

St Mary's Medium Term Planning



Year group: 1 **Term:** Spring 1 and Spring 2 **Topic:** Travel and Transport

Literacy

BOOK FOCUS!

- **Snail and the Whale**
- **On the Ning Nang Nong**
- **The Naughty Bus**
- **The Ugly Five**

Caption Writing – RWInc Stimulus

Writing Outcome - Persuasive writing to tell people to look after the environment to protect nature Immerse

Hook: HOOK reveal the picture of a snail and a whale on the board, bit by bit, can the children guess what is hidden behind the picture? (Snail and a Whale)

Give the children a picture of a snail and a whale. Ask them to stick them into their English books. Making a little flap to cover them! They can then also reveal them in their English books. They can write a title on the flap 'Whale' and 'Snail'.

Analyse and Skills

Discuss word meanings

Use plural noun suffixes

Construct questions

Use the conjunction 'because'

Joining words and joining clauses using 'and' and 'but'.

Leaving spaces between words.

Beginning to punctuate sentences using a capital letter and a full stop.

Suffixes that can be added to verbs where no change is needed in the

Plan, Do, Review

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Plan a persuasive piece to tell the class why it is important to look after the sea, ocean and the planet

Writing Outcome - Performance Poetry – On the Ning Nang Nong**Immerse**

Build upon their knowledge of vocabulary: An understanding of the word 'nonsense'.

Analyse and Skills

Discuss favourite words and phrases in poems.

Learning to appreciate rhymes and poems, and to recite some by heart.

Recognising simple recurring literary language in poetry.

To explore alliteration.

Exploring onomatopoeia.

Plan, Do, Review

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Leaving spaces between words.

Beginning to punctuate sentences using a capital letter and a full stop.

Writing down ideas and/or key words, including new vocabulary.

Read aloud what they have written with appropriate intonation to make the meaning clear.

Learning to appreciate rhymes and poems, and to recite some by heart.

Writing Outcome – To write a recount of our class bus adventure around school**Immerse**

Prepare a scene for the children as they enter the class in the morning! Using a toy bus, make a scene where it has knocked over a bottle of paint and left track marks on the table!

As the children enter, act horrified, asking the question 'How could this bus be so naughty?'

Analyse and Skills

To be encouraged to link what they read or hear read to their own experiences.

To discuss the significance of the title and events

To predict what might happen based both on the front cover of a book, some pictures and beginning to use what has been read so far.

To discuss word meanings, linking new meanings to those already known.

Use the suffix 'ed' where no change to the root word is needed.

Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Plan, Do, Review

Composing a sentence orally.

Sequencing sentences to form short narratives.

Re-reading what they have written to check that it makes sense.

Writing Outcome – non – chronological report about a safari animal

Immerse

Give the children the opportunity to play and explore with the Safari animals on the printable Safari Play Mat (better if these are enlarged onto A3 paper). Can they recognise and name any of the animals? Where do you think they live? What is it like there?

Allow the children sufficient time to play with the Safari animals and become fully immersed with their activity. It may be useful to take photographs of the children playing with their safari animals as these could be stuck into the children's workbooks as a record of their unit 'hook'.

Analyse and Skills

Predicting what might happen on the basis of what has been read so far

Making inferences on the basis of what is being said and done

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Explain clearly their understanding of what is read to them.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Identify adjectives that describe nouns

Begin to extend sentences using the conjunction 'and'.

Identify the features of a non-chronological report.

Saying out loud what they are going to write about

Plan, Do, Review

Saying out loud what they are going to write about.

Re-reading what they have written to check that it makes sense.

- Title

	<ul style="list-style-type: none"> • Sub-headings • Factual • Pictures • Captions • Present tense verbs • Adjectives • Conjunction 'and'.
<p>Maths</p> <hr/> <hr/> <hr/> <hr/>	<p>Calculation Strategies within 20:</p> <p>Lesson 1: Deriving Facts</p> <p>Focus:</p> <ul style="list-style-type: none"> • Part-whole models • Related addition and subtraction facts • Deriving teens facts <hr/> <p>Lesson 2: Doubles & Near Doubles</p> <p>Focus:</p> <ul style="list-style-type: none"> • Doubles to 10 • Using doubles to find near doubles <hr/> <p>Lesson 3: Make Ten</p> <p>Focus:</p> <ul style="list-style-type: none"> • Using 'Make ten' for addition • Using 'Make ten' for subtraction • Bead string and ten-frame representations <hr/> <p>Lesson 4: The = Symbol</p> <p>Focus:</p> <ul style="list-style-type: none"> • Understanding equality • Equivalent equations • Missing number problems <hr/> <p>Lesson 5: Choosing Strategies</p> <p>Focus:</p> <ul style="list-style-type: none"> • Using known facts • Near doubles

