



MEDIUM TERM PLANNING | YEAR 1 2016-17 | Spring 2



Reflection Corner:
Easter Cards

Secrets of Success: To Improve

Role Play: Fairytale Castle

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SMSC opportunities Social (So) Moral (Ma) Spiritual (Sp) Cultural (Cu) British Values		Book Week African Drumming Workshop – 1/3/17	INSET DAY – 6/3/17 Safer Internet Day – 7/3/17 Dance show at the Harlequin – 9/3/17			Easter Service practise at St Mary's – 28/3/17 (9:30am) Parents Evenings – 28/3/17 and 29/3/17 Easter Service at St Mary's – 30/3/17
Maths	Number and place value Mental multiplication and division Fractions, ratio and proportion	Mental addition and subtraction Mental multiplication and division Problem solving, reasoning and algebra	Measurement	Mental addition and subtraction	Number and place value Mental addition and subtraction	Review topics Assessment



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Literacy	<p>Fairy Tales</p> <p>Look at different fairy tales, discuss features and then focus on Cinderella</p> <p>Sequence events, retell orally and plan new versions of the stories They, be, he, me. Reading Decoder 4 Reading Detectives 1, 2 Reading Decoder 1 Writing Organised 1 Writing Purposeful 5</p>	<p>Fairy Tales</p> <p>Focus on Snow White and the Seven Dwarves.</p> <p>Plan it, write it, review it writing project</p> <p>She, we, no, go Reading Decoder 4 Reading Comprehender 3, 5 Reading Detective 3, 4 Reading Language Lover 1, 2 Writing Organised 2 Writing Grammar Giants 2, 3</p>	<p>Traditional Tales</p> <p>Focus on Jack and the Beanstalk</p> <p>There, where, love, come</p> <p>Reading Decoder 4 Reading Big Reader 3, 4, 5 Writing Super Speller 1, 2</p>	<p>Traditional Tales</p> <p>Focus on fables Look at how they have a message</p> <p>So, by, my, here Reading Decoder 4 Reading Responder 6 Reading Comprehender 6 Reading Decoder 2 Writing Purposeful 1, 2 Writing Word Wonder 4, 5 Reading Detective 6 Writing Organised 3, 5, 6</p>	<p>Traditional Poems</p> <p>Discuss traditional poems/rhymes that children already know</p> <p>Look at rhyming words in poems.</p> <p>Using exclamation marks to create an exclamation.</p> <p>Some, one, once, ask Reading Decoder 4</p> <p>Reading Big Reader 6 Reading Decoder 5, 7 Writing Handwriting 4, 6 Writing Super Speller 6</p>	<p>SPAG Week</p> <p>Use the prefix -un</p> <p>Exclamation sentences</p>
Science	<p>Naming materials</p> <p>See additional planning on classshare</p>	<p>Objects and materials</p> <p>See additional planning on classshare</p>	<p>Properties of materials</p> <p>See additional planning on classshare</p>	<p>Testing Properties</p> <p>See additional planning on classshare</p>	<p>Umbrella Investigation</p> <p>See additional planning on classshare</p>	<p>Assessment</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. Describe the simple physical properties of a variety of everyday materials.</p>



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Computing 9	<p>Introduce children to using purple mash to type stories etc.</p> <p>Show them how to save their work in a folder.</p>	Focus on PSHE	<p>Children learn how to retrieve their saved content and add to/edit it, then resave.</p> <p>Take photos on learnpads and save them.</p>	Focus on PSHE	<p>Send their work to the printer.</p> <p>Take photos on learnpads and save them.</p>	<p>Assessment</p> <p>Use technology purposefully to create, store and retrieve digital content.</p>
Art	<p>Developing drawing skills. Use simple repeating patterns to practise mark making in different ways.</p> <p>Shade with a pencil using cross hatching etc.</p>	<p>Look at illustrations for Jack and the Beanstalk – look at what features are included, what styles are used etc.</p> <p>Use drawing frames to focus on details of the illustrations.</p>	<p>Practise brush strokes, and thickness of paint. Drawing different parts of the picture.</p> <p>Colour wash a background for their final piece.</p>	<p>Using shapes and patterns in drawing.</p> <p>Drawing the main features and adding detail. Painting in details.</p>	<p>Drawing the main features and adding detail.</p> <p>Art gallery – looking at and celebrating each other's work</p>	<p>Assessment -Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create.</p> <p>Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect.</p>
DT	Focus on Art	Focus on Art	Focus on Art	Focus on Art	Focus on Art	Focus on Art



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Introduction to the UK – find where the UK is on a map, atlas, globe etc.</p> <p>UK is four countries, each has a capital city. Children are able to name the four countries and their capital cities.</p>	<p>Focus on Kenya. Where is Kenya, what is the capital city? etc.</p> <p>Look at geographical features.</p>	<p>Compare the geographical features of the UK with Kenya.</p> <p>Are people's jobs any different? How does the surrounding area affect jobs?</p>	<p>KPI- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. KPI- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country</p>	<p>What is traffic? Look at the Green Cross Code and roads in the UK.</p>	<p>Cycling in Kenya – compare the road. Write a Green Cross Code that would suit Kenya.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<p>Giant Footsteps – reflecting story and sound</p> <p>Read a fairy tale – what sort of sounds might we make for each character?</p>	<p>African Drumming</p>	<p>Use instruments to create sounds for the characters</p>	<p>Start to sequence sounds to retell the story</p>	<p>Practice sequencing sounds to retell the story</p> <p>Using instruments</p>	<p>Assessment (Composing) Create a sequence of long and short sounds. Sequence sounds to create an overall effect</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PE</p>	<p>Dance</p>	<p>Dance</p>	<p>See additional planning</p> <p>Team building, parachute</p>			



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<p>RE</p>	<p>Why are saints important to Christians?</p> <p>Mary – what can we learn from Mary?</p>	<p>Why are saints important to Christians?</p> <p>Paul – what can we learn from Paul?</p>	<p>AT1</p> <p>To know the cross is a Christian symbol.</p> <p>To know that on Good Friday Christians remember Jesus' death on the cross.</p>	<p>AT1 To know that on Easter Day Christians celebrate Jesus' being alive again.</p> <p>To know why we have Easter eggs.</p> <p>Prep for Easter service</p>	<p>AT2 To talk about how I will celebrate Easter.</p> <p>Cross is a Christian symbol & Good Friday</p>	<p>Easter service. Children to perform the Easter story with acting and readings.</p> <p>Easter Day - celebrating the resurrection- meaning of Easter eggs</p> <p>Practices and Ways of Life AT1 L1 I can use words like cross, Easter Day and Easter eggs AT1 L2 I can talk about the use of Easter effes in different Christian traditions</p> <p>Values and Commitments AT2 L1 I can talk about why Christians celebrate Easter and why I celebrate Easter AT2 L2 I can talk about what matters to me about Easter and what matters to other people about Easter</p>
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PHSE	Focus on Computing	<p>Good to be me</p> <p>I can tell you something that makes me feel proud.</p> <p>I can tell you about my gifts and talents.</p> <p>I can tell when I am feeling proud.</p>	Focus on Computing	I can help another person feel proud.	Focus on Computing	<p>I can tell when I am feeling worried or anxious.</p> <p>I can explain some things that help me stop worrying</p> <p>Assessment</p>
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