Year 1, Spring 2- Medium Term Plan

How can I make a fashionable logo about where I am from?

Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Counts to and across 20 forwards and backwards beginning with 0 or 1 or from any given number. Counts reads and writes numbers to 20 in numerals; counts in multiples of twos fives and tens. Given a number, up to 20, says one more and one less. Identifies and represents numbers up to 20. Uses language of more than/less than;¾ most/least and equal to. Reads and writes numbers from 1 to 20 in numerals and words. Reads and writes simple sums involving numbers up to 20. 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 Recalls doubling facts for numbers up to double 10- mastery of number	Pre-assessment numbers to 40 and comparing numbers. Word problem pre assessment. Addition subtraction to 20 fluency. Counts to and across 100 forwards and backwards beginning with 0 or 1 or from any given number. 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. 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 multiplication table and uses them to derive division facts counting in steps of 10 to answer questions. Recalls and uses doubling and halving facts for numbers up to double 10 and other significant doubles. Pre assessment multiplication, division, making equal groups. Post assessment: numbers to 40 and comparing numbers. Word problems post assessment. Multiplication, division, equal groups post assessment.	It must be xx because xx..... I know thst because ..... I know that, so ..... It could be xx because ..... It cannot be, because	LQ: Can I use the making 10 strategy to count numbers above 10? LQ: How can I represent numbers on a number line? LQ: Can I count to 40? LQ: Do I understand that digits represent tens and ones? LQ: Am I able to represent numbers using base 10 materials and numbers? LQ: Can I count in 10s and 1s? LQ: Can I use place value to compare two or three numbers and determine which number is bigger or smaller? LQ: Am I able to arrange three numbers in order of size? LQ: Am I able to compare numbers using number bonds, 100-squares and number lines to determine how much more/less? LQ: Can I observe and use number patterns; being able to see number lines in conjunction with number squares to create visual proportionality? LQ: Am I able to decide whether addition or subtraction is the most appropriate operation? LQ: Am I able to use and apply number bonds and visual representations to solve word problems? LQ: Can I use pictorial representations to help solve word problems; being able to choose the correct operation to solve a word problem? LQ: Am I able to use visual representations and patterns to solve word problems; being able to develop precision in model drawing to recognise similarities and differences? LQ: Can I write my own word problems? LQ: Am I able to identify equal groupings as the first step in multiplying; being able to reinforce the idea that the arrangement of objects does not have an impact on the number of objects? LQ: Can I make equal groups LQ: Am I able to organise objects into equal rows in order to begin counting equal numbers efficiently? LQ: Do I 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? LQ: Do I understand how to divide even numbers into equal groups using concrete materials; being able to determine how many groups will be created from sharing equally? LQ: Do I understand how to divide even numbers equally into groups; being able to determine how many objects will be included in each group in order to share equally?	**More** **Less** **Addition** **Subtraction** **Tens** **Ones** **Bigger** **Smaller** **Greater than** **Less than** **Multiplication** **Division** **Groups**	**Resilience**

Writing	Writing simple sentences using a capital letter, finger spaces and full stop. Writing sentences to form a short narrative, lost and found story. Writing non-fiction sentences. Drawing a story map and re-telling a story using actions. Innovate a familiar story. Children have used adjectives in stories previously. Orally rehearsing sentences. Joining in with familiar stories using actions.	Pre-assessment task children to write innovated part of the story. Short burst writing - writing a fact about the seasons. Post assessment- children to write innovated part of story. Children to write a fact about the parts of a plant/ tree. Write a repetitive sequence story with alternative events Use verbs and adjectives more confidently. Use the conjunction 'and' Write sentences with full stops and capital letters. Become familiar with the structure of non-fiction texts. Children to write instructions on how to grow a plant. Be able to perform a story with actions. 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 perform a story with actions. 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.	Verbal retelling of story Hotseating Orally rehearsing sentences Group performances Freeze frame different parts of the story and discuss what is happening Use role-play to explore alternative events in Mrs Honey's Hat. Share ideas of our innovations with others Acting out a new innovative part of the story. Children perform new innovated story with actions. Children read their information book about seeds to the rest of the class.	LQ: How do I sequence events in Mrs Honey's Hat? LQ: What did Mrs Honey do on each of the days? LQ: What adjectives describe Mrs Honey? LQ: How would Mrs Honey feel in the story? LQ: What innovations would you make to the story of Mrs Honey's hats? LQ: What happens on Thursday in your story? LQ: what happen on Monday? LQ: what happen on Tuesday? LQ: what happen on Thursday? LQ: How can I edit and improve a piece of writing? Focus on growing and changing chapters. LQ: What facts can I write about seeds growing into trees?	Days of week Setting Character Character profile Edit Sequencing Role Play Innovation Story-map Opening build up problem resolution ending	Creativity
