p> <p>What makes a bird a bird?</p>	<p>Researching the names of common garden birds</p> <p>What do birds eat and why?</p> <p>What happens in a nest box?</p>
4	<p>LQ: how would I write my own word problem?</p> <p>Word problems post assessment. Addition subtraction to 20 fluency.</p> <p>Pre assessment multiplication, division, making equal groups.</p> <p><b>Multiplication</b></p> <p>LQ: To be able to identify equal groupings as the first step in multiplying; to be able to reinforce the idea that the arrangement of objects does not have an impact on the number of objects.</p>	Read new innovated stories.	<p>Post assessment- Independent writing. children to write new innovated part of story.</p> <p>Edit and improve a piece of writing</p>	Children perform new innovated story with actions.	Making a bird feeder.			<p>Recap:</p> <p>Carnivore /herbivore/ omnivore?</p>	<p>What do birds eat and why?</p> <p>Why is it important to help the birds that visit our gardens?</p> <p>Why do birds find it difficult to find food at different times of the year?</p>



	<b>Making equal groups</b>  LQ: To be able to organise objects into equal rows in order to begin counting equal numbers efficiently. making equal rows  Equal groups journals								
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5	<p>LQ: To be able to understand that doubling is creating an identical number to the one you started with, and that doubling is the same as saying two groups of the same amount.  <b>Making doubles</b></p> <p><b>Division</b></p> <p>LQ: To be able to understand how to divide even numbers into equal groups using concrete materials; to be able to determine how many groups will be created from sharing equally.  <b>Grouping equally</b></p> <p>To be able to understand how to divide even numbers equally into groups; to be able to determine how many objects will be included in each group in order to share equally.  <b>Sharing Equally</b></p> <p>Multiplication, division, equal groups post assessment.</p>	Read information book about plants	<p>Focus on growing and changing chapters.</p> <p>Write facts about seeds growing into trees.</p>	Children read their information book about seeds to the rest of the class.	Why do some trees lose their leaves in autumn?	The changes in some trees over the seasons of the year		<p>Recap: Living and nonliving things</p> <p>Deciduous and coniferous trees.</p>	Which trees - deciduous or coniferous are native to different countries across the world.
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End of unit assessment	Counts to and across 100 forwards and backwards beginning with 0 or 1 or from any given number.	To be able to read lines and put actions to them (performance skills). Read different texts – fiction and non-fiction, and be able to identify the differences between the two.	Write a repetitive sequence story with alternative events Use verbs and adjectives more confidently.	Be able to perform a story with actions.	Understand what weather is.			Be able to name the parts of a plant and understand what living things need to survive.	
	Counts reads and writes numbers to 100 in numerals; counts in multiples of twos fives and tens.  Given a number identifies one more and one less.  Identifies and represents numbers using objects and pictorial representations including the number line and uses the language of: equal to more than less than (fewer) most least.  Reads and writes numbers from 1 to 20 in numerals and words.  Reads writes and interprets mathematical statements involving addition (+) subtraction (−) and equals (=) signs.								
			Use the conjunction 'and' Write sentences with full stops and capital letters.	Develop an understanding of characters and their feelings.  Be able to articulate this in hot seating etc.  Use the appropriate tone to report on the weather and seasons to the class.	Be able to describe different types of weather.  Be able to complete a weather chart.  Be able to name the different parts of a tree and flower.  Be able to name some common garden birds.  Know what birds eat and what kind of food we can provide to help them.			Understand the different seasons of the year and how the weather changes.	
			Become familiar with the structure of non-fiction texts.		Be able to name the different parts of a tree and flower.				
			Children to write instructions on how to grow a plant.		Understand the difference between deciduous and coniferous trees.				