- Make ten
- Choosing efficient strategies

Numbers to 50:

Lesson 1: Sequencing Numbers to 50

Focus:

- Ordering numbers to 50
- Finding missing numbers
- One more / one less

Lesson 2: Grouping and Counting in Tens

Focus:

- Recognising groups of ten
- Counting in tens forwards and backwards
- Multiples of ten

Lesson 3: Exploring Tens and Ones

Focus:

- Identifying tens and ones
- Partitioning 2-digit numbers
- Using concrete resources

Lesson 4: Introducing Place Value

Focus:

- Groups of ten and ones
- Place value chart
- Linking concrete to numerals

Lesson 5: Place Value

Focus:

- Representing numbers as tens and ones
- Place value charts
- Multiple representations

Lesson 6: Comparing and Ordering to 50 (Place Value)

Focus:

- Comparing numbers using tens and ones
- Ordering numbers to 50
- Greater than / less than

Lesson 7: Comparing and Ordering to 50 (Number Line)

Focus:

- Using number lines and bead strings
- Comparing positions of numbers
- Numbers between

Lesson 8: Counting in Twos and Fives

Focus:

- Counting in twos
- Counting in fives
- Choosing efficient counting strategies

Lesson 9: Number Patterns

Focus:

- Increasing and decreasing patterns
- Finding missing numbers
- Describing patterns

Addition and Subtraction within 20:

Lesson 1: Comparing Sets

Focus:

- Comparing two sets
- Using *more*, *fewer* and *difference*

Lesson 2: Finding the Difference

Focus:

- Comparing sets in different contexts
- Finding and describing the difference

Lesson 3: Difference of One and Two

Focus:

- Numbers with a difference of 1
- Numbers with a difference of 2
- Using a number line

Lesson 4: Comparing Numbers

Focus:

- Greater than and less than
- Finding difference on a number line

Lesson 5: Make Ten and Difference

Focus:

- Finding difference by bridging ten
- Comparing jumps on a number line

Lesson 6: Subtraction for Comparison

Focus:

- Comparing sets
- Writing subtraction equations to show difference

Lesson 7: Addition for Comparison

Focus:

- “How many more?” problems
- Writing addition equations to show difference

Lesson 8: Solving Comparison Problems

Focus:

- Representing comparison problems
- Using manipulatives, drawings and equations

Fractions:

Lesson 1: Half of an Object

	<p>Focus:</p> <ul style="list-style-type: none"> • Equal and unequal parts • Finding half of shapes and objects
	<p>Lesson 2: Half of a Quantity</p> <p>Focus:</p> <ul style="list-style-type: none"> • Sharing quantities equally • Finding one half using part-whole models
	<p>Lesson 3: Quarter of an Object</p> <p>Focus:</p> <ul style="list-style-type: none"> • Dividing shapes and objects into four equal parts • Identifying one quarter
	<p>Lesson 4: Quarter of a Quantity</p> <p>Focus:</p> <ul style="list-style-type: none"> • Sharing quantities into four equal parts • Finding one quarter using part-whole models
	<p>Lesson 5: Half and Quarter Turns</p> <p>Focus:</p> <ul style="list-style-type: none"> • Whole, half, quarter and three-quarter turns • Clockwise and anti-clockwise movement
	<p>Length and Mass:</p> <p>Lesson 1: Comparing Lengths</p> <p>Focus:</p> <ul style="list-style-type: none"> • Comparing lengths and heights • Using longer, shorter, taller and tallest
	<p>Lesson 2: Non-Standard Units (Length)</p> <p>Focus:</p> <ul style="list-style-type: none"> • Measuring length using body parts • Using the same unit to compare fairly

