

Year:		Term:		Learning Challenge question		MTP
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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><b><u>Year 1 Autumn 1 and 2:</u></b></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><b>Recognises and names common 2-D shapes including eg rectangles (including squares) circles and triangles.</b></p> <p><b><u>Reception:</u></b></p> <p><b>Compare length. Order 2 or 3 items by length or height.</b></p>							
Pre & post assessments	<p><b>Week 1: Pre-assessment: addition and subtraction within 20.</b></p> <p><b>Week 5: Length and height pre assessment</b></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><b>Cold task</b></p> <p><b>Sequence and write captions for key parts of the story.</b></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 1: 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>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>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 did you do in the Christmas holidays?</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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<b>2</b> Maths workshops  1 maths lesson to be missed per class	<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>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>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 a reptile?</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>
<b>3</b>	<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>Read the new version of the story again looking for HRSW's and</p>	<p>Innovate the story maps with post it notes</p> <p>LQ: What HRSW's and Graphemes</p>	<p>Kagan and partner discussions about your innovations.</p>			<p>LQ: What is a fish?</p> <p>LQ: What is an amphibian?</p> <p>LQ: What are living things,</p>	

	<p><b>LQ: To be able to subtract by subtracting from only the ones column.</b></p> <p><b>LQ: To be able to subtract a certain amount of ones from 10 rather than from the ones, as there are not enough ones.</b></p>	graphemes	<p>can we spot in the new innovated story.</p> <p><b>LQ: What happens in your version of the story?</b> Children to practise writing parts of the story with support</p>				<p>non-living things? Make links to living things growing.</p> <p>Find out what makes something a living thing. Go on a hunt in the playground to identify living and non living things.</p> <p><b>LQ: How can you classify animals by what they eat?</b> 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. Sort animals that are carnivores, herbivores and omnivores.</p>	
4	<p><b>Subtraction recap</b></p> <p><b>Post assessment: Journal addition and subtraction</b></p> <p><b>Length and height pre assessment</b> <b>LQ: To be able to compare height and length using key terminology.</b></p>		<p><b>LQ: What happens in your version of the story?</b> Children to practise writing parts of the story with support</p>	Listen to the ideas and experiences of others.			<p>Recapping the 5 animal types</p> <p><b>LQ: What are living things/non-living things?</b> <b>LQ: How can you classify animals by what they eat?</b></p>	

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<b>5</b> Year 1 animal experience	<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>	<p>Children to read out their new innovated story.</p>	<p>Use a story map to write their own version of the story. Hot task.</p> <p>Phonics screening practice</p> <p>Children to generate questions for zoo2U</p>	<p>Perform your poem to a group- focus on expression and intonation.</p>			<p><b>LQ: How are animal bodies different from each other?</b>  Choose 2 different animals and describe and compare their features. Draw both animals. What is the same and what is different?</p>	

<p><b>6</b> class celebration assemblies</p>	<p><b>Number bonds to 20</b></p> <p><b>Writing numbers in words</b></p> <p><b>Counting to 40</b></p> <p><b>Active maths</b></p>	<p><b>Read examples of recounts.</b></p>	<p><b>LQ: What are the features of a recount?</b></p> <p><b>Sequence pictures of the visit from zoo to you.</b></p> <p><b>Write a recount of the zoo2 you visit.</b></p>				<p>LQ: What body parts help me with my senses?</p> <p>LQ: Do all animals have senses?</p> <p>Brief introduction to the body parts and senses to link knowledge to our learning challenge question.</p> <p>Answer Learning Challenge Question</p> <p>LQ: Why are humans not like tigers?</p>	
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Year:		Term:		Learning Challenge question		MTP
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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><b>Given a number, up to 20, says one more and one less.</b></p> <p><b>Identifies and represents numbers up to 20. Uses language of more than/less than;<math>\frac{3}{4}</math> most/least and equal to.</b></p> <p><b>Reads and writes numbers from 1 to 20 in numerals and words.</b></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>Know that different sizes of paintbrushes make different marks- know and use the terms thick and thinner, long, short, bristles.</p> <p>Know that paintbrushes can make marks on a surface when combined with paint using brush strokes.</p> <p>Move paint on a surface using brush strokes.</p> <p>Know that different paints move differently.</p> <p>Know what happens when you paint over</p>		<p>We know about our emotions and how they affect others.</p> <p>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.</p> <p>We respect our own and others' bodies and privacy</p> <p>We understand that all living beings have needs and that we need to respect them and the environment that supports them.</p>

				another colour while it is still wet.		
Pre & post assessments	What are the names of the countries in the UK?	What is a timeline?		What is watercolour? Do I know how to create art using this medium?		
Unit assessment				Have I demonstrated that I know how to create art using this medium?		
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: What is watercolour?</p> <p>Introduction to the medium of watercolour.</p> <p>Emma Burleigh artist video.</p> <p>Cut and stick onto one page of their sketch book and write what they like.</p> <p>Simple exploratory mark making with watercolours as they explore the artist's work.</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>	Understand how to respect the environment in order to support humans and other living things.
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 do colours mix?</p> <p>Introducing Paul Klee and responding to his work.</p> <p>Exploring how colours mix - making their own colour spectrum in their sketchbooks.</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>	Understand that living things have needs and that they have a responsibility to meet them.

