



Year 1 – Spring Medium Term Plan
Topic: Rumble in the Jungle

<p>Jobs, key dates etc. for the term:</p> <p>World Religion and Countries Day Parent’s Meetings Fairtrade Fortnight Internet Safety Day</p> <p>World Book Day Comic/Sports Relief Poetry Day Science Week International Women’s Month World Art Day</p>	<p>Class Novel:</p> <p>The Jungle Book</p> <p>Class Books:</p> <p>Rumble in the Jungle Boogie Bear Where the Wild Things Are The Tiger who Came to Tea</p>
<p>English (Reading)</p> <p>Focus: Guided Reading From content domain: TGPS Guide to Reading Spring 1: predicting and questioning, retrieving and clarifying, inferring and analysing vocabulary, summarising and paraphrasing, inferring and analysing, authorial intent Spring 2: vocabulary, summarising and paraphrasing, retrieving and clarifying predicting and questioning, authorial intent.</p> <p>Following objectives are taken from the National Curriculum and covered through: Guided Reading, Echo Reading, Reciprocal Reading and Whole Class Reading lessons.</p> <p>TLC: Can I read contractions and understand that an apostrophe means missing letters?</p>	<p>English (Writing)</p> <p>Focus: There and Back Again Story</p> <p>TLC: Can I write a ‘there and back again’ story? Cold Task TLC: Can I make a noun plural? TLC: Can I identify features of a ‘there and back again’ story? TLC: Can I imitate a ‘there and back again’ story? TLC: Can I use er and est endings? TLC: Can I innovate a ‘there and back again’ story? TLC: Can I write a character description? TLC: Can I plan a ‘there and back again’ story? TLC: Can I write a ‘there and back again’ story?</p> <p>Focus: Instructions TLC: Can I write a set of instructions? Cold Task</p>

TLC: Can I use my phonic knowledge to read books aloud?
TLC: Can I listen and discuss what has been read to me?
TLC: Can I link what I have read or has been read to me to personal experiences?
TLC: Can I like what I have read or has been read to me to what I already know?
TLC: Can I recognise and discuss familiar characters in tradition stories?
TLC: Can I recognise and join in with predictable phrases?
TLC: Can I learn and appreciate rhymes?
TLC: Can I discuss the significance of title and events?
TLC: Can I infer what has been said or done?
TLC: Can I predict what might happen based on what has been done so far?
TLC: Can I participate in discussions by taking turns and listening to others?
TLC: Can I clearly explain what has been read to me?

TLC: Can I use a question mark?
TLC: Can I identify features of a set of instructions?
TLC: Can I use plurals?
TLC: Can I sequence a set of instructions?
TLC: Can I write a set of instructions? Warm Task
TLC: Can I plan a set of instructions?
TLC: Can I write a set of instructions? Hot Task

Focus: Persuasive Writing

TLC: Can I write a piece of persuasive writing? Cold Task
TLC: Can I identify the features of persuasive writing?
TLC: Can I write a sentence? (using conjunctions)
TLC: Can I use the correct punctuation?
TLC: Can I write a piece of persuasive writing? Warm Task
TLC: Can I plan a piece of persuasive writing?
TLC: Can I write a piece of persuasive writing? Hot Task

Focus: Handwriting (through daily handwriting and ongoing in every lesson)

TLC: Can I begin to form lowercase letters starting and finishing in the right place?
TLC: Can I form capital letters?
TLC: Can I form numbers correctly?
TLC: Can I understand which letters belong to which handwriting family?

Phonics (SoundsWrite)

Following objectives are taken from the National Curriculum and covered through SoundsWrite phonics lessons and reading lessons.

TLC: Can I use phonic knowledge to decode words?

TLC: Can I respond quickly with the correct sound and recognise different sounds that have the same spelling?

TLC: Can I blend and segment words accurately?

TLC: Can I read Year 1 common exception words?

TLC: Can I read words that are more than one syllable?

Main Class Teaching:

Extended Code Units:

EC Unit 14: u ou o

EC Unit 15 ow u oo

EC Unit 19: or aw a ar au al

EC Unit 20: air are ear ere eir

EC Unit 21: ue ew u u_e

EC Unit 22: oo ue

EC Unit 23 oi oy

EC Unit 24 ar a al au

EC Unit 12: oo u oul

EC Unit 13: oo oo

EC Unit 25: o a

EC Unit 24: a o ae ar

EC Unit 27: ai ay ea a_e a ei ey eigh

EC Unit 28: e ee ea y ey ie i

EC Unit 30: i ui e y

EC Unit 31: y i ie ee

EC Unit 32: oe o_e ow oa ou ough o

Recap all code in preparation of Phonics Screen

Continuously recap all prior learning

Target Group:

EC Unit 4: o oa ow o_e

Maths

Focus: Addition (PowerMaths Unit 3)

TLC: Can I find number bonds to 10?