	<p>Lesson 3: Measuring with Non-Standard Units</p> <p>Focus:</p> <ul style="list-style-type: none">• Measuring using cubes, paper clips and sticks• Comparing lengths using units
	<p>Lesson 4: Standard Units (Length)</p> <p>Focus:</p> <ul style="list-style-type: none">• Exploring the metre• Measuring using halves and quarters of a metre
	<p>Lesson 5: Doubling and Halving Length</p> <p>Focus:</p> <ul style="list-style-type: none">• Doubling and halving lengths• Using practical resources
	<p>Lesson 6: Comparing Mass</p> <p>Focus:</p> <ul style="list-style-type: none">• Heavier and lighter• Using balance scales to compare two objects
	<p>Lesson 7: Comparing Masses</p> <p>Focus:</p> <ul style="list-style-type: none">• Comparing more than two objects• Ordering by mass
	<p>Lesson 8: Non-Standard Units (Mass)</p> <p>Focus:</p> <ul style="list-style-type: none">• Weighing using one non-standard unit• Comparing masses using measurement
	<p>Lesson 9: Different Units for Mass</p> <p>Focus:</p> <ul style="list-style-type: none">• Weighing using different non-standard units• Choosing an appropriate unit

Lesson 10: Standard Units (Mass)

Focus:

- Exploring one kilogram
- Finding objects heavier or lighter than 1 kg

Science

Amazing Animals

- In Lesson 1, pupils practise naming, observing, and describing the features of a range of familiar animals.
- In Lesson 2, pupils find out about mammals, birds, and fish, and learn some characteristics of these categories.
- In Lesson 3, pupils find out about amphibians and reptiles, and learn about some of their characteristics.
- In Lesson 4, pupils discover some of the characteristics that mammals have in common, and identify what makes an animal a mammal.
- In Lesson 5, pupils learn about the characteristics of birds, and identify some common birds, including going on a bird-spotting trip outdoors.
- In Lesson 6, pupils learn about the characteristics of fish, and identify some common ones. If it's possible to visit an aquarium, that would be a great addition to this lesson.
- In Lesson 7, pupils compare animals from the different vertebrate categories, and think about their differences and similarities.

- Lesson 8 focuses on what animals eat, and some of the differences between carnivores, herbivores, and omnivores, including the type of teeth they have.
- Lesson 9 focuses on pet animals—what makes a good pet, and what different pets need to keep them happy and healthy.
- In Lesson 10, pupils find out about some of the basic parts of the human body and what they do, including the parts of the body responsible for the senses.

History/Geography

Travel and Transport

Lesson 1: How do we travel around today?

- Transport moves people or goods from place to place
- There are many types of transport in our local area
- Different journeys need different types of transport

Key words: journey, local, transport, travel, vehicle

Lesson 2: What transport did people use in the past?

- Transport today was not always available
- Journeys in the past were slower and harder
- People's lives were very different in the past

Key words: goods, invented, modern, past, present, timeline

Lesson 3: How have boats changed over time?

- Boats were one of the first types of transport
- Boats can be powered by people, wind, engines, or the Sun
- New inventions have made boats faster and safer

Key words: boat, engine, power, ship, solar

Lesson 4: How were the first trains different from trains today?

- The first trains were called locomotives

- They were powered by steam
 - George Stephenson built the first passenger train in 1825
- Key words: coal, diesel, electricity, locomotive, steam

Lesson 5: How did trains change people's lives?

- Trains helped people and goods travel faster and further
- People could go on holiday more easily
- Towns grew around train stations

Key words: cheaply, station

Lesson 6: How has road transport changed?

- Early cars and buses looked very different
- Cars and buses made journeys easier
- Road vehicles have improved over time

Key words: factory, motor, passengers, petrol

Lesson 7: How have bicycles changed since they were first invented?

- Bicycles are powered by people
- Early bicycles were unsafe and uncomfortable
- Modern bicycles are safer and easier to use

Key words: brakes, comfortable, pedals, safe

Lesson 8: How has air travel changed over time?

- Hot air balloons and gliders were the first aircraft
- The Wright brothers invented the first aeroplane with an engine
- Aeroplanes are now popular for travel and holidays

Key words: aircraft, flight, glider, jet, pilot

Lesson 9: Why can we only find some types of transport in certain areas?

- Some transport is only used in certain places
- Underground trains help reduce traffic in cities
- Transport in our local area has changed over time

