Medium Term Planning **Year 1 Spring 2**

LC Question: Why are humans not like tigers?

	Quality text/hook	English (Capital letter, finger spaces, full stop focus)	Reading	Maths	CP
1	**The Tiger Who Came To Tea** The VET Narrative	**Reading / Speaking and listening** ***1 and 2*** – • Imitation, reading days • Daily map reading, spellings • Hook for text introduced • Focus text introduced via email/letter etc. • Text to be investigated and key elements focused on i.e. suffixes, cew, inference etc. • Story map introduced (5 minutes) Children to add simple actions • Oral retelling • Map sent home with children ***Days 3 – 5*** • Daily map reading and spellings • Acting out the story • Get to know characters – hot seating, interviewing • Grammar activities and sentence building • Reading story map each day Speaking and Listening Prepare to ask relevant questions to extend understanding and knowledge. Initiate conversation in group work. Listen carefully to what others are saying.	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: Place Value Multiples of 2, 5 and 10 Measurement: Length and height	Vet role play – writing opportunities Tiger who came to tea role play
2	**The Tiger who came to Tea**	**Sentences structure / Grammar / punctuation/ spelling/ Reading** ***Days 6 – 10*** • Daily map reading and spellings • Investigate key elements needed to write text • present key language needed for writing • Grammar activities and sentence building • Oral retell with own maps			
3	**The Tiger who came to Tea** • **Children to write a confident opening to a story.**	**Transcription/editing/handwriting** ***Days 11 – 13*** • Chn to write a section of their text each day • Chn can write as whole class **independently**			

		• Editing time at start of each lesson ***Days 14 and 15*** • **Chn to write up to 5 sentences focusing on handwriting** • Children perform. Share/video their text I can begin to use question marks I can use a full stop accurately Use suffix -ed (recap) Use the suffix (teach) Use the conjunction 'and'			
4	**Non Fiction –** **Tiger Fact page**	Non-fiction TFW days 1 – 5 **Reading / Speaking and listening plus grammar/handwriting** • Introduce hook and discuss features of a non-fiction text • Use senses to describe • Animal names singular and plural		Measurement: weight and volume	
5	**Non –fiction** **Tiger Fact Book** **Provide the children with 2 questions eg** **What does a tiger look like?** **What does a tiger eat?** **Where does it live? Etc** **Children write up to 3 sentences for each question.**	**Transcription/editing/handwriting** • Chn to create a section of their fact book each day • Chn can work as a whole class but independently • Children share their fact books via presentation I use a full stop accurately I write from memory simple dictated sentences including the words so far. I begin to understand and use question marks			
6	Reflection week			Reflection/Assessment week	

	Learning Challenge Question	Science WS 1,2,3,4,5,6	Comp.	Hist.	Geog.	Art	DT	Music	PE/Dance	PSHE (PPA)	RE (PPA)
1	What makes us human?	**Human body** Children learn about various parts of human body– identify, name and label basic parts of human body.					**To design a Mother's Day card –** Following the planning and delivery process To create a mood board	**<u>Kapow - Seaside</u>** **Lesson 1-** Voice and body sounds **Lesson 2-** Embodying the seaside **Lesson 3 –** Musical treasure hunt **Lesson 4 –** Seaside story **Lesson 5 –** Seaside landscape	**Spring 2 – <u>Gymnastics</u>** including. acquiring and developing skills, evaluating and improving and health and fitness. Sports Coach (see long term planning)	**<u>Drug, alcohol and tobacco education.</u>** **<u>What do we put into and on to our bodies?</u>**	**<u>What makes some places sacred?</u>** I can talk about ways in which stories , objects, symbols and actions used in churches, mosques and /or other synagogues show what people believe.
2	**How many senses do we have?**	**Senses** Children to say which body part is associated with each sense. Children to match the correct sense to the body part.					**Making s Mother's Day card** To use design to choose media and appropriate tools. Evaluate product.				
3	**What season are we in?**	Spring tree				**Camouflage animal print Art appreciation** Children to look at range of pieces of camouflage animal art. Children to have an opinion. To choose their favourite animal print. .				To learn about what can go into our bodies and how it can make people feel.	To describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.

4	SCIENCE WEEK	**Observing - I can record and observe changes in natural materials over time.** Children to observe the changes in fruit over time and record their findings.				**Camouflage drawing** Children to zoom in on their animal print using a viewfinder. To use pencils to develop their art skills. Children to recreate the chosen part of animal print using colour, repeating pattern, texture and line.					
5	Who has the strongest sense of smell? Humans or tigers?					**Camouflage drawing and colouring of animal print** Ch to choose an animal print to recreate using colour, pattern, line, form and space. Ch to evaluate art work.				To learn about what can go on to bodies and how it can make people feel.	I can ask good questions during a school visit about what happens in a church, synagogue or mosque.
6	**Reflection week- Seasonal Changes – Spring** **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.** **Computing- children to type up 2 sentences using word document showing what they have learnt this term.**									

Year 1 Subject Coverage Timetable Spring 2

LC Question – Why are Humans not like Tigers?

Primary Subject Focus - Science Secondary Subject Focus - Art, D& T , Music

	am 1	am 2	pm 1	pm 2
Monday			**Science**	
Tuesday			**PSHE/RE**	**PE**
Wednesday			**DT/Art**	

Thursday			**PE**	**Music**
Friday			**Computing**	