Medium Term Planning **Year 1 Spring 1**

LC Question: Do you want to build a Snowman?

	Quality text/hook	English (additional to RWI)	Reading	Maths (WRH)	Enquiry Zone
1	**TFW Week 1** **Arrival of a penguin with rucksack full of Antarctic items.** **Lost and Found by Oliver Jeffers** **Story map**	***Week 1, Speaking and listening*** - Daily map reading with actions - Present children with a hook - Read the story to the children in a fun and engaging way without the book - Put to the story on a map to be used each day - 3-4 activities to really build on the children's understanding of the text - Send home story map Speaking and listening Prepare to use new words when communicating Hold attention well when collaborating with others Happy to join in with role play Initiate conversation Prepare to ask questions.	Applying phonics: Know which words can be decoded using phonics. Blend sounds in unfamiliar words. Read words with familiar endings Read words with the prefix –un. Read with confidence. Divide words into syllables. Reading for pleasure: I say what I like about a book. I say if a story reminds me of another story. Listen to others ideas about a story. Find familiar story language. Retell key stories. Recognise rhyming language. Fluency: Use prior knowledge to understand texts. Identify unfamiliar words and ask about meaning. Use the context to make predictions. To give an opinion about a character. Know that stories can have similar stories.	Number: Addition and Subtraction	Polar explorer base camp with writing opportunities. Small world – Arctic and Antarctic animals. Sorting. Fake snow. Motor skill – ice play doh station Penguin pile up game.
2	**TFW Week 2** **Narrative**	***Days 6 – 10*** • Daily map reading and spellings • Investigate key elements needed to write text • present key language needed for writing • Complete short burst of writing, short paragraph children may use in their writing • Box it up planner – allow children to change story Oral retell with own maps. form lower case letters in the correct direction, starting and finishing in the correct place. I use the suffix -ed I write from memory simple dictated sentences including the words so far. I use a full stop accurately. I use 'and' to join ideas.			
3	**TFW Week 3**	***Days 11 – 13*** • Children to write a section of their text each day • Children can write as whole class **independently** • Editing time at start of each lesson ***Days 14 and 15*** • Children to write up to 5 sentences focusing on handwriting Children perform. Share/video their text			
4	**Narrative (Diary)**	**Factual writing Non Chron –Diary Entry** Non-fiction TFW days 1 – 5			

	Depicting the daily life of an Inuit. **Living in the Arctic** **Allen Fowler** **TFW Week 1**	• Introduce focus text including key features of genre • Model text • Read through text and introduce map to children, oral retelling and children to add actions. Map sent home with children • Drama, acting out daily events I use the personal pronoun I. I write from memory simple dictated sentences including the words so far. I use a full stop accurately. I use 'and' to join ideas. Recognise and use language linked to days of the week.		Number: Place Value Multiples of 2, 5 and 10	
5	**TFW Week 2** **Non Fiction**	Non-fiction TFW days 6 – 10 • Children to write sentences about daily life as an Inuit • Children can work as a whole class but independently • Children write up to 5 sentences in their diary entries focusing on handwriting Children share their diary entries via presentation			
6	Polar explorer visit - Race to the Poles. Postcard from an explorer)	**Grammar Practice writing description of what they can see.** **Teach some of the key features of a postcard.** **Children to act out what they can see.** I write from memory simple dictated sentences including the words so far. I use a full stop accurately I use the suffix -ing where no change is needed in the root word. I form lower case letters.			
6	Postcard from Explorer	Independent write - Write a **postcard** including geographical features and climate.			
7	Reflection week What do I now know? What can I now do better than I could do before?	Draw/create Spring Tree and discuss what we have learnt this half term about this season. Compile knowledge of Spring weather.			

