## **Manor Park First School**

## Year 1 Medium Term Plan: Spring 2

	3.1	3.2	3.3	3.4	3.5	3.6
ENGLISH	Non -Fiction Reptiles Writing Outcome: Letter to reptile owner asking if they would be able to visit. Grammar: *Using capital letters for names of people, places, days of the week, using grammatical terminology. *Using and to extend sentences – other conjunctions if ready *I don't start all my sentences with "the" or the "character" name or a "pronoun"	Non-Fiction Reptiles Writing Outcome: Recount about their visit by the reptile owner. Grammar: *Using capital letters for names of people, places, days of the week, using grammatical terminology. *Using and to extend sentences – other conjunctions if ready *Use some time movers: first, then, after (this will also help children to learn how to sequence)	Non-Fiction Reptiles Writing Outcome: Children write a report about a reptile. Grammar: *Using capital letters for names of people, places, days of the week, using grammatical terminology. *Using and to extend sentences – other conjunctions if ready *Use past and present mostly accurately- if ready, expose to grammatical terms *Evidence of plural ending should now be seen	Fiction: The Knight who Wouldn't Fight (Links with History) Writing outcome: poster for a knight Grammar: *Leave spaces between words. *Using capital letters for names of people, places, days of the week, using grammatical terminology. * use adjectives for description *Using and to extend sentences – other conjunctions if ready. *I don't start all my sentences with "the" or the "character" name or a "pronoun". push on if needed (Y2 targets)	Fiction: The Knight who Wouldn't Fight (Links with History) Writing outcome: Write a simple narrative Grammar: *Punctuate sentences using a variety of punctuation. *Using and to extend sentences – other conjunctions if ready *I can use a simple structure in my writing. E.g beginning, middle and end. *I don't start all my sentences with "the" or the "character" name or a "pronoun". push on if needed (Y2 targets)	Fiction: The Knight who Wouldn't Fight (Links with History) Writing outcome: Write a simple narrative Grammar: *Punctuate sentences using a variety of punctuation. *Using and to extend sentences – other conjunctions if ready. *I don't start all my sentences with "the" or the "character" name or a "pronoun". push on if needed (Y2 targets)
HANDWRITING	Pink phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Pink phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Pink phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Pink phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Pink phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.	Pink phase Pip and Pap Earth Words and targeted letter formation using AFL within English writing lessons.

MATHS	Place Value  count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  count, read and write numbers to 100 in numerals; count in multiples of twos and tens  given a number, identify one more and one less 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			Fractions  recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Measurement  measure and begin to record capacity and volume  compare, describe and solve practical problems for capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]	Geometry  • describe position, direction and movement, including whole, half, quarter and three-quarter turns	
RE	Theme: What do Christians think God is like? Lesson 1: Parables - The Lost Son	Theme: What do Christians think God is like? Lesson 2: Parables - The Lost Son - Forgiveness	Theme: What do Christians think God is like? Lesson 3: Types of prayer	Theme: What do Christians think God is like? Lesson 4: Jonah and the big fish	Theme: What do Christians think God is like? Lesson 5: God can help through hard times	Theme: What do Christians think God is like? Lesson 6: What have we learnt? What do Christians think God is like?	
HISTORY BLOCK				Kings, Queens and Castles Unit overview: Where did Kings and Queens live through time? To find out about the lives of significant individuals in the past who have contributed to national and international achievements Key questions: How can we find out about the past? Why did monarchs build castles? Who were the kings and queens of the past? Who was Queen Victoria, and where did she live? Who was the first Queen Elizabeth? Why do we remember King William I? Final Response Where did kings and queens live through time?			
SCIENCE BLOCK	To be able to:  *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  *identify and name a variety of common animals that are carnivores, herbivores and omnivores  *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)  *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense						

