



Year 1 – Spring Medium Term Plan
Topic: Into the woods



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum booklet for parents ● Scrutinies ● Headteacher’s nominations ● Spring 2 OTrack assessment ● Spring 2 classtrack assessment ● EAL and PP Tracking to be completed 	<ul style="list-style-type: none"> ● World Religion Day ● Safer Internet Day ● Fairtrade Fortnight ● Women’s History Month ● World Book Day ● Sport Relief ● Science Week 	<ul style="list-style-type: none"> ● Entry point - Trip to the woods ● Exit point - Purple Mash noticeboard/blog (Digital Sharing) ● Class Story - Little red riding hood and the Gruffalo ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus:</p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Word reading</u> TLC: Can I apply phonic knowledge and skills as the route to decode words? (See Grammar and Phonics) TLC: Can I respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes? TLC: Can I read accurately by blending sounds in unfamiliar words? TLC: Can I read common exception words? TLC: Can I read words with Year 1 suffixes? TLC: Can I read words of more than one syllable? (See Grammar and Phonics)</p> <p><u>Comprehension</u> TLC: Can I listen to and discuss poems, stories and non-fiction texts? TLC: Can I link what I read and hear to my own experiences?</p>	<p>Spoken Language skills embedded across all subjects</p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● Speaking and listening activities used in play <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p>	<p>Focus:</p> <p><u>Grammar</u> TLC: Can I spell the days of the week? TLC: Can I use capital letters for names of people? TLC: Can I join words using and? TLC: Can I join clauses using and? TLC: Can I punctuate sentences using an exclamation mark? TLC: Can I punctuate sentences using a question mark? TLC: Can I add the suffix ‘-ing’ to regular verbs? TLC: Can I add the suffix ‘-er’ to regular verbs? TLC: Can I add the suffix ‘-ed’ to regular verbs?</p> <p><u>Spelling</u> TLC: Can I spell words containing each of the 40+ phonemes already taught? - See phonics short term planning</p> <ul style="list-style-type: none"> ● EC Unit 9 ● EC Unit 10 ● EC Unit 11 ● EC Unit 14 ● EC Unit 15



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TLC: Can I retell key stories, fairy stories and traditional tales?
 TLC: Can I recognise and join in with predictable phrases?
 TLC: Can I recite some rhymes and poems by heart?
 TLC: Can I discuss and link word meanings?
 TLC: Can I understand books by drawing on what I know already?
 TLC: Can I predict what might happen on the basis of what has been read so far?
 TLC: Can I participate in discussion about what is read to me, taking turns and listening to what others say?
 TLC: Can I explain clearly my understanding of what is read to me?

- EC Unit 19
- EC unit 20
- EC unit 21
- EC unit 22
- EC unit 23
- EC unit 24
- EC unit 12,13
- EC unit 25, 26
- EC unit 27
- EC unit 29
- EC unit 30,31
- EC unit 32

English (Writing)

Focus:
Poetry - list poem
Narrative - Traditional tales

Handwriting

TLC: Can sit correctly at a table?
 TLC: Can hold my pencil comfortably and correctly?
 TLC: Can I begin to form lower-case letters in the correct direction?

Composition (Planning and Composition)
 (internalisation of the text - reading focus)

TLC: Can I say out loud what I am going to write about?
 TLC: Can I sequence my sentences to form short narratives?
 TLC: Can I re-read what I have written to check that it makes sense?
 TLC: Can I discuss what I have written with an adult or my peers?

Composition (Editing)

TLC: Can I say a sentence out loud before writing it?

Performance (Reading as a Writer)

TLC: Can I speak clearly and loudly enough to communicate meaningfully?



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TLC: Can I start and finish lower-case letters in the right place?

TLC: Can I form capital letters?

TLC: Can I form digits 0-9?

TLC: Can I understand which letters belong to which handwriting ‘families’ (curly caterpillar letters, ladder letters, one-armed robot letters and zig zag monster letters)?

TLC: Can I read my writing out loud clearly to be heard by my peers and my teacher.

Independent Writing

TLC: Can I create a list poem?

TLC: Can I create a Traditional tale?

Maths

Focus: Addition and Subtraction (Within 20)

Cold Task - Addition and Subtraction (Within 20)

TLC: Can I add by counting on?

TLC: Can I find and make number bonds?

TLC: Can I subtract without crossing ten?

TLC: Can I subtract by crossing ten?

TLC: Can I create fact families?

Hot Task - Addition and Subtraction (Within 20)

Focus: Place Value (Within 50)

Cold Task - Place Value

TLC: Can I count objects to 50?

TLC: Can I represent numbers to 50?

TLC: Can I count forward within 50?

TLC: Can I count backwards within 50?

