



Year 1 - Spring 1 - Medium Term Plan 2024-2025

Whitestone Infant School

	Week 1 WB: 6 th January Inset 6 th January	Week 2 13 th January RWI Development Day	Week 3 20 th January	Week 4 27 th January	Week 5 3 rd February Children's Mental Health Awareness Week. Year 1 BLM (4 th)	Week 6 10 th February Safer Internet Day (11 th) Parent Consultations (11 th /13 th)
Subject:	Emotions Workshop PPA	Emotions Workshop PPA	Emotions Workshop PPA	Emotions Workshop PPA	Emotions Workshop PPA	Emotions Workshop PPA
English Writing	General English Writing learning intention focuses for this half term: Spell CEW- See target card for this half terms focus. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. To sequence sentences to form short narratives To compose a sentence orally before writing it To form capital letters To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place and understand which letters belong to which handwriting 'families' Form capital letters Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils					
	SPaG Focus for this half term: To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' and alongside this learn the terminology To explore the prefix un (as part of SPaG warm up initially) To explore the suffixes ing/ed with no changes To join words and clauses using "and" To know that a verb is a doing word (incidental) To know about proper and common nouns (incidental) To revisit adjectives (incidental)					
	Introduce the Kapok tree and order the story. Orally retell the story. Comprehension Create a story map for the Kapok Tree Spelling - CEW Dictated sentences – do, said, full	Write a retell the Kapok tree story (over three days). Spelling - CEW Dictated sentences – are, ask, so Handwriting Capital letters (first half)	Learn about the uses of the rainforest. Recap learning of letter writing and look at how persuasive letters are written. Plan a persuasion letter Spelling - CEW Dictated sentences – come, you, some Handwriting	To write a persuasion letter about looking after the rainforest (over three days). Spelling - CEW Dictated sentences – one, was, by Handwriting Review of lowercase letters	To know about different animals of the rainforest. To explore fact files. Plan a fact file about a rainforest animal Spelling - CEW Dictated Sentences – they, pull, once	To write a fact file about a rainforest animal (over three days). Handwriting Sorting letters into handwriting families



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			Capital Letters (second half)			
English Reading	Taught mainly through RWI but also through genres, focusing on: To recognise and join in with predictable phrases in stories To recite poems by heart To discuss the significance of the title and events To make inferences on the basis of what is being said and done To predict what might happen on the basis of what has been read so far In class focus on set 3 sounds. Poems to learn: Jump Jim Joe, Deep in the Rainforest, 4 layers of the rainforest, Tiger Tiger Orange and Black, Crocodile, The animals went in 2 by 2.					
Science	To observe and describe weather associated with the seasons and how day length varies. To identify animals and their structure. Name a variety of common animals including, fish, amphibians, reptiles, birds and mammals To identify and classify by diet a variety of common animals that are carnivores, herbivores and omnivores					
	Recap the names of local trees, the parts of a tree and what trees need to survive ready for rainforest topic.	The uses of the rainforests. Deforestation. Solutions to deforestation.	Knowledge Harvest of rainforest animals. Name common rainforest animals – videos/photographs – link to Geography and rainforest layers.	Name common rainforest animals – videos/photographs – link to Geography and rainforest layers.	Sort rainforest animals according to the type of animal they are e.g. fish, amphibians, reptiles, birds and mammals.	Sort animals according to their diet identifying: carnivores, herbivores and omnivores. Include videos of eating.
	Weather investigation	Weather investigation	Weather investigation	Weather investigation And evaluate/compare to Autumn.		
D&T	N/A Make *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Technical knowledge *build structures, exploring how they can be made stronger, stiffer and more stable					
	Ongoing Project: Making printing rollers for Rainforest picture background. Creating leaves and other parts to make a rainforest picture by using the following skills. Roll paper to create tubes for the trees Cut materials safely using scissors Tear paper and curl paper to make leaves and vines.					
Art and Design	•To use a range of materials creatively to design and make products •To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination •To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space					