	<p>Adds and subtracts one-digit and two-digit numbers to 20 including zero.</p> <p>Solves one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as <math>7 = n - 9</math>.</p> <p>Solves one-step problems involving multiplication and division by calculating the answer using concrete objects etc with the support of the teacher.</p> <p>Recalls multiplication facts for the 10 multiplication table and uses them to derive division facts counting in steps of 10 to answer questions.</p> <p>Recalls and uses doubling and halving facts for numbers up to double 10 and other significant doubles.</p>								
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	Geography	History	DT	Art	Computing	PSHE
Prior Learning	We have looked at different countries that make up the UK and where they are on a map.	Discussed time lines previously and how things change over time.	<b>In Spring 1 Week 7 the children will create a Graffiti wall</b> <b>LQ: What is meant by the term, Fashionable logo?</b>			<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 about the environment and how to keep it a sustainable planet. We know ways we can help the environment.</p>
Pre & post assessments			<b>Week 1</b> - The children will be asked to design a new logo for the school without any input.			
Unit assessment			Finished product: The children will produce a fashionable logo which shows where they are from. This will be attached to an old T Shirt using different methods.		Children make a greeting card using images from Kiddle. Use a keyboard to type a message.	<p>Children are able to write the names of feelings from a visual representation of these emotions.</p> <p>Children are able to say how we are different.</p>

1	<p>Geography will link to D &amp; T this term. The children will design and make a logo about where they are from.</p> <p>Week 1 Why do we wear different garments according to the weather and different cultures</p>	<p>History will link to D &amp; T this term. The children will design and make a logo about where they are from.</p> <p>Week 1 Understand that Beaver Road has had different logos in the past.</p> <p>What is fashion? Why do we wear clothes? How have clothes changed throughout history?</p>	<p>Evaluate the current Beaver Road logo and design a new logo.</p>		<p>LQ: How can I research on the internet?</p> <p>Children to practise logging on to their computer again (Linking back to Autumn 1)</p> <p>Children to work with a partner to open the browser and use Kiddle to research greetings cards. Identify key features, including picture, front page message and inside message.</p>	<p><b>Mental Health &amp; Wellbeing</b> What makes me happy? What are my feelings?</p>
2	<p>Week 2 How can emblems be used to signify where you come from?</p> <p>Previous learning -The names of the different countries of the UK. The three seas surrounding the UK. Capital cities of the UK.</p> <p>This week the children will look at the different flags and emblems of the UK - rose, thistle, daffodil and shamrock. This will lead onto the worker bee emblem</p>	<p>Week 2 Recap: what is fashion? How have clothes changed throughout history?</p>	<p>Design a T-shirt which says something about them.</p>		<p>LQ: How can you use a keyboard to type a sentence?</p> <p>Log onto Microsoft Word and explore keyboard features. Learn to use the space bar and shift key to make capital letters. Practise typing a sentence that their partner dictates, thinking of what might be written in a greetings card.</p>	<p><b>Keeping Safe</b> What are the rules about household substances?</p>

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	<p>for Manchester - linking to the history and significance of the worker bee.</p> <p>The children are already aware that Didsbury is in Mcr and Mcr is in England.</p>					
3	<p>Week 3 Recap: How can emblems be used to signify where you come from? Revisit the countries of the UK and the surrounding seas. Remember that we live in Didsbury in Manchester in England.</p>	<p>Week 3 Recap: what is fashion? How have clothes changed throughout history?</p>	<p>Design their logo and begin to make their own logo</p>		<p><i>LQ: What will you write in your greeting card?</i></p> <p>Show children how to open Microsoft Word. Practise writing their Card sentences in different font sizes and styles.</p> <p>Demonstrate how to save their work.</p>	<p><b>Relationships and Sex Education</b> What are the differences and similarities between people?</p>
4			<p>Continue to make their logo for their hat.</p> <p>Glue their initials onto felt in preparation to be sewn onto the hat.</p> <p>Attach their logo to their hat using different methods -</p>		<p><i>What image can I include on my digital greeting card?</i></p> <p>Children to search a key word on Kiddle relevant to their greeting card theme. Find a favourite image, practise</p>	<p><b>Living in the Wider World</b> What is the environment? How can we help the environment?</p>

