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VWY
Marian

General 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 from short narratives  To compose a sentence orally before writing it  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  Form lower-case and capital letters in the correct direction, starting and finishing in the right place and understand which letters belong to which handwriting 'famil' 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 continue to review word types: noun, adjective, verb  To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  To explore suffixes 's' and 'es' (plural)  To explore suffixe 'ed' (past)  To explore suffixe 'ed' (past)  To explore suffixe 'ed' (past)  To write the names of the days of the week  To join words and clauses using "and"- plus additional coordinating — but , so and subordinating conjunction "because"  To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'l' and alongside this learn the terminology		J			the Earn		<b>J</b>					
Year 1    Year 1   World Book Day (6 <sup>th</sup> )   Farm Trips   Governor Day   Mother's Day   Data Week   Singing Festiva Week		\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	\\\\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\			I \\\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\\\ \\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	\ \\ \ \ \ 7				
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Year 1 — Sp	ring 2 - Medium Tei	m Plan 2024-25			White	estone Infant Sch	ıool			
			suffix 'ing' SPaG Dictated sentences including: Compound words Spellings: are, you, by Handwriting Capital letters in words			(including in words)				
English Reading learning intention focuses	Taught Mainly through RWI, focus on: To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To read common exception words To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings To read other words of more than one syllable that contain taught GPCs To read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words To reread these books to build up their fluency and confidence in word reading.									
Science	Identify and name a v	the structure of a varie ariety of common anim		including birds ibians, reptiles, birds and r herbivores and omnivores.						
	Explore the classification of farm animals	Explore the diet of farm animals and know what their young are called.	Farm trip	Exploration of British birds To name different birds and label their body parts.	Investigation: School bird watch — make a tally of the birds seen.	Name different flowers and sort them.	Label the parts of a flower			
D&T	generate, develop, mo  Make  select from and use a	del and communicate th range of tools and equi	neir ideas through talkin pment to perform practi	other users based on desig g and drawing ical tasks including cutting ding construction materials	and joining					

## Year 1 - Spring 2 - Medium Term Plan 2024-25

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<u> Year 1 — Sprin</u>	ig 2 - Medium Ter	rm Plan 2024-25	),		White	estone Infant Scho	ool				
	evaluate their ideas an	nd products against desig	jn criteria	<del>-                                    </del>							
	Technical knowledg	e									
	explore and use mech	anisms [for example, lev	ers, sliders, wheels and a	axles], in their products.							
	Cooking and Nutrit		,	, ,							
		principles of a healthy ar	nd varied diet								
	Understand where food comes from.										
	Where does food come from? Fruit and vegetables	Where does food come from? Meat	Farm Trip	Design Learn about the history of ploughs	Make Children make a small model of a	Evaluate Children evaluate their model					
	(LINK TO RHE)	(LINK TO RHE)		Children design own horse powered plough/harvester with support.	horse powered plough in pairs. Use dowel and hacksaws.	considering what worked well and what they would improve.					
Art and Design	To use a range of mat	erials creativelu to desia	n and make products								
2		To use a range of materials creatively to design and make products To use sculpture to develop and share their ideas, experiences and imagination									
		To develop a wide range of art and design techniques in shape, form and space									
				naterial, fabric, crepe pap	ner magazines etc						
	Collage To create in		l	Tateriai, jabrie, crepe pap	Mother's day cards		Easter Cards — to				
					Tulip fork flowers		incorporate weaving.				
					Tulip jork jlowers		(Cards from Baker				
							Ross)				
Geography	Koss)    Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork										
Geograping		Lise aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;									
	Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map										
	Rural life and a farm		Farm Trip	How milk gets from	Rural life and a farm	Season work — spring	I				
	Rafat tije and a jarin	Key knowledge —	T arm Trip	the farm to the shops	Focusing on a						
	   Key knowledge -	where it is located? —		https://www.bbc.c	village	KEY KNOWLEDGE					
	What rural life is A	how the locality is		_	Key knowledge	VA/II					
	rural area is an open	different to the		o.uk/teach/class-	What a rural area is	What spring looks					
		Whitestone area?		clips-	A rural area is an	like in Nuneaton-					
	swath of land that			video/geography-		weather pattern –					
	f										
	has few homes or	Map/route the		ks1-ks2-how-our-	open swath of land	April showers (whu is					
	other buildings, and	journey on an aerial		milk-gets-from-the-	that has few homes	April showers (why is					
	other buildings, and not very many			milk-gets-from-the- farm-to-the-	that has few homes or other buildings,	it called this?) signs					
	other buildings, and not very many people. A rural area's	journey on an aerial		milk-gets-from-the-	that has few homes or other buildings, and not very many	it called this?) signs spring is coming –					
	other buildings, and not very many people. A rural area's population density is	journey on an aerial		milk-gets-from-the- farm-to-the-	that has few homes or other buildings, and not very many people. A rural area's	it called this?) signs spring is coming — buds on trees,					
	other buildings, and not very many people. A rural area's population density is very low What is a	journey on an aerial		milk-gets-from-the- farm-to-the-	that has few homes or other buildings, and not very many people. A rural area's population density is	it called this?) signs spring is coming –					
	other buildings, and not very many people. A rural area's population density is very low What is a farm? Look at real	journey on an aerial		milk-gets-from-the- farm-to-the- shop/z444d6f  Key knowledge- milk	that has few homes or other buildings, and not very many people. A rural area's population density is very low	it called this?) signs spring is coming — buds on trees, blossom — spring					
	other buildings, and not very many people. A rural area's population density is very low What is a	journey on an aerial		milk-gets-from-the- farm-to-the- shop/z444d6f	that has few homes or other buildings, and not very many people. A rural area's population density is	it called this?) signs spring is coming — buds on trees,					