TLC: Can I find addition facts?

TLC: Can I solve addition word problems?

Focus: Shape (PowerMaths Unit 5)

TLC: Can I identify 2D and 3D shapes? (revisit)

TLC: Can I create a repeating pattern?

Focus: Subtraction (PowerMaths Unit 4)

TLC: Can I show how many are left?

TLC: Can I use the breaking apart method?

TLC: Can I find subtraction facts?

TLC: Can I use a number line to count back?

TLC: Can I find the difference?

TLC: Can I solve subtraction word problems?

Focus: Length and Height (PowerMaths Unit 10)

TLC: Can I compare length and heights of up to 3 objects?

TLC: Can I use non-standard units of measure?

TLC: Can I measure using a ruler?

TLC: Can I solve word problems using measure?

Focus: Weight and Volume (PowerMaths Unit 11)

TLC: Can I compare capacity?

TLC: Can I measure capacity?

TLC: Can I compare capacity using measure?

TLC: Can I compare weight of 2 objects?

TLC: Can I measure the weight of an object?

TLC: Can I compare weight using measure?

<p>EC Unit 5: o o_e EC Unit 6: er ir or ur EC Unit 8 ou ow EC Unit 9: oe ow EC Unit 10: oo ew ue e_e o EC Unit 11: i ie y i_e igh</p> <p>Initial Code Group: IC Unit 4: cvc d e f v IC Unit 5: cvc k l r u IC Unit 6: cvc j w z IC Unit 7: cvc x y ff ll ss zz IC Unit 8: vcc cvcc</p> <p>Phonics Breakfast Club: Children invited from the target group and main class group.</p>	<p>TLC: Can I solve word problems using weight and capacity?</p> <p>Weekly: Counting forward and backwards Counting in 2s, 5s and 10s Fact Families</p>
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<p>Art</p> <p>Focus/Skill: Collage</p> <p>TLC: Can I use materials to create a collage? TLC: Can I sort and arrange materials to create a collage? TLC: Can I compare my work to Henri Rousseau?</p> <p>Focus/Skill: Sculpture</p> <p>TLC: Can I use materials to create a sculpture? TLC: Can I use clay to create a jungle animal sculpture?</p> <p>Sculptors to Look At: JKBrown, Nick Mackman</p> <p>World Art Day Consolidating painting skills, using paint and a paintbrush.</p>	<p>Computing</p> <p>Focus: Purple Mash Unit 1.3 - Pictograms</p> <p>TLC: Can I understand that data can be represented by a picture? TLC: Can I contribute to a class pictogram? (Favourite Jungle Animal) TLC: Can I use a pictogram to record the results of an experiment? (Geography link to weather patterns)</p> <p>Focus: Purple Mash Unit 1.4 – Lego Builders</p> <p>TLC: Can I understand the importance of following instructions? TLC: Can I follow and create simple instructions? TLC: Can I consider how the order of the instructions affects the results? (Link to English Topic)</p> <p>Focus: Purple Mash Unit 1.5 – Maze Explorers</p>	<p>DT/Enterprise</p> <p>Focus: Enterprise Topic – Healthy Fruit Cones</p> <p>TLC: Can I assess our business skills? (Teamwork and Communication) TLC: Can I create a business idea? TLC: Can I design a fruit cone? TLC: Can I make a fruit cone?</p> <p>Cross Curricular Links: Computing: Pictogram – Most popular fruit. Maths – TLC: Can I recognise the value of coins?</p> <p>Focus: Jungle Jeep – Primary Engineering Project</p> <p>TLC: Can I design a Jungle Jeep? TLC: Can I select the correct materials to make a Jungle Jeep? TLC: Can I add axles to my Jungle Jeep? TLC: Can I finalise the design of my Jungle Jeep?</p>
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	<p>TLC: Can I use direction keys to complete a challenge? TLC: Can I create and debug a set of instructions? TLC: Can I create an extended algorithm? TLC: Can I create a challenge for other people to complete?</p>	<p>TLC: Can I add wheels on to my Jungle Jeep TLC: Can I reflect and evaluate my Jungle Jeep?</p> <p><u>Rubrics to be assessed:</u> Be able to design a product for a purpose and communicate ideas. I can draw designs to show my ideas I can talk about my ideas Be able to select from a range of tools, equipment and materials to create a product. I can choose the correct tools for a practical task I can choose the correct materials for a practical task Be able to evaluate ideas and products. I can evaluate a range of real-life products</p> <p>Cross Curricular Links: Science: Everyday Materials - Recap identifying everyday materials, their properties and begin to give reasons about suitability. Maths: Length/height TLC: Can I use the language of height and length? begin to measure in standard units.</p>
<p>Geography</p> <p>Focus: Weather Patterns</p> <p>TLC: Can I identify weather patterns in Scunthorpe? Then to be monitored as part of daily routine.</p> <p>Word Religion and Countries Day: Focus: Japan TLC: Can I create a fact file of Japan?</p> <p>Focus: Human and Physical Features</p> <p>TLC: Can I identify human and physical features? TLC: Can I compare the features of Scunthorpe and the jungle?</p>	<p>History</p> <p>International Women’s History Month: Focus: Jane Colden (The First Woman Botanist) TLC: Can I find out why Jane Colden is famous?</p> <p>Cross Curricular Links: Link to Science, science week learning about a famous scientist.</p> <p>Recap Autumn Term: (Use storytime and transitions to revisit) Great Fire of London Video of children singing 1666 Song Use workshop photographs and events of the fire using language to refer to the past</p>	<p>Music</p> <p>Focus: Rhythm in the Way We Walk and Banana Rap Reggae Style and Hip Hop</p> <p>Listen and Appraise Pupil Recorded: Step 5 Happy by Pharrell Williams</p> <p>Compose of the Term: Adele</p> <p>Focus: Hey You Hip Hop</p> <p>Listen and Appraise Pupil Recorded: Step 3 The Fresh Prince of Bel Air by Will Smith Compose of the Term: Buddy Holly</p>

