



Fun on the Farm

Year 1	Week 1 24 th February	Week 2 3 rd March World Book Day (6 th)	Week 3 10 th March Farm Trips	Week 4 17 th March Governor Day	Week 5 24 th March Mother's Day	Week 6 31 st March Data Week	Week 7 7 th April Singing Festival Week
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 'families' 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 suffix 'ed' (past) To explore suffixes 'er' and 'est' (comparisons) 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 'I' and alongside this learn the terminology						
	Read <i>The Three Little Pigs</i> . Sequence and orally retell the story. Plan an innovation. SPaG Dictated sentences including: Plurals 's' and 'es' Spellings: do, said, full Handwriting Days of the week	Write an innovation of <i>The Three Little Pigs</i> story. (Over three days) SPaG Dictated sentences including: Suffix 'ed' past tense Spellings: some, one, was WBD activity!	SPaG Week due to Farm trips and brought forward from next half term. SPaG Dictated sentences including: Suffix 'er' and 'est' Spellings: pull, once, they SPaG Spellings: come, ask, so	Study how to write a recount. (Three days Planning) SPaG Contracted forms Handwriting Ascenders	Write a recount of our farm trip. (Three days writing) Handwriting Descenders	Recap how to write a report. Plan a report about farming. (Three days Planning) Assess for target cards - Number words - Days of the week - Letter names	Write a report about farming. (Three days writing) (Three days English only due to Singing festival)



	evaluate their ideas and products against design criteria Technical knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking and Nutrition (LINK TO RHE) Understand the basic principles of a healthy and varied diet Understand where food comes from.					
	Where does food come from? Fruit and vegetables (LINK TO RHE)	Where does food come from? Meat (LINK TO RHE)	Farm Trip	Design Learn about the history of ploughs Children design own horse powered plough/harvester with support.	Make Children make a small model of a horse powered plough in pairs. Use dowel and hacksaws.	Evaluate Children evaluate their model considering what worked well and what they would improve.
Art and Design	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 Collage – To create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc					
					Mother's day cards Tulip fork flowers	Easter Cards – to incorporate weaving. (Cards from Baker Ross)
Geography	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork Use 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 –. Key knowledge – What rural life is A rural area is an open swath of land that has few homes or other buildings, and not very many people. A rural area's population density is very low What is a farm? Look at real images – is a farm a human or physical	Journey to the farm Key knowledge – where it is located? – how the locality is different to the Whitestone area? Map/route the journey on an aerial view	Farm Trip	How milk gets from the farm to the shops https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-how-our-milk-gets-from-the-farm-to-the-shop/z444d6f Key knowledge- milk comes from cows. How cows are milked. Do we drink	Rural life and a farm –. Focusing on a village Key knowledge What a rural area is A rural area is an open swath of land that has few homes or other buildings, and not very many people. A rural area's population density is very low What is a village? a group of houses and	Season work – spring KEY KNOWLEDGE What spring looks like in Nuneaton- weather pattern – April showers (why is it called this?) signs spring is coming – buds on trees, blossom – spring flowers – daffodil –

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	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	Use technology purposefully to create, organise, store, manipulate and retrieve digital content						
	Recognise common uses of information technology beyond school						
	Purple Mash1.9 Technology in school lesson 1	Purple Mash1.9 Technology in school lesson 2	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 expressively and creatively by singing songs and speaking chants and rhymes.						
	Singing Festival Preparation	Singing Festival Preparation	Farm Trip	Singing Festival Preparation	Singing Festival Preparation	Singing Festival Preparation	Singing Festival!
PE	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending						
	PE Hub – Send & Receive Unit 1 PPA (External provider) Gymnastics	PE Hub – Send & Receive Unit 1 PPA (External provider) Gymnastics	Farm Trip	PE Hub – Send & Receive Unit 1 PPA (External provider) Gymnastics	PE Hub – Send & Receive Unit 1 PPA (External provider) Gymnastics	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	

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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 clock face to show these times. Measure and begin to record the following: time (hours, minutes, 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.	