PSHE	Healthy Me - Being Healthy LO: to be able to understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	Healthy Me -Healthy Choices LO: to be able to know how to make healthy lifestyle choices	Healthy Me - Clean and Healthy LO: to be able to know how to keep myself clean and healthy, and understand how germs cause disease/illness  LO: to be able to know that all household products including medicines can be harmful if not used properly	Healthy Me - Medicine Safe LO: to be able to understand that medicines can help me if I feel poorly and I know how to use them safely	Healthy Me - Road Safety LO: to be able to know how to keep safe when crossing the road, and about people who can help me to stay safe	Healthy Me - Happy Healthy Me LO: to be able to tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
PE INDOORS Coaches	Send and receiving LO: to be able to develop rolling and throwing a ball towards a target *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills	Send and receiving LO: to be able to develop receiving a rolling ball and tracking skills *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills	Send and receiving LO: to be able to send and receive a ball with your feet *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills	Send and receiving LO: to be able to develop throwing and catching skills over a short distance *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills	Send and receiving LO: to be able to develop throwing and catching over a longer distance *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills	Send and receiving LO: to be able to apply sending and receiving skills to small games.  *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket  *Social: support others, communication  *Emotional: determination, honesty, independence  *Thinking: comprehension, select and apply skills
PE INDOORS	Yoga LO: to explore yoga and mindfulness *Physical: balance, strength, flexibility,	Yoga LO: to be able to copy and remember poses *Physical: balance, strength, flexibility,	Yoga LO: to develop flexibility when holding poses *Physical: balance, strength, flexibility,	Yoga LO: to develop balance whilst holding poses *Physical: balance,	Yoga LO: to create yoga poses using a hoop *Physical: balance,	Yoga LO: to create a yoga flow with a partner *Physical: balance,

	coordination *Social: move safely, listen to others, collaborate *Emotional: concentration, focus, identity feelings *Thinking: observation, copy and repeat, recognise, create, select and apply.	coordination *Social: move safely, listen to others, collaborate *Emotional: concentration, focus, identity feelings *Thinking: observation, copy and repeat, recognise, create, select and apply.	coordination *Social: move safely, listen to others, collaborate *Emotional: concentration, focus, identity feelings *Thinking: observation, copy and repeat, recognise, create, select and apply.	strength, flexibility, coordination  *Social: move safely, listen to others, collaborate  *Emotional: concentration, focus, identity feelings  *Thinking: observation, copy and repeat, recognise, create, select and apply.	strength, flexibility, coordination  *Social: move safely, listen to others, collaborate  *Emotional: concentration, focus, identity feelings  *Thinking: observation, copy and repeat, recognise, create, select and apply.	strength, flexibility, coordination  *Social: move safely, listen to others, collaborate  *Emotional: concentration, focus, identity feelings  *Thinking: observation, copy and repeat, recognise, create, select and apply.
MUSIC	Pitch and Tempo  LO: to be able to understand the word 'pitch' and distinguish between low and high pitch	Pitch and Tempo  LO: to be able to understand the word 'pitch' and distinguish between low and high pitch	Pitch and Tempo  LO: to be able to understand the word 'Tempo'	Pitch and Tempo  LO: to be able understand the word tempo and distinguish between fast and slow tempo	Pitch and Tempo  LO: to be able to create/improvise different pitches	Pitch and Tempo  LO: to be able to create/improvise different tempos
COMPUTERS	Computing systems and networks - Technology around us LO: to create rules for using technology responsibly Outcome:  * to discuss how we benefit from these rules * to give examples of some of these rules * to identify rules to keep us safe and healthy when we are using technology in and beyond the home	Computing systems and networks - Technology around us LO: to create rules for using technology responsibly Outcome:  * to discuss how we benefit from these rules  * to give examples of some of these rules  * to identify rules to keep us safe and healthy when we are using technology in and beyond the home	Computing systems and networks - Technology around us LO: to create rules for using technology responsibly Outcome:  * to discuss how we benefit from these rules  * to give examples of some of these rules  * to identify rules to keep us safe and healthy when we are using technology in and beyond the home	Computing systems and networks - Technology around us LO: to create rules for using technology responsibly Outcome:  * to discuss how we benefit from these rules  * to give examples of some of these rules  * to identify rules to keep us safe and healthy when we are using technology in and beyond the home	Computing systems and networks - Technology around us LO: to create rules for using technology responsibly Outcome:  * to discuss how we benefit from these rules * to give examples of some of these rules * to identify rules to keep us safe and healthy when we are using technology in and beyond the home	Computing systems and networks - Technology around us LO: to create rules for using technology responsibly Outcome:  * to discuss how we benefit from these rules * to give examples of some of these rules * to identify rules to keep us safe and healthy when we are using technology in and beyond the home