

Medium Term Plan: Spring 1 2024-2025

| | | Week 1 Bgn 6/1/25 | Week 2 Bgn 13/1/25 | Week 3 Bgn 20/1/25 | Week 4 Bgn 27/1/25 | Week 5 Bgn 03/1/25 | Week 6 Bgn 10/1/25 |
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| English | Key Text Supporting Texts | Lost in the Toy Museum by David Lucas Toys in Space by Mini Grey Old Bear by Jane Hissey Harry and the Bucketful of Dinosaurs by Ian Whybrow | | | | | |
| | Y1 & Y2 | Character Description | Lost Posters | | Story Sequencing | Story Retell | Informal Letter |
| Phonics | R/Y1 | Review Week R:4 oo (book) | ar, ur, oo (food), or they, all, are | ow (growl), oi, ear, air | Ure, er, ow (slow) ball, tall | Assess and Review R:5 when, what | Review Week R:6 |
| | Y1/2 | MD au, ey, a-e, e-e please, once | Revise i-e, o-e, u-e, c (s) any, many, again | y (ee), al (walk) Review Week Y1:4 who, whole | Review Week Y1:5 where, two | Assess and Review Y1:6 | Review Week Y1:7 |
| | Y2/3 | AW /l/ spelled <el> <le> <al> | Doubling consonants of CVC when adding -ed /id/ /t/ /d/ | Doubling consonants of CVC when adding -er | Doubling consonants of CVC when adding -y -est -ing | Homophones | /oa/ <o> /e/ and /ee/ <e> |
| Maths | R | Mass and Capacity (1 week) - Compare mass - Find a balance - Explore capacity - Compare capacity | Growing 6, 7, 8 (2 weeks) - Find and represent 6, 7 and 91 more and 1 less - Composition of 6, 7 and 8 - Make pairs, odd and even - Find and make doubles to 8 - Combine 2 groups - Conceptual subitising | | Length, Height and Time (2 weeks) - Explore and compare length and height - Talk about time - Order and sequence time | | Consolidation |
| | Y1/2 | Number: Addition and Subtraction within 100 (4 weeks) • Related facts • Add and subtract 1s • Add to the next 10 • Add from a 10 • Add across a 10 • Subtract to a 10 • Subtract from a 10 • Subtract across a 10 | | | • Add 10s • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (across a 10) • Subtract two 2-digit numbers (not across 10) • Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems | | Number: Multiplication and Division (2 weeks) - Count in 2s, 5s and 10s - Count in 3s - Recognise equal groups - Make equal groups - Make arrays - Add equal groups - Multiplication sentences - Commutativity - Make equal groups – grouping |
| EYFS | | Communication and Language • Using language well, building on from modelling by adults and peers in school • Encouraging how and why questions through provision enhancements relating to topic and children’s interests • Retell a story with story language during story sharing activities using puppets, small world and props • Encouraging story invention in small world and role play • Ask questions to find out more and to check they understand what has been said to them during adult led activities • Describe events in some detail – talking about their day and their favourite activities • Learn rhymes, poems and songs | | Personal Social and Emotional Development • Staying motivated when doing something challenging • Keeping trying when something is difficult • Working well with partners and groups • Having a positive attitude • Helping others to achieve goals • Working hard to achieve their own goals and dreams <i>Internet safety Day (Tues 1st Feb)</i> • Promotion of screen-free activities • Who to talk to if they need help • Ways in which children can be respectful online • Rules to follow when using devices and screens | | Physical Development <i>Fine Motor</i> • Threading, cutting, playdough, focus fine motor activities. • Begin to form letters correctly • Handle tools, objects, construction and malleable materials with increasing control • Encourage children to draw freely. • Holding Small Items / Button Clothing / Cutting with Scissors <i>Gross Motor (PE Planning Scheme)</i> <i>Throwing and Catching:</i> • Showing increased control when catching a ball. • Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. <i>Fitness:</i> • Improve speed, agility, balance, coordination, strength and physical fitness • Develop the jumping technique safely. • Solve challenges whilst on the move. • Demonstrate the correct jumping and landing techniques. • Work individually and cooperatively to perform a range of balances. | |
| | | Literacy <i>Comprehension</i> • Encourage children to record stories through picture drawing/mark making • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Read a few common exception words matched to phonics. • Make books available for children to share at school and at home - Enjoys an increasing range of books (including non-fiction) <i>Word Reading</i> • Rhyming strings, common theme in traditional tales, identifying characters and settings. • Further developing sight recognition of ‘Harder to Read and Spell Words’ • Blending and segmenting <i>Writing</i> • Writing opportunities and supported writing activities: CVC words / simple sentence writing using taught ‘Harder to Read and Spell Words’ • Name writing • Writing ‘Harder to Read and Spell Words’. • Writing CVC Words • Labels using CVC words • Guided writing based around developing short sentences in a meaningful context (dictation) • Create story maps and encourage free writing in provision | | Understanding the World • Children learn about the Lunar New Year and how this is celebrated with support of visitors from the community – CNY Weds 29th Jan • Children explore South East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar • Children learn about toys from the past and how they have changed – visit from Grandparents • Children explore properties of different materials – floating, sinking, waterproof • Junk modelling to create a toy boat • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. | | Expressive Arts and Design • Lunar new year crafts and artwork including paper lanterns • Chinese Zodiac small world and role play • Children explore East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar, Chinese music and dragon dance • Junk modelling – creating toy boats (Access Art Unit: Sculpture) • Playing creatively with toys from the past • Children learn and perform traditional poems • Recycled artwork and arrangements of materials • Range of materials for children to explore arrangement and collage | |
| Topic Y1/Y2 Science History Geography Art/DT | Science: Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | History: Toys in the Past <i>National Curriculum:</i> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> Historical Enquiry using sources **Looking at sources to find out answers to questions about the current day Using sources, find answers to simple questions about the past. *Ask questions based on sources and what can be seen such as, ‘What were people doing?’ and ‘What were they used for?’ Chronological Understanding *Sequencing the events of a historical area of study using a minimum of three events (decades from 1950-2010’s) Historical Enquiry Communicating Ideas *Looking for clues about how they know something is from the past Continuity and Change *Compare how things from the past have changed or stayed the same | Art: Playful Making I have explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture. I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen. I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten. I can use my hands to make sculptures without designing first. I can just see what happens if... I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok! I can share my work and listen to what other people like about it. I can look at other people’s work and sometimes share what I like about it with them | DT: Mechanisms: Making a Moving Monster Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality. | | | |

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| Music (Music Express) | Rec | Let's Go Green! | Seasonal Songs (Winter) |
| | Y1 & 2 | Calderdale Music Service | |
| PE (PE Planning) | Rec | Tues: Throwing and Catching | |
| | Y1 & 2 | Tues: Tennis Thurs: Fitness | |
| RE | All | How and why do people pray? 2:3 <i>Chinese New Year (wk bgn 27th Jan)</i> | |
| PSHE (Jigsaw) | Rec | Dreams and Goals | |
| | Y1 & 2 | Dreams and Goals | |
| Computing (Purple Mash) | Y1 | 1.4 Lego Builders | 1.5 Maze Explorers |
| | Y2 | 2.4 Questioning | 2.5 Effective Searching |