Reading	Relating to own experiences to the books that are read. Learning key features of a non-fiction text. Re-read writing to check it makes sense. Orally rehearsing sentences. Joining in with familiar stories using actions.	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.	Verbally sharing own experiences relating to books Whole class, and group discussions about texts Reading out loud in a group (Guided Reading) Joining in with familiar texts Reading aloud what they have written.	LQ: Can you match simple sentences to pictures of different parts of the story? LQ: What graphemes can we find in the story of Mrs Honey's hat? LQ: what harder to read and spell words can we find in the text of Mrs Honey hat?	Grapheme Phoneme	**Resilience**
Science	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. Over the Autumn term in Year 1 the children learned about the different seasons of the year. 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. Similarities and differences between animals and humans Living and nonliving things Able to identify what animals eat - herbivores, carnivores and omnivores. Researching different classifications of animals	Pre/ post assessment - Name the parts of a tree and plant Name 5 different types of garden birds. Know what birds eat and what kind of food we can provide to help them. Draw and label the parts of a tree and flower. Understand what living things need to survive (plants) Identify deciduous and coniferous trees and understand the differences. Be able to describe different types of weather whiich is reflected oover different seasons.	I think that .... I know this because ... I can see that ...	LQ: How will we observe the changes in weather as we move from winter to spring? LQ: What are the different parts of a plant and a tree? LQ: What are birds and how can I identify them? LQ: What are the names of different types of trees? LQ: How can I tell the difference between a carniverous and deciduous tree? LQ: What are the names of different wild and garden plants?	leaves flowers (blossom) petals fruit roots bulb seed trunk branches stem Common garden bird names tree deciduous evergreen	Collaboration
Geography	We have looked at different countries that make up the UK and where they are on a map. The children are already aware that Didsbury is in Mcr and Mcr is in England.		Children verbalise the choices they make and how those choices link to and represent where they are from. They use language relating to the places they identify with and are able to explain why. Children discuss in pairs, groups and as a whole class. They use discussion to expand upon their ideas and to deepen their understanding of how places can by linked to visuals in a symbolic and personal way.	Geography will link to D & T this term. The children will design and make a logo about where they are from. LQ: Why do we wear different garments according to the weather and different cultures? LQ:How can emblems be used to signify where you come from? LQ: How can emblems be used to signify where you come from?	logo design country town city fashion	Collaboration
History	Discussed time lines previously and how things change over time.		Language relating to time - past and present - what used to be the case and what is the case now. Children verbally share what they observe or learn through sources, with regard to fashion and clothing. Children use descriptive language when discussing the visuals of historical clothing and clothing today Discussions in pairs, groups and as a whole class Improving and tweaking ideas through verbal discussion and feedback	History will link to D & T this term. The children will design and make a logo about where they are from. LQ: What is fashion, and why do we wear clothes? LQ: How have clothes changed throughout history?	then now past present logo design fashion	Collaboration