Year:		Term:		Learning Challenge question		MTP
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3	Understand the differences between the 4 seasons and how the weather changes	Timeline to show an animal grows & life cycle		LQ: What different ways can I use watercolour?  Variegated wash, flat wash, grading wash.	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? To recognise what they like and dislike
4	Understand the differences between the 4 seasons and how the weather changes What different animals do in the different seasons.	Timeline to show an animal grows & life cycle		LQ: What is the "wet on wet" technique?  Watch Emma Burleigh video then explore the "wet on wet" technique in sketchbooks	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 that choices can have good or not so good consequences.  How to make real informed choices that improve our physical and emotional health.
5	Use a map to locate where I live and to know we live in the UK. Use world maps, atlases and globes to identify the United Kingdom and its countries Know the names of the three main seas that surround the united kingdom			LQ: What imagery can I use in my Art Book?  Explore last lesson's work to see if there is any imagery appearing. Work into this with wet on dry.	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 understand how to respect our own bodies and minds and those of others

6				<p>LQ: What imagery can I use in my artwork?</p> <p>Working into watercolour with black handwriting pens</p> <p>LQ: How can I share feedback about my peers' artwork?</p> <p>Class crit: What do you like about your partners work, what imagery do you see in their work?</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>Children's Mental Health Week 2024</p> <p>Create posters to promote mental health. Children make posters in their kagan groups to let others know how we can respect each other's bodies and minds, and make good choices, so that we can be healthy and happy</p>
	<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>Watch back imovies and discuss what groups did to direct the movies</p>	
End of Unit assessment				<p>To have created a piece of Art Work using all the techniques learnt over this half term.</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>	<p>Kagan groups make posters to tell others how to make healthy choices in order to keep ourselves and others happy and healthy</p>

Year:		Term:		Learning Challenge question		MTP
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	Music	RE	PE	
			Games	Dance / Gymnastics
Prior Learning	Moving to music  Singing in class and in assemblies		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.	Observing children's physical responses to music in first lesson
			Putting them back into hockey matches and comparing how the children have developed from week 1 to week 7.	Improvising animal dances in groups - videoing performances for children to look for improvement
Unit assessment	<b>Tempo (Snail and Mouse)</b>  <a href="https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-1/snail-and-mouse/">https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-1/snail-and-mouse/</a>  A secure student will be able to:  Demonstrate slow and fast with their bodies and voices  Demonstrate slow and fast beats while saying a rhyme and using an instrument  Perform a song using a singing voice  Perform with an instrument		Understand the importance of warming up safely prior to exercise and can sustain performance over periods of time  Master basic movements including running.  Develop balance, agility and co-ordination, and begin to apply these in	Children will be able to demonstrate a sequence and pattern of movements in order to perform a dance with a group, linked to our topic. Video to be put onto seesaw

	<p>Observe others and move, speak, sing and play appropriately</p> <p>Sing in time from memory, with some accuracy</p> <p>Keep a steady pulse</p> <p>Move, speak, sing and play demonstrating slow and fast beats</p> <p><b>Whole class performance will be videoed, as end of unit assessment</b></p>		<p>a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	
1	<p>Lesson 1: Snail and Mouse</p> <p>Use voices and bodies expressively, while exploring tempo</p>	<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 2: Exploring rhyme with snail and mouse</p> <p>Practice a rhyme using fast and slow beats on instruments</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. <b>LQ: How many hands do we use on the Hockey stick and where are they positioned?</b></p>	<p>LQ: What dance formation can you innovate ?</p> <p>Incorporate movements into a 16 count motif to music.</p>
3	<p>Lesson 3: Singing snail and mouse</p> <p>Use voices to perform a song with a fast and slow beat</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. <b>LQ: When travelling with</b></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>



Year:		Term:		Learning Challenge question		MTP
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			the ball what must we do?	
4	<p>Lesson 4: Performing snail and mouse</p> <p>Use singing voices and an instrument to perform a song with a fast and slow beat.</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 next?</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>

5	<p>Lesson 5: The story of snail and mouse</p> <p>To demonstrate fast and slow beats within the context of a story.</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>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>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> <p>Practice dance for class celebration assembly</p>

Year:		Term:		Learning Challenge question		MTP
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		Recapping on learning over half term.	Hockey - Children will be introduced to the technique of shooting. Paring children up standing in a goal each, one person will shoot and the other will stop the ball. <b>LQ: How do we gain more power when shooting?</b>	
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><b>Whole class performance will be videoed, as end of unit assessment</b></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>		To be able to work as a team to plan, rehearse and perform a dance routine to music that encorporates different levels, speeds and directions.