			safety pins, stitching and glueing.		saving the image using right click on the mouse. Save the image with the message they typed and saved last session.	
5	<p><b>D&amp;T Geography and History-</b></p> <p>This week the children will complete making their logo and attach it to their hat.</p> <p>This will bring our topic question to life</p> <p><b>‘How can I make a fashionable logo about where I am from?’</b></p> <p>This will be celebrated in a fashion show where all will take part on the last day of term</p>	<p><b>D&amp;T Geography and History-</b></p> <p>This week the children will complete making their logo and attach it to their hat.</p> <p>This will bring our topic question to life</p> <p><b>‘How can I make a fashionable logo about where I am from?’</b></p> <p>This will be celebrated in a fashion show where all will take part on the last day of term</p>	<p>Celebrate with a fashion show.</p> <p>Evaluate their work.</p>		<p><i>LQ: How will I complete a digital card.?</i></p> <p>Children complete their digital greetings card.</p> <p>Can they suggest and complete any improvements?</p>	<p><b>PSHE Assessments</b></p> <p>I can name different emotions.</p> <p>I can say how to regulate my emotions.</p> <p>I can say that we are all different.</p> <p>I can say why we are different.</p>
End of Unit assessment			Children will have made a fashionable logo which says something about them. They will have attached this to a hat using different methods. They will evaluate their own work .		Children to make a digital greeting card.	



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	Music	RE	PE		Languages
			Games	Dance / Gymnastics	
Prior Learning	<p>Singing a range of songs with increasing vocal control and tuning</p> <p>Keeping the pulse using untuned percussion instruments</p>	<p>Sacred places of worship and sacred objects for Jews, Muslims and Christians.</p>		<p>Rolling, wide shapes, tall shapes.</p>	
Pre & post assessments	<p>Create a whole class seascape using body percussion</p>	<p>What special places of worship do you know?</p> <p>What sacred objects do you know? Draw a mind-map.</p>	<p>Time and measure the children, running, throwing and jumping working through the worksheet provided.</p>	<p>Spins and balances on points and patches.</p> <p>Check understanding of the difference between symmetrical and asymmetrical balances and spins.</p>	
	<p>Write down and perform from a graphic score, as a group</p>	<p>How do you belong? Draw a picture and label</p>	<p>Using the same worksheet the children will repeat each test and see the comparison between week 1s results and week 5s results.</p>	<p>Children perform symmetrical and asymmetrical balances and spins in a sequence at different levels individually and with a partner.</p>	

Unit assessment	Can children work as a group to create a seascape, using voices and body percussion, and notating it in their own way using a graphic score.	How do Jews, Muslims and Christians show they belong? Draw a picture and label.	Master basic movements including, running, jumping, throwing, catching, as well as developing agility, balance and coordination, and begin to apply these in a range of activities.	Demonstrate agility balance and coordination. Be physically confident. Show an understanding of what success looks like. Work with a partner to perform a routine. Perform symmetrical and asymmetrical spins. Spin at different levels on points and hold balances at different levels	
1	<p>Lesson 1: The sea - Vocal and body sounds</p> <p>Understand that music can be used to represent an environment</p>	<p><b>LQ: What does it mean to belong to a family?</b></p> <p><b>What is a family?</b></p> <p><b>What can different families look like?</b></p> <p><b>How do you belong to your family?</b></p> <p><b>What is your role within your family?</b></p>	<p>The children are going to develop their technique of sprinting. They will enhance the three phases of a running race (beginning, middle &amp; end). <b>LQ: When sprinting what are the key points?</b></p>	<p><b>LQ: What is a spin and what parts of our body can we spin on ?</b></p> <p><b>Children to perform controlled spins support body weight in symmetrical balances and spin on apparatus</b></p>	
2	<p>Lesson 2: Vocal and body sounds - Embodying the sea</p> <p>Understand how music can represent changed in an environment</p>	<p><b>LQ: How do Christians show they belong?</b></p> <p><b>Children to learn that Christians belong to a group and the significance of Jesus to Christians. Children to learn what happens at a Christian baptism.</b></p> <p><b>Look at different signs of belonging in Christianity.</b></p>	<p>The children are going to further develop their understanding of running and jumping over hurdles. They will develop their ability to run, jump, and remain balanced when landing. <b>LQ: How do we get over the hurdles?</b></p>	<p><b>LQ: What is the difference between symmetrical and an asymmetrical spin?</b></p> <p><b>The children will perform asymmetrical spins on side front back and bottom..</b></p>	