	Learning Challenge Question	Science WS 1,2,3,4,5,6	Computing	History- How are the discoveries of Steven Backshall and Captain Scott different?	Geography	Art	D T	Music	PE (PPA)	PSHE (PPA)	RE (PPA)
1	**What do I need to wear today?** **Where are the Polar Regions?**	See Seasonal Changes Unit Overview – Grammarsaurus **What season are we in?** **What clothing should I wear in Winter?** **I can record the weather for a week.** **Winter tree.** Lesson 3 on Unit Overview - What is Autumn? I can observe and describe the changes across the four seasons.	**Digital writing** **Exploring the keyboard**		**North and South Poles** To point to the equator, North and South Poles on an atlas and globe.	**Hot/ cold colours** **Kenojuak Ashevak – Inuit art** Explore a range of her paintings – art appreciation, which one do I prefer and why?		**<u>Kapow Tempo – Snail and Mouse</u>** **Lesson1 -** Snail and mouse **Lesson 2 –** Exploring rhyme with snail and mouse **Lesson 3 –** Singing snail and mouse **Lesson 4 –** Performing snail and mouse **Lesson 5 –** The story of the snail and mouse	Spring 1 – <u>Dance</u> including. acquiring and developing skills, evaluating and improving and health and fitness. Sports Coach (see long term planning)	<u>Identify, society and equality</u> <u>Me and others</u> Learn about what makes themselves and other special.	<u>What makes some places sacred</u>? I can recognise that there are special places where people go to worship and talk about what people do there.
2	**Would you rather live in the polar regions or in the desert?**	**I can identify and name a variety of common animals, including fish, amphibians, reptiles, birds, and mammals.**	**Digital writing** **Adding and removing text**		**What is it like in the Sahara Desert? What is it like in Antarctica?** Locate both places on the gobe. Discuss the features of hot places and cold places.	Choose one KA painting and **using a viewfinder** 'home in' one part of the piece of art.					
3	**What do animals eat?**	**I can classify and name animals by what they eat.**	**Digital writing** **Exploring the toolbar.**		**What is it like in Antarctica? What is it like in the Sahara desert?** Locate on a map Discuss the human and physical	**Create own piece in 'style' of KA** – children to choose own subject (not a replica)				Learn about rules and responsibilities at home and at school.	I can identify at least three objects used in worship in two religions.

					features of a cold place and compare to hot place.						
4	**Where in the world would you find an iceberg?**	**What is an iceberg? Iceberg/cube experiment.**	**Digital writing Making changes to texts**	**What did Steven Backshall discover on his expeditions?** Look at the life of Steven Backshall and his discoveries. Watch part of video documentary.	**Animals that live in other hot and cold places.** Locate Greenland and Australia on a map/atlas. **Science link** To identify the habitat to which the animals are suited.	**Evaluate** own piece of KA art					
5	**Who was Captain Scott?**	**Would penguins with larger beaks catch more fish?** **Experiment – how many cubes can you fit in one hand?**		**Why do we still learn about Captain Scott today?** Look at the life of Captain Scott. Key events in the race to the poles.		**The Southern Lights** – Look at the geographical location of the SL. C reate SL using different media. (APP to create ART on Ipads).				Learning about being co-operative with others.	I can identify special objects and symbols found in a place where people worship.
6	**Where did the penguin come from?**	**Life cycle of a penguin.**	Use word processor to type up a weather report. Children to type on word document. Children to use space bar, enter,		Identify seasonal weather patterns - look at the four seasons. Identify the hottest and coldest seasons.						

			shift and backspace.							
7	Reflection week- What can I now do better than I could do before? What do I now know? What can I now do?	See Key Assessment Criteria Topic Web for subject focus. Evidence in Floor Books. Draw/create Winter Tree and discuss what we have learnt this half term about this season. Compile knowledge of Winter weather.								

Year 1 Subject Coverage Timetable Spring 1

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Primary Subject Focus - Humanities Secondary Subject Focus – Art, Science and Computing

	am 1	am 2	pm 1	pm 2

Monday	**Humanities/Literacy**		**Geography**	**History**
Tuesday			**PHSE/PE**	
Wednesday			**Science**	
Thursday			**Music/Art**	**PE**
Friday			**Computing**	