<p><u>Rubrics to be assessed:</u> 1.2 To be able to use geographical words to describe places and human/physical features. I can use stage 1 vocabulary to describe.</p>		<p><u>Rubric to be assessed:</u> 1.1 Be able to listen with concentration and understanding to a range of high-quality live and recorded music I can listen to music with concentration. I can make personal comments about the music I hear.</p>
<p>PE</p> <p>Focus: Awareness</p> <p>TLC: Can I show awareness of space and other children? TLC: Can I travel safely with good changes of speed and direction? TLC: Can I travel with awareness of space and other children? TLC: Can I show an understanding of ways to travel whilst keeping control of the ball? TLC: Can I dribble a ball with awareness of space?</p> <p>Focus: Agility, Balance and Coordination (ABC)</p> <p>TLC: Can I show body control and awareness whilst changing direction? TLC: Can I travel into space with awareness of others, with increasing speed? TLC: Can I show coordination and balance within small and big movements? TLC: Can I show coordination, control and balance whilst travelling through equipment? TLC: Can I show travel past other players whilst maintaining control of the ball?</p>	<p>PSHE Jigsaw PSHE Social and Emotional Development Learning</p> <p>Focus: Dreams and Goals</p> <p>TLC: Can I set myself a goal? TLC: Can I set myself a goal and work out how to achieve it? TLC: Can I work well with a partner? TLC: Can I face a new challenge? TLC: Can I identify and overcome obstacles? TLC: Can I reflect on my success?</p> <p>TLC: Can I identify my successes and achievements? TLC: Can I tell others how I learn best? TLC: Can I celebrate achievement with my partner? TLC: Can I identify how I feel when I am faced with a new challenge? TLC: Can I recognise my feelings about obstacles? TLC: Can I store feelings of success in my internal treasure chest?</p> <p>Focus: Healthy Me</p> <p>TLC: Can I understand how to keep myself healthy? TLC: Can I make healthy lifestyle choices? TLC: Can I understand why it is important to keep myself clean?</p>	<p>RE</p> <p>World Religion and Countries Day: TLC: Can I identify the teaching of Buddha?</p> <p>Focus: New Beginnings, How Can We Keep the World Special?</p> <p>TLC: Can I identify special places? TLC: Can I identify how to care for special places? TLC: Can I show how to care for the world? TLC: Can I retell the Christian creation story? TLC: Can I reflect upon the Islamic creation story? TLC: Can I explain the importance of The Good Samaritan story? TLC: Can I explain the importance of The Crying Camel story? TLC: Can I retell the Easter story? TLC: Can I understand how Jesus' friends would feel when he came back to life?</p> <p><u>Rubrics to be assessed:</u> 1.2 New Beginnings I can retell some religious and moral stories from sacred writings. I can recognise where traditions and moral stories come from? I can suggest meanings of some religious and moral stories.</p>

	<p>TLC: Can I understand how to use medicines safely? TLC: Can I cross the road safely? TLC: Can I identify ways to keep my body safe and healthy?</p> <p>TLC: Can I recognise when I have made healthy choices? TLC: Can I understand why I need to keep myself safe? TLC: Can I identify ways to help me when I am poorly? TLC: Can I recognise when I feel frightened and who I could ask for help? TLC: Can I recognise how being healthy can make me feel happy?</p>	
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