DT	Early Years Foundation Stage (EYFS) Experiences: Children will have had experiences with manipulating various materials through play. They will have explored how to join materials through continuous provision. This will have included using glue, tape, and staples to join paper and card.	In Spring 1 Week 6 the children will create a Graffiti wall LQ: What is meant by the term, Fashionable logo? Hook/ pre learn - How can I join two pieces of material together? Children to show a range of ways to join two pieces of materials - glue, tape, staples, paper clip, safety pins, needle and thread. How do I draw a logo? Children to design a new Beaver Road logo including the house colours and animals. Finished product: The children will produce a fashionable logo which shows where they are from. This will be attached to an old hat using different joining techniques.	THE LANGUAGE OF EVALUATION EVALUATING I found.....hard/easy because..... I like / dislike because..... I feel that.....next time. I could..... In my opinion.....because..... Children will use their oracy skills to evaluate their work throughout the design and making process. Example questions - describe the ways in which you have joined the materials together. Evaluate - did this method work well? How could you make it better? Logo - describe why you haver chosen to use... What do you like/ want to improve about your work? Was your chosen joining technique effective? Did it work? What could you do differently next time?	LQ: What is a logo? LQ: Can i design a T shirt to show important things about me? LQ: Can you design a logo to represent where you are from? LQ: How can we assemble and join materials using a variety of methods? LQ: How can we use simple finishing techniques to improve the appearance of our products? LQ: What do I think of the logo I have made and would I change anything?	Actions: Join Stick Attach Fasten Connect Cut Fold Joining Words: Glue Tape Staple Sew Fasten Properties: Strong Weak Flexible Stiff	Creativity
Art	DT focus this term					Creativity
Computing	First year of the Computing curricullum. Much of this unit will be familiar from pupils' mathematics and early years education.	Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down. Assessment rubric provided by NCCE for the unit Year 1 – Grouping Data.	Continuous formative assessment through a variety of Kagan structures used in each lesson.	**Data and information – Grouping data** I can describe objects using labels I can match objects to groups I can identify the label for a group of objects I can count objects I can group objects I can count a group of objects I can describe an object I can describe a property of an object I can find objects with similar properties I can group similar objects I can group objects in more than one way I can count how many objects share a property I can choose how to group objects I can describe groups of objects I can record how many objects are in a group I can decide how to group objects to answer a question I can compare groups of objects I can record and share what I have found	object label group identify property/properties compare cut paste	Creativity
RE	We know that different people have differet beliefs and belong to different faiths . We know that everyone has the right to their own thoughts nad beliefs : Article 14. We understand that we treat the beliefs of others with respect. We know to discuss our own beliefs with our families. We undrstand that we are not being taught what to believe in school. We know that there are three main religions who believe in one God. These religions are Christianity, Judaisnm and Islam. We understend that each of these religions have a sccred place of worship and different symbols and objects which link to their beliefs.	What special places of worship do you know? What sacred objects do you know? How do you belong? Draw a picture of your family and label. Describe your role within your family e.g. daughter, sister, etc. To be able to explain what makes them special. To understand how people belong to different religions, as well as other community groups. To know how Christians , Jews and Muslims show belonging to their religions. To know what happens at a Christian baptism. To know what happens at the Muslim ceremony called Aqiqah. To Know what happens at a Shabbat meal. To know the Christian story of Ester. To understand how Christians celebrate this festival and its relevance to Christian beliefs.	Talking about knowledge and experiences Asking questions about areas of interest Discussing in kagan groups and pairs Whole Class discussions	LQ: What does it mean to belong to a family? What is a family? What can different families look like? How do you belong to your family? What is your role within your family? LQ: How do Christians show they belong? 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. Look at different signs of belonging in Christianity. Share story of the Lost Coin. Discuss loss and wonder. LQ: How do Muslims show they Belong? Discuss meaning and significance of the word Allah. Look at different examples of calligraphy saying 'Allah' and 'Muhammad.'Children to learn about the significance of Muhuammad to Muslims. Share and discuss a story of Belonging in Islam. LQ: How doJewish people show they belong to a community? Discuss the meaning and importance of the Shabbat. Watch clips and read stories about Jewish Children sharing their Shabbat meal. Discuss how it makes them feel that they belong. LQ: Why and how do Christians celebrate Easter? Share the Easter Story Children make an Easter card,.	Religion , tradition, holy, blessing,, symbols, faith, beliefs, family, love, community, belonging, sacred, worship, prayer, Church, Mosque, Synagogue, Christening, Aquiquah Shabbat Lent, Easter.	Fairness