TLC: Can I partition a number within 50?

TLC: Can I find one more within 50?

TLC: Can I find one less within 50?

TLC: Can I compare objects within 50?

TLC: Can I compare numbers within 50?

Focus: Measurement (Length and Height)

Cold Task - Measurement (Length and Height)

TLC: Can I compare lengths?

TLC: Can I compare heights?

TLC: Can I measure length and height using objects?

TLC: Can I measure length and height using a ruler?

TLC: Can I solve length and height problems?

Hot Task - Measurement (Length and Height)



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TLC: Can I order numbers within 50?
TLC: Can I count in 2's?
TLC: Can I count in 5's?
Hot Task - Place Value

Focus: *Measurement (Weight and Volume)*

Cold Task - Measurement (Weight and Volume)

TLC: Can I understand what weight and mass is?
TLC: Can I measure mass?
TLC: Can I compare mass?
TLC: Can I solve weight and mass problems?
TLC: Can I understand what capacity and volume is?
TLC: Can I measure capacity?
TLC: Can I compare capacity?

Hot Task - Measurement (Weight and Volume)

Focus: *Additional Maths Teaching*

Daily:

- Counting
- Learn its
- Problem of the day
- Arithmetic practise

Weekly:

- Arithmetic test
- Rapid recall boards/fact family

Art

Computing

Design and Technology, Cooking and Nutrition, Enterprise including STEM

Focus:

Drawing

TLC: Can I evaluate artwork by Georgia O'Keefe?
TLC: Can I hold a pencil correctly, using a tripod grip?
TLC: Can I draw lines of different size, thickness and orientation with control?
TLC: Can I colour neatly following the lines?
TLC: Can I understand shading by creating a 4 box scale of light to dark, using linear and hatching?
TLC: Can I use linear and hatching to show light and shadow?

Focus:

1.6 Animated Stories

TLC: Can I add sound, pictures and text to a program?
TLC: Can I change content on a file such as text, sound and images?
TLC: Can I name, save and find my work?

1.7 Coding

TLC: Can I explain what an algorithm is?

Focus:

STEM

TLC: Can I design a human movement video?
TLC: Can I create a human movement video?
TLC: Can I evaluate my human movement video?



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<p>TLC: Can I begin to represent people and objects, with careful observation of features and proportions? TLC: Can I create a drawing influenced by Georgia O’Keefe?</p> <p><u>Digital Media</u> TLC: Can I evaluate artwork by Leonardo da Vinci? TLC: Can I experiment with a range of digital tools to create different lines and shapes? TLC: Can I take photographs from a variety of viewpoints to best capture an image? TLC: Can I create a digital piece influenced by Leonardo da Vinci?</p>	<p>TLC: Can I say that if something does not work how it should it is because my code is incorrect? TLC: Can I try and fix my code if it isn’t working properly? TLC: Can I predict what is going to happen in a program?</p> <p><u>1.9 Technology Outside School</u> TLC: Can I understand what is meant by ‘technology’? TLC: Can I consider types of technology used in school and out of school? TLC: Can I record 4 examples of where technology is used away from school?</p>	
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Focus:</u> N/A</p>	<p><u>Focus:</u> <u>Woodland</u> Physical: TLC: Can I identify the features of a forest? TLC: Can I compare features of a forest to Ashby?</p> <p>Mapwork: ● <i>Record features of a forest? (Tallies etc.)</i></p> <p>Fieldwork: ● <i>Visit Ashby Ville</i> ● <u>Fairtrade Fortnight</u> TLC: Can I understand what Fairtrade is?</p>	<p><u>Focus:</u> <u>Local Study</u> TLC: Can I identify how Ashby has changed in the past 50 years?</p> <p><u>Women’s History Month</u> TLC: Can I understand who Queen Elizabeth II is and why she is important?</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Focus</u> <i>Round and Round (Charanga)</i></p>	<p><u>Focus:</u></p>	<p><u>Focus:</u> <i>Dreams and Goals</i></p>



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TLC: Can I talk about the lyrics of a song? (Round and Round)
 TLC: Can I clap and sing back accurately?
 TLC: Can I explain how music in movies helps to create an atmosphere? (The Imperial March, Listen and Appraise)
 TLC: Can I describe how Jazz music makes me feel? (It Had Better Be Tonight)
 TLC: Can I name some instruments that play in a band?
 TLC: Can I improvise to improve the performance? (Round and Round, Improvise)
 TLC: Can I contribute to the performance by singing or playing an instrument? (Perform)

Composer of the term (Adele and Buddy Holly)

TLC: Can I listen to a song by Adele and discuss the meaning of the lyrics?
 TLC: Can I imitate a rhythm to a Buddy Holly song?

