



YEAR 1
SPRING TERM 2
MEDIUM TERM PLAN

MATHEMATICS

The children will:

Compare length and height.
Begin to measure with accurate units.
Compare and describe the mass/ weight of an object.
Begin to record mass and weight.
Compare and describe capacity and volume.
Sequence events in chronological order using language such as before, next after that.
Recognize days of the week, months of the year, weeks etc.
Tell the time to the hour and half past and draw the hands on the clock face.
Compare units of time.
Understand seconds, hours, and minutes.
Recognize and know the different between the value of the different coins and notes.
Solve problems using all of the skills above.

MATHEMATICS – BASIC SKILLS

1 more and 1 less of any given number up to 100.
Finding half and a quarter of a number, shape or quantity.
Doubling numbers up to 20.
Multiplying number by 2, 5 and 10.
Dividing numbers by 2, 5 and 10.

ENGLISH

Fantasy setting stories

Read, compare and contrast a range of fantasy world settings from different text sources.
Identify objects found in the settings that make them different from the world around us.
Predict possible events in further reading based on prior experience of stories with fantasy settings.
Create fantasy settings using knowledge from shared reading.
Analyse how characters respond to events/interact with settings and objects.
Use drama techniques to support the children's understanding of the characters and to generate their own ideas. Capture using digital photographs to support future writing outcomes.
Plan, write and edit their own fantasy setting stories.

Poems on a theme

Identify and display the key features of simple poems with a theme.
Use talk for writing, with digital pictures/other sources, to remind children of content, and practise composing sentences orally in the style of the text.
Plan, draft, edit and review their own poem with an Easter theme.

SPELLING :

RWI Phonics scheme

Set 1, 2 and 3 groups.

Read and respond in various ways to a range of poems and other simple, patterned texts that capture sensory experience in words.
Identify familiar everyday experiences for the children, for example playing in the sand, or a school trip. Recall or recreate the experience and explore it in terms of sensory response.
Generate and discuss effective words for describing the experience.

Writing/presentation

Share ideas in incidental writing opportunities.
Independently write Recounts.
Use full stops and capital letters.
Begin to use adjectives.
Plan, draft and edit their own stories and information texts
Use role play to innovate ideas before writing.
Plan, draft and edit a story already heard.

GRAMMAR AND PUNCTUATION

The children will learn how to:

Leave spaces between words.
Joining words and joining clauses with 'and'.
Punctuate all sentences with a full stop and capital letter.
Using a capital letters for names of people, places, the days of the week and the personal pronoun 'I'.
Begin to use exclamation marks and question marks
Begin to understand what a plural and singular word is.
Use adjectives to describe in their writing.
Begin to use connectives such as so, if, or and but.
Begin to use the conjunction 'because'.

RE

COME AND SEE

Meals, The Last Supper
Change Lent, Easter- Giving

**FOUNDATION
SUBJECTS**

MUSIC

Louise Langford Music Teacher

DT

Free Standing Structures

Research famous artists who make free standing structures.
Plan a structure of their own.
Gather materials and equipment to make a structure.
Design and make a structure based on our playground.

SCIENCE

Continuing with Plants/ Trees

History

Castles

What did castles look like?
What were castles built for?
Who were they designed for?
Can you label a castle?
Who might have lived in a castle?
What are some of the most famous castle?
How do castles compare with buildings today?
To find out who built the first castles in the UK and why.
To find out about UK castles that were built by the Normans.
To find out about how the Tower of London's use has changed over time.

PE

PE specialised coach teaching

COMPUTING

To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Create and debug simple programs.

Geography

None this half term