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		Share story of the Lost Coin. Discuss loss and wonder.			
3	<p>Lesson 3: Vocal and body sounds - Musical treasure hunt</p> <p>Select instruments to match seaside sounds</p>	<p><b><i>LQ: How do Muslims show they Belong?</i></b></p> <p><b>Discuss meaning and significance of the word Allah. Look at different examples of calligraphy saying 'Allah' and 'Muhammad.'</b>Children to learn about the significance of Muhuammad to Muslims.</p> <p><b>Share and discuss a story of Belonging in Islam.</b></p>	<p>Children are going to develop their ability to jump for distance. They will understand and be able to demonstrate how to increase their jumping distance. They will also understand how to land appropriately. <b>LQ: How do you increase your jumping distance?</b></p>	<p><b><i>LQ: How do you collaborate with others to create a sequence?</i></b></p> <p><b>Children to work with a partner to perform routines in different formations perform a combination of symmetrical and asymmetrical spins on patches</b></p>	
4	<p>Lesson 4: Vocal and body sounds - Seaside story</p> <p>Recognise and use dynamics and tempo</p>	<p><b><i>LQ: How do Jewish people show they belong to a community?</i></b></p> <p><b>Discuss the meaning and importance of the Shabbat. Watch clips and read stories about Jewish Children sharing</b></p>	<p>Children are going to further develop their jumping for distance. They will understand and be able to demonstrate how to increase their jumping distance. They will also understand how</p>	<p><b><i>LQ: How can you spin at different levels on points?</i></b></p> <p><b>Children perform a sequence of spins on points and hold balances on</b></p>	

		<p>their Shabbat meal. Discuss how it makes them feel that they belong.</p>	<p>to land correctly. LQ: How do you increase your jumping distance?</p>	<p>different points of their bodies.</p>	
5	<p>Lesson 5: Vocal and body sounds - Seaside soundscape</p> <p>Write down and perform from a graphic score</p>	<p><i>LQ: Why and how do Christians celebrate Easter?</i></p> <p>Share the Easter Story</p> <p>Children make an Easter card,.</p>		<p><i>LQ: What makes a good gym performance?</i></p> <p>Children to hold balances at different levels spin out of balances to form a sequence</p>	

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End of Unit Assessment	<p>The children should be able to do the following by the end of this unit of work:</p> <p>Recreate and then adapt descriptive sounds heard using their voice or body</p> <p>Make appropriate choices to represent a descriptive sound</p> <p>Control bodies and voices to make both quiet and loud sounds</p> <p>Follow simple instructions during a group performance</p> <p>Create their own graphic score and play from it</p>	<p><b>To be able to explain what makes them special.</b></p> <p><b>To understand how people belong to different religions, as well as other community groups.</b></p> <p><b>To know how Christians and Muslims show belonging to their religions.</b></p> <p><b>To know what happens at a Christian baptism.</b></p>	<p><b>The children should have gained a good understanding of what to do in the three phases of sprinting. Be able to incorporate running, jumping &amp; landing correctly and be able to throw with a good technique.</b></p>	<p>Children show they are able to work with a partner to perform a routine. using symmetrical and asymmetrical spins at different levels on points and holding balances at different levels</p> <p><b>Children to know what makes a good performance.</b></p>	
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