	•To explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
	Take one picture John Dyer Adult led: Make print rollers using toilet/kitchen rolls. Make printing pads for leaves using card and straws Independent: Use a 'window frame' and find a part of the picture you like. Draw that section using pencil and colour using crayons. In sketch books.	Take one picture John Dyer Adult led: Use print rollers to make background. Paint paper ready to print leaves on to – use colour mixing skills. Start to make the snake paint background and add circles using kitchen roll ends. Independent: Continue with 'window frame' picture you like. Draw that section using pencil and colour using crayons. In sketch books.	Take one picture John Dyer Adult led: Print leaves onto painted paper. Make butterflies – could be done by folding paper. Independent: Observational drawing of a rainforest animal into sketch books.	Take one picture John Dyer Adult led: Trees printing with lolly sticks. Whole class: Change and modify fabrics by fraying, fringing, pulling threads for leaves. Curl paper for vines around a tube shape e.g. pencil	Take one picture John Dyer Completion week. Finish any outstanding tasks and put the elements together to make the picture.	
History	Home learning project The lives of significant individuals in the past who have contributed to national and international achievements. To learn about past and modern-day explorers – this will be extended into a home learning project.					Present explorer projects
Geography	- name and locate the world's seven continents– light touch to show where the UK and The Amazon Rainforest are. - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to: key physical features, including forest, river, soil, season and weather - use world maps, atlases and globes.					



	To identify seasonal and daily weather patterns in the United Kingdom – link to science and Winter.- indicate dual subject on STP KEY KNOWLEDGE What winter looks like in Nuneaton- does it always snow? Different winter weather – rain, wind, frost, fog, snow. Winter temperatures – thermometer. How we find out the weather forecast (watch one) Daylight hours. What months are winter ones Suitable clothing. Set up a rain gauge to measure rain fall through spring 1 (linked to science)	To identify where in the world the amazon rainforest is. Look at a world map and a globe.- use Google earth Briefly look at continents then identify where we are. Then look at where the Amazon Rainforest is. Discuss the equator and what this is – find video clips to show what it is like there – why is it called RAINforest? Children to identify south America on a map and where the Amazon is. Children to then look at a map of South America identify where the Amazon is and how much is covered by the Amazon KEY KNOWLEDGE Amazon rainforest Largest rainforest in the world – why it is called a rainforest South America Brazil Equator Climate	To identify Layers of the rainforest linking to science (animals and parts of a tree). Complete over two lessons – looking in depth at 2 layers per lesson Explore what is meant by human and physical features and how the layers of the rainforest is a physical feature – so is part of geography Layers of the rainforest song.- COMPLETE AS A WHOLE AFTERNOON – first part geog and layers second part SCIENCE – where the animals would live in the layers – using REAL images – look in depth at the first 2 layers KEY KNOWLEDGE Human and physical features Physical feature Layers –emergent layer – tallest trees- brazil nut tree – live for 1000 years – life in the emergent layer canopy,– dense network of leaves tree branches. Blocks out light, wind and rainfall. – life in the canopy – sloth.	. To identify Layers of the rainforest linking to science (animals and parts of a tree Look at the remaining layers – understory, forest floor KEY KNOWLEDGE Human and physical features Layers –, understory- dark, still and humid. Large, colourful plants - life in the understory – camouflage- animals- jaguars bats, insects – linked to science forest floor – darkest layer – difficult for plants to grow- leaves decay. – Life on the forest floor - armadillos, and anteaters. They all forage on the decomposing brush to feed on the tasty insects, roots, and tubers. Large predators, such as leopards, stalk through the darkness, and small mammals, such as rats and rodents, hide among the roots of the trees.- the amazon river	Comparison picture of Nuneaton and The Amazon Rainforest. comparing either Hartshill Hayes to the Amazon – as two physical feature comparisons OR To compare human – compare Nuneaton to Rio Consider language of river, soil, forest and weather- KEY KNOWLEDGE Human and physical features Clear definition and examples of constitutes a human feature and what is a physical feature Human- created/adapted by humans – physical – naturally occurring	
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RHE	PSHE Association – What can we do with money?	PSHE Association – What can we do with money?	PSHE Association – What can we do with money?	No Outsiders	Children's mental health awareness.	Safer Internet Day – link to Computing
RE	Look at special and safe places for them. Relate to PHSE protective behaviours.	Special Places -Focus on Churches	Special Places - Focus on Mosques	Special Places - Focus of Synagogues	Similarities and differences between places of worship and why they are important to communities.	
Maths Number	Numbers & Place Value to 50. Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 50 in numerals; Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Look at tens and ones.	Count in 2's using the 100 square Multiply by 2 using grouping Multiply by 2 using arrays	Count in 10's using the 100 square Multiply by 10 using grouping Multiply by 10 using arrays	Count in 5's using the 100 square Multiply by 5 using grouping Multiply by 5 using arrays	Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Including word problems.	Measuring Week Use non -standard units to measure height and length Use non -standard units to measure mass/weight Use non -standard units to measure capacity and volume
Maths SSM	recognise and use language relating to dates, including months.	tell the time to the hour and draw the hands on a clock face to show these times	recognise and know the value of different denominations notes	recognise and name common 3D shapes.	Recognise numbers as words to 20.	