Hockey

TLC: Can I understand how to hold a hockey stick with the correct grip?
 TLC: Can I change speed with the control of the ball?
 TLC: Can I show awareness when in control of the ball?
 TLC: Can I recognise space on the pitch?
 TLC: Can I select different ways to dribble?
 TLC: Can I change direction with the ball?

Agility, Balance and Coordination (ABC's)

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?

a) PSHE
 b) Social and Emotional Development Learning

Jigsaw Piece 1:

- a) TLC: Can I set simple goals?
- b) TLC: Can I discuss something I do well?

Jigsaw Piece 2:

- a) TLC: Can I set a goal and work out how to achieve it?
- b) TLC: Can I discuss how I learn best?

Jigsaw Piece 3:

- a) TLC: Can I understand how to work well with a partner?
- b) TLC: Can I celebrate achievement with my partner?

Jigsaw Piece 4:

- a) TLC: Can I tackle a new challenge and understand that this might stretch my new learning?
- b) TLC: Can I identify how I feel when I am faced with a new challenge?

Jigsaw Piece 5:

- a) TLC: Can I identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them?
- b) TLC: Can I identify how I feel when I see obstacles and overcome them?

Jigsaw Piece 6:

- a) TLC: Can I discuss how I feel when I succeed in a new challenge and celebrate it?
- b) TLC: Can I store feelings of success in my internal treasure chest?

Healthy Me

- a) PSHE
- b) Social and Emotional Development Learning

Jigsaw Piece 1:



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- c) TLC: Can I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy?
- d) TLC: Can I explain how healthy choices make me feel good?
- Jigsaw Piece 2:**
- c) TLC: Can I explain what healthy lifestyle choices are?
- d) TLC: Can I explain how healthy choices make me feel good?
- Jigsaw Piece 3:**
- c) TLC: Can I understand the importance of keeping myself clean and how germs cause illness/disease?
TLC: Can I understand that all household products including medicines can be harmful if not consumed properly?
- d) TLC: Can I understand how I am special and need to keep myself safe?
- Jigsaw Piece 4:**
- c) TLC: Can I understand that medicines can help me if I feel poorly and how to use them safely?
- d) TLC: Can I understand how to help myself when I am poorly?
- Jigsaw Piece 5:**
- c) TLC: Can I understand how to keep myself safe when crossing the road?
- d) TLC: Can I recognise when I feel frightened and know who to ask for help?
- Jigsaw Piece 6:**
- c) TLC: Can I tell you how amazing my body is and can explain some ways in which to keep it safe and healthy?
- d) TLC: Can I recognise how being healthy helps me to feel happy?



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<u>Religious Education</u>	<u>Science including STEM</u>	
<p>Focus: <i>God: What do people believe about God? (Islam- Believing)</i></p> <p>TLC: Can I explore different things people believe about God? TLC: Can I understand Muslim beliefs about Allah-<i>tawhid</i> (one) God and some of His key characteristics (99 Names)? TLC: Can I sequence the Muslim creation story and understand that Allah created everything in harmony? TLC: Can I compare and contrast the Muslim and Christian stories about creation? TLC: Can I explore the Muslim belief about needing to follow the straight path (shariah) to keep things in harmony? TLC: Can I understand what Mulsims have to help them follow the straight path- shariah? TLC: Can I discuss the story of the Prophet Muhammad and how he recieved the Qur'an?</p> <p><i>God: How do people express their religion and beliefs? (Islam- Living)</i></p> <p>TLC: Can I discuss the ways Muslims believe? TLC: Can I discuss what sources of belief Muslims draw from? TLC: Can I explore how Muslims worship at a mosque? TLC: Can I discuss why Muslims celebrate this story of Eid- Ul-Adha ? TLC: Can I show the practices of Eid ul-Fitr and the festival of Ramadan?</p>	<p>Focus: <u>Animals Including Humans</u></p> <p>TLC: Can I identify and name common animals? TLC: Can I identify and name carnivores, herbivores and omnivores? TLC: Can I describe the structure of common animals? (fish, amphibians, reptiles, birds and mammals, including pets) TLC: Can I compare the structure of common animals? (fish, amphibians, reptiles, birds and mammals, including pets) TLC: Can I identify and name the basic parts of the human body? TLC: Can I draw and label the basic parts of the human body? TLC: Can I say which part of the body is associated with each sense?</p> <p><u>Plants</u></p> <p>TLC: Can I identify and name wild and garden plants? TLC: Can I identify and describe the structure of a flower? TLC: Can I identify deciduous and evergreen trees? TLC: Can I identify and describe the structure of a tree?</p> <p><u>STEM</u></p> <p>TLC: Can I design a treehouse?</p>	



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