



Year 1 Medium Term Plan Spring 2

	Wk 1 WB: 21 st February	Wk 2 WB: 28 th February	Wk 3 WB: 7 th March	Wk 4 WB: 14 th March	Wk 5 WB: 21 st March	Wk 6 WB: 28 th March
Events/Info	Monday 21st Feb – Staff Training Day (Well-Being) Children in on Tues 22 nd February	World Book Day 4 th March – Dress up as your favourite African animal	8th March - 1KH Class Assembly 9 th March - Class Photos	Africa Day/Carousel – TBC	World Maths Day – 23 rd March Friday 25 th March – Star Writer Award (Y1 Special Assembly)	WPS Book Week Friday 1 st April – Last day of Term (2pm) Easter Egg Hunt
English <i>Amazing Africa</i>	Holiday news Handa's surprise (Sequencing)	Ronald the Rhino – (Writing Riddles/invent a new animal – what does it eat? Where does it live?)	Big Write: (Non-Fiction Text) Fact file book about Amazing Africa <i>Cross-curricular – Geography/Science</i>		Giraffes Can't Dance! (Star Award)	A selection of activities and lessons linked to Whitchurch Book Week
Grammar/Comprehension	Grammar: Plural Nouns	Comprehension: Ronald the Rhino Predictions	Grammar: Noun Suffixes -es	Grammar: Compound Words (i.e. snow + man = snowman)	Comprehension: Giraffes Can't Dance Vocabulary	Grammar: Capital Letters for Names of People and Places

						Exclamation Marks
Guided Reading <i>Lilly & The Toothfairy</i>	Iggy Thinks (Inference)	Pip Predicts (Predictions)	Rex Retrieves (Retrieval)	Reading Assessments	Victor Spots (Vocabulary)	Suki Sequences (Sequencing)
Maths <i>White Rose</i> <i>Number:</i> <i>Addition & Subtraction</i> <i>Measurement</i> <i>Multiplication & Division</i>	Half/Quarter: Finding a half a shape (Recap of 2D shapes/halving) Finding a quarter of a shape (relate to time)	Half/Quarter Finding a half/quarter of a quantity/object	Add by making 10 Bridging to 10 <i>i.e. 9 + 5 = 10 + 4</i> <i>Counting on from a bigger number</i>	Capacity & Volume: Introduction to Capacity and Volume Measure/Compare capacity	Height & Length: Measure height and length (including non-standard units – cm/m) Word problems relating to H&L	Numbers up to 50: Compare/order objects and numbers within 50 Place value within 50
Science <i>Animals including Humans (Animals)</i> <i>Outstanding Science</i>	Observing Animals I can identify and name some common animals	Comparing Animals I can place animals in the fish, amphibian, bird, reptile and mammal groups	Animal Diet I can identify herbivores, carnivores and omnivores	<i>Africa Day</i>	The Human Body I can name parts of the human body	Senses I can name the five senses
Computing <i>Unit 1.5</i> <i>We are Storytellers</i> <i>Producing a story book</i>	Listening to audio books Listen to an audio book. Think about sound effects	Planning an audio book Plan your talking book	Practising with the microphone/audio recorder Use a microphone and audio recorder	Recording sound effects Record and save sound effects	Recording the story Record and save your talking book	Reviewing work Look at your books. Make them better

<p>Geography <i>PlanBee: Let's Go on a Safari</i></p> <p><i>Human and Physical Place Knowledge PlanBee</i></p>	<p>To locate Africa on a world map and identify the country of Kenya.</p> <p>Identify the location of the UK and Kenya.</p> <p>To explore the climate and weather of Kenya.</p> <p>Looking at how different places around the world have different climates based on the location of the poles and the equator.</p>	<p>To be able to use compass points to navigate around a map.</p> <p>Identify the four points of a compass and find out how we can use them to navigate around a map</p>	<p>To explore the landscapes of Kenya.</p> <p>Identify different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features.</p> <p>Compare large cities and small villages.</p>	<p><i>Africa Day</i></p>	<p>To find out about the people and culture of Kenya.</p> <p>Compare people who live in large cities with those who live in more rural areas</p>	<p>To identify similarities and differences between Kenya and the UK</p> <p>Identify ways in which Kenya is similar to or different from the UK.</p> <p>Compare areas such as landscapes, towns, villages, food, clothing and lifestyles.</p>
<p>R.E <i>Easter – Palm Sunday</i></p>	<p>Welcoming special people:</p> <p>What would you do if the a member of the Royal Family came to visit?</p>	<p>Welcoming Jesus:</p> <p>Similarities and differences to royal/celebrity visits and links with other key people from different religions</p>	<p>Easter Story:</p> <p>Palm Sunday</p> <p><i>Drama</i></p>	<p>Welcoming Jesus into Town/Easter Story:</p> <p>Activity - <i>Palm Leaves</i></p>	<p>Easter Story: Resurrection</p> <p>Sequencing story</p>	<p>Easter activities</p> <p>Easter cards</p>
<p>PSHE - <i>Healthy Me (JIGSAW)</i></p>	<p>Being Healthy</p> <p>I understand the difference between being healthy and unhealthy, and know some</p>	<p>Healthy Choices</p> <p>I know how to make healthy lifestyle choices</p>	<p>Clean and Healthy</p> <p>I understand how germs cause disease/illness</p>	<p>Medicine safety</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p>	<p>Road safety</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p>	<p>Happy healthy me</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>

	ways to keep myself healthy			I know some household products/medicines can be harmful		
Art/DT Art - African Art	To explore Africa, its colours, shapes and patterns.	To explore Maasai jewellery and culture 	To explore and make African masks 	<i>Africa Week</i>	To explore African sunsets 	To explore African water jars 
P.E Indoor Dance	To explore travelling actions and use counts of 8 to move in time with the music.	To remember and repeat actions and respond imaginatively to a stimulus.	To copy, remember and repeat actions that represent the theme.	To copy, repeat, create and perform actions that represent the theme.	To use expression and create actions that relate to the story	To use a pathway when travelling.
P.E Outdoor Target Games	To develop underarm throwing towards a target.	To develop throwing for accuracy.	To develop underarm and overarm throwing for accuracy.	To develop throwing for accuracy and distance using underarm and overarm.	To select the correct technique for the situation.	To develop throwing for accuracy and distance.