Key words: advantages, canal, disadvantages, funicular, traffic

	<p>Lesson 10: How have humans travelled in space?</p> <ul style="list-style-type: none"> • Neil Armstrong walked on the Moon in 1969 • Scientists sent rovers to explore Mars • Humans may travel to Mars in the future <p>Key words: scientists, space, spacecrafts</p>
Art/Design Technology	<p>DT Mechanisms:</p> <p>Pupils who are secure will:</p> <ul style="list-style-type: none"> • Understand that products all around us are designed and serve a purpose. • Define a mechanism as made of parts that move. • Identify products that use mechanisms. • Describe the movement of sliding mechanisms as up and down, left and right or forwards and backwards. • Contribute to discussions. • Think about the needs of the user. • Work independently to make a working slider mechanism. • Communicate ideas. • Use a range of tools with increasing accuracy to cut and join materials. • Understand the benefits of using different materials and explain choices. • Explain what went well and what to improve about their product. <p>Art Sculpture and 3D:</p> <p>Pupils who are secure will:</p> <ul style="list-style-type: none"> • Roll paper tubes and attach them to a base securely. • Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Shape paper strips in a variety of ways to make 3D drawings. • Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. • Create a tree of life sculpture that includes several different techniques for shaping paper. • Work successfully with others, sustaining effort over a time. • Paint with good technique, ensuring good coverage.
Computing	<p>iDraw:</p> <p>Lesson 1: iMark</p> <p>The children explore how computer models work and learn that they can be used to represent real or imaginary environments, situations and scenarios.</p>

	<p>Lesson 2: iShape Up To investigate simple digital mark-making tools</p> <p>Lesson 3: iCopy To create digital art in the style of an artist</p> <p>Lesson 4: illustrate To explore a range of digital drawing tools</p> <p>Lesson 5: iCompile To create a representation of a real or fantasy game or story</p>
PE	<p><u>Dance</u></p> <p><u>Target Games</u></p> <p><u>Yoga</u></p> <p><u>Invasion</u></p>
RE	<p><u>Galilee to Jerusalem</u></p> <p>In this unit, children will learn simple words and stories about Jesus and the Church. They will learn that a presentation is when a baby is brought to God and blessed, and that a temple is a special building where people pray and worship God. They will learn that Jesus is the Son of God and that he brings God’s love to everyone. Children will hear Bible stories about Jesus as a child, Jesus helping others, welcoming children, and meeting Zacchaeus. They will learn that Jesus is the light, which means he helps us know what is good and</p>

	<p>right. They will also learn about Candlemas, a special day when Christians remember Jesus being taken to the Temple. By the end of the unit, children will know that Jesus loves everyone, that Christians try to follow Jesus, share his love, and care for people who need help.</p> <p><u>Desert to Garden</u></p> <p>In this unit, children will hear stories about the last part of Jesus' life, including Jesus entering Jerusalem, teaching in the temple, helping others, sharing the Last Supper, dying on the cross, and rising again. They will also learn about Lent and the story of Jesus praying and being tempted in the desert. Children will learn that Lent is a special time when Christians try to be closer to God by praying, giving things up, and helping others. They will learn simple words, actions, and symbols from Ash Wednesday and Palm Sunday and understand that Lent helps Christians get ready for Easter. Children will explore music or art that shows how Christians around the world remember Lent and the final days of Jesus' life. By the end of the unit, children will know that praying, sharing, and helping others are ways of following Jesus, and that giving things up in Lent can help people in need, such as through CAFOD Family Fast Day.</p>
Spanish	<p>Superheroes</p> <p>I can recognise and recall all 6 colours in Spanish with accurate pronunciation, but I may need reminding first. I can recognise and recall the high frequency verbs 'I am called' (me llamo), 'I have' (tengo), 'I am' (soy) and 'I live' (vivo) but I may need reminding first. I can stay focussed for all the lesson and understand most of what I am listening to. I can actively participate in the lesson remembering most of the words and phrases to present and describe myself as a superhero.</p>
Music	<p>The Snail and the Mouse</p> <p>Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse. Move, speak, sing and play demonstrating slow and fast beats.</p>
RSE	<p>Personal Relationships</p> <p>Session 1: Special People This session will help children to identify the 'special people' in their lives and what makes them special. Through exploring Super Susie's network - her Super Special Squad - children will understand the importance of the nuclear and wider family, and of being close to and trusting their special people, especially their parents. They will also learn that it is important to talk to their special people about</p>

things that are troubling them. Children will be given opportunities to reflect on their own network of special people and to remember that their relationship with God is the most special of all.

Session 2: Treat Others Well...

Building on the session 'Feeling Inside Out' in Module 1 where children learnt that their feelings and actions are different things, this session investigates how their behaviour can affect other people. Children will interact with a film to help them to identify appropriate and inappropriate behaviours and the effects that they can have.

Session 3: ...and Say Sorry

Children will watch interviews with the characters in film from the last session to see how they felt about what had happened, and the significance of saying sorry. Children will learn that our behaviour can not only upset other people, but it can hurt God too. They will be given an opportunity to reflect on their own experiences and to give and receive forgiveness.