PSHE	We know about our emotions and how they affect others. We know how to have a healthy body and healthy mind. We know about the environment and how to keep it a sustainable planet. We know ways we can help the environment.	A secure student will be able to do these things by the end of the unit: Name different emotions Say how they can regulate their emotions Know that we are all different Know in what ways we are all different Know what the environment is Know how we can help the environment	Talking about feelings Discussing what makes us feel happy or unhappy Sharing knowledge and learning about the environment Whole class and kagan discussions	What are my feelings? What makes me feel happy or unhappy? What are the rules about household substances? What are the differences and similarities between people? What is the environment? How can we help the environment?	Feelings Emotions Happy Unhappy Sad Excited Angry Scared Environment planet sustainable care recycle	Kindness

Music	Demonstrating slow and fast with their bodies and voices Demonstrating slow and fast beats whilst saying a rhyme and using an instrument Performing a song using singing voice Performing with an instrument Oserving others and moving, speaking, singing and playing appropriately Singing in time from memory, with some accuracy Keeping a steady pulse Moving, speaking, singing and playing demonstrating slow and fast beats	A secure student will be able to do these things by the end of the unit: Use appropriate, justified movements to represent dynamics Identify sounds within the music and describe them using adjectives Recreate sounds using voice or body and extend ideas by adding dynamics Create appropriate, original sounds with their voice and body Use instruments to create loud and soft sounds Justify instrument and sound choices Follow instructions during a performance Create and play a musical score that showcases understanding by using dynamic symbols	Describing the seaside Describing sounds Describing the timbre of sounds Describing the timbre of musical instruments Whole class, group and paired discussions	Understanding how music can be used to represent an environment Understanding how music can represent changes in the environment Explore using instruments, body and voice to create a seaside soundscape Identify how dynamics can reflect environments Create and represent sounds using symbols	loud soft quiet crescendo decrescendo dynamics sounds symbols body voice soundscape timbre	Creativity
PE		Time and measure the children, running, throwing and jumping working through the worksheet provided. Using the same worksheet the children will repeat each test and see the comparison between week 1s results and week 5s results. The children should have gained a good understanding of what to do in the three phases of sprinting. Be able to incorporate running, jumping & landing correctly and be able to throw with a good technique. 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.	Participating in group and whole class discussions Verbally sharing ideas for improvement relating to running, jumping and landing Discussions about how to increase distance when jumping. Children verbally share ideas and talk about what they are demonstrating to each other.	The children are going to develop their technique of sprinting. They will enhance the three phases of a running race (beginning, middle & end). LQ: When sprinting what are the key points? 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. LQ: How do we get over the hurdles? 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. LQ: How do you increase your jumping distance? 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 to land correctly. LQ: How do you increase your jumping distance? The children are going to develop their overarm technique (throwing for distance). They will understand the importance of the lower body when throwing. LQ: When throwing a ball, why is your lower body important?	sprint jump land balance distance increase improve overarm technique body	Resilience
Gymnastics	Year 1 Autumn Term Roll, create wide shapes and tall shapes.	Spins and balances on points and patches. Check understanding of the difference between symmetrical and asymmetrical balances and spins. Children perform symmetrical and asymmetrical balances and spins in a sequence at different levels individually and with a partner. 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 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 Children to know what makes a good performance.	Evaluation and feedback opportunities, reflecting on their own and others work. I like how ..... because I like how you ..... Maybe next time you could .... Why not try ..... to help you to	LQ: What is a spin and what parts of our body can we spin on ? LQ: What is the difference between symmetrical and an asymmetrical spin? LQ: What is a point and how can I spin on a point? LQ: How do you collaborate with others to create a sequence? LQ: How can you spin at different levels on points? LQ: What makes a good gym performance?	balance spin points symmetrical asymmetrical, collaborate perform sequence control routine	Collaboration