



Year 1 Medium Term Plan Spring 2 – Nature Detectives

	Week 1 W/B 19 th Feb	Week 2 W/B 26 th Feb	Week 3 W/B 4 th Mar	Week 4 W/B 11 th Mar	Week 5 W/B 18 th Mar	Week 6 W/B 25 th Mar
Events / Info		29 th Feb – Dentist visit/talk	7 th March – World Book Day		19 th March – 1CL class assembly 20 th March – Road Safety talk Data drop	4-day week Thursday 28 th – last day of school
English	Bug Hotel Week 1 – Introduction non-fiction text (compare/contrast, features i.e. contents page, glossary). Discuss 3 types of mini-beasts, diet, habitats Week 2 - Guided Writing/Planning: Pick one mini beast and plan flap-book - bullet point facts about the habitat and diet & write introduction. Week 3 – Independent Writing: Create own non-fiction flap-book Writing Genre: Creating a fact book of a mini-beast and their habitats/diets (flap-book) (Extended Write)			The Bug Collector Week 4 – Introduction to book (speaking & listening/discussion) – create comic strip/role on the wall Week 5 - Guided Writing: drafting a diary entry – WASOLL/WAGOLL, how did the book feel? How did you feel as a reader? (Shades of meaning) Week 6 – Independent Writing: A diary entry to emotionally impact the reader Writing Genre: Writing a diary entry (as a bug) (Extended Write)		

Maths	Place Value within 50: Numbers to 50 Counting forwards and backwards within 50 One more/one less	Tens and ones (dienes) Represent numbers to 50 Partitioning numbers (using part-whole model)	Compare numbers/objects within 50 <, > and = Compare number sentences $50 - 5 > 20 + 6$	Spring Assessment	Money: Recognising coins Recognising notes Ordering value Count in 2s Count in 5 and 10s	Money: Counting in coins $5p + 5p = 10p$ $10p + 10p = 20p$ $10 + 5p = 15p$
Science <i>Animals including Humans</i>	Mini-beasts & their habitats To name some insects and recall facts about them and their habitat	Observing Animals To identify and name some common animals	Comparing Animals To describe and compare the structure of a variety of common animals.	Animal Diets To identify, name and sort animals that are herbivores, carnivores and omnivores	Sorting Animals To sort animals according to a criteria.	
Computing <i>We are Publishers</i>	Planning the eBook To plan a multimedia eBook, thinking carefully about an intended audience	Selecting and importing images To select and import images for an eBook, thinking carefully about what is appropriate for the intended audience.	Adding commentary To record high-quality audio commentary for an eBook.	Adding text To add text to eBook pages and format it	Adding images from the Internet To search a picture library on the Internet to add further images to their eBook, and learn about copyright and what to do if they see inappropriate images when searching.	Reviewing and revising To review and revise their eBook contents.
Geography <i>Local Area and Settlements (including Geographical Enquiry)</i>	Where Do I Live? To develop knowledge of the location of significant places in the context of children's own locality	Our Classroom To use simple observation/fieldwork skills to study the immediate surroundings In the context of children's own locality	Where Is Our School? To understand sense of place in relation to home and school in the context of children's own locality/school	Fieldwork Around Our School To use simple fieldwork and observation skills to study the school	How Do You Get to School? To describe the location of features and routes on a map in the context of children's own locality/school	Compass work To develop and follow directional vocabulary To name the 4 points of a simple compass. To recognise a range of map symbols and understand their use

R.E. <i>Christianity</i>	Welcoming special people: What would you do if a member of the Royal Family came to visit?	Welcoming Jesus: Similarities and differences to royal/celebrity visits and links with other key people from different religions	Easter Story: Palm Sunday Drama	Welcoming Jesus into Town/Easter Story: Activity - Palm Leaves	Easter Story: Resurrection Sequencing story	Easter activities Easter cards
PSHE <i>Healthy Me (JIGSAW)</i>	Being Healthy I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	Healthy Choices I know how to make healthy lifestyle choices	Clean and Healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly	Medicine Safety I understand that medicines can help me if I feel poorly and I know how to use them safely	Road Safety I know how to keep safe when crossing the road, and about people who can help me to stay safe	Happy, Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
Art <i>Earth Art</i>	To explore ways of painting on rocks	To be able to make sculptures with sticks and twigs	Mother Day Cards	To be able to make animal pictures with leaves.	To explore ways of making mandalas	To be able to make a collage using natural materials.
French	Revision of what has been learnt in autumn term, introductions, greetings, colours, numbers up to 2.	Revise and extend classroom instructions.	Start learning part of the body: the face	Learn about parts of the body.	Revise parts of the body and sing 'Head, shoulders, knees and toes' in French.	Learn French commands , revise instructions and play Simon says game.
Music	Read note values and accompany a song with rhythmic patterns	Accompany a song combining the beat with a rhythmic ostinato	Demonstrate an understanding of pitch and use high, middle-pitched and low voices	Perform a simple melody using note names	Compose an 8-beat melody and create a graphic score	Recognise pitch movement and relate sounds to symbols
P.E. Indoor <i>Yoga</i>	To explore yoga and mindfulness.	To be able to copy and remember poses.	To develop flexibility when holding poses.	To develop balance whilst holding poses.	To create yoga poses using a hoop.	To create a yoga flow with a partner.

P.E. Outdoor
Invasion

To understand the role of defenders and attackers.

To recognise who to pass to and why.

To move towards goal with the ball.

To support a teammate when playing in attack.

To move into space showing an awareness of defenders.

To stay with a player when defending.