Year 1 — Sprin	.g 2 - Medium Ter	m Plan 2024-25	Ú		White	estone Infant Scho	ool
	feature? What is their purpose? What takes place on a farm? Where they are located-town/city or country side. Are there any farms nearby? (use google earth) Why are they in the country side? Look at aerial views of a farm compare and contrast to the Whitestone area			it fresh from the cow? How it gets from the farm to the shops  chn could sequence pictures for the journey	associated buildings, smaller than a town, situated in a rural area How it different to Nuneaton? What a town and city is Chn could sort images into town city village — explore the different human features	clocks changing – birds returning	
Computing	33 ' '	efully to create, organises of information technol Purple Mash1.9 Technology in school lesson 2	e, store, manipulate and ogy beyond school Farm Trip	Purple Mash1.6 Animated stories Lesson 1	Purple Mash1.6 Animated stories Lesson 2	Purple Mash1.6 Animated stories Lesson 3	Purple Mash1.6 Animated stories Lesson 4
Music	To use voices expressiv Singing Festival Preparation	ely and creatively by sin Singing Festival Preparation	ging songs and speaking   Farm Trip	chants and rhymes.  Singing Festival  Preparation	Singing Festival Preparation	Singing Festival Preparation	Singing Festival!
PE	Master basic movemen range of activities	ts including running, jun	nping, throwing and cate	hing, as well as develop	PE Hub — Send & Receive Unit 1 PPA (External provider) Gymnastics		PE Hub — Send & Receive Unit 1 PPA (External provider) Gymnastics
RHE	PSHE association - What helps us stay healthy? Fruit and Veg Link to DT objective	PSHE association - What helps us stay healthy? Meat Link to DT objective	Farm Trip	PSHE association - What helps us stay healthy? Link to DT objective	No outsiders 1.4	No outsiders 1.5	

	ing 2 - Medium Ter			ন্মার্ক		estone Infant Scho	
RE	How and why do we celebrate special times? Children's special times.	How and why do Christians celebrate Lent? (inc shrove Tuesday)			How and why do Christians celebrate Mother's Day? — Art Link		How and why do Christian's — celebrate Easter? — Art Link
Maths Number	Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations with the support of the teacher  Division using sharing practically and groups	Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations with the support of the teacher  Division using sharing by bar model and part part whole Word Problems for division.	Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity  Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.	Doubles and halves of numbers relate to division and multiplication	Numbers & Place Value to 100 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 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.	Numbers & Place Value to 100 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 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.	Time week SSM brought forward from Summer 1  Tell the time to the hour and half past the hour and draw the hands on a clo face to show these times.  Measure and begin to record the following: time (hours, minut seconds)  Compare, describe and solve practical problems: time
Maths SSM	Properties of 2D shapes.	Properties of 3D shapes.	Farm Trip	Describe whole, half, quarter and three- quarter turns — compare to a clock face and compass	Target Card Review/ assessments.	Target Card Review/ assessments.	