Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: 1

Theme: Out of this World.

Term: Spring 1

HOOK:
Beegu spaceship crash landing.

13th January – Animal Hook Day
17th January, 7th February - 1P Outdoor Learning
20th January, 10th February - 1S Outdoor Learning

Week	1	2	3	4	5	6
	2th January (4 days)	**9th January**	**16th January**	**23th January**	**30st January**	**6th February**
Literacy **Text type being covered:** **Finishing Narratives** **Diary entries** **Class Novel:** **Beegu – Alexis Deacon** *Poetry:* The Space Counting Rhyme by Paul Cookson	The Space Counting Rhyme by Paul Cookson **Phase 1 – Immersion** **1.** Make actions to go with the poem. And retell. **2.** Illustrate the poem **3.** Art of noticing – space (provision activities to label what they can see on post it notes)	**Phase 2 & 3** 1. Collect and write a list of things they would see in space (GPS plurals es/s). **2. Recognise rhyming words** in the poem. Make a bank of rhyming words associated with space (use previous lists and immersion work). **3.** Model writing rhymes within sentences – match rhymes (rhyming couplet) together.	**4.** Model choosing rhyming couplets from a list (word bank of rhyming words). **Shared write** – Counting Space poem and then illustrate. **Phase 4** **5. Hot task –** Write their own space poem. – Innovate the Space Counting poem **<u>Beegu – Phase 1 Immersion</u>** **1. Hook** - Set up crash site. Children act as detectives and look for clues to find out what has happened. Use front cover with no text to add to ideas. Discuss what has happened. Give ideas in full sentences. Record responses.	**2. Prediction** – Read page 1 and discuss picture. Consider where she is, what time of day and what has happened to the space ship. Discuss why she is lost and predict what she might do. Record. **3. Letter from Mrs Dale** explaining more about the crash, she realised there was a creature and looked after it. Make **lost posters** to help find its owners/home/parents **<u>Phase 2 Reading like a writer (& GPS question marks)</u>** 1. Read page 2. Discuss what Beegu could be saying and use of **question mark**. Write question in speech bubble. Discuss what rabbits might think. Thought bubble for middle rabbit. Read next pages 2, 3 and 4. Discuss.	2. Read pages 6 and 7. Discuss What Beegu thinks the city could be. Listen to city sounds. Annotate picture with sounds. Discuss which sounds Beegu might have thought were her mother calling. Read page 8. Discuss feelings and what she might do next. Record response. Read page 9. Discuss events. Orally rehearse sentences for each picture. Write sentences as appropriate. Evaluate and proof-read using prompts. 3. Discuss where she could find some friends. Write speech bubble. Focus on accurate sentence. Read page 10 and consider what might be in the box. Read pages 11 up to where children say goodbye to Beegu. **Independent provision activity - story sequencing.** **<u>Phase 3 Writing like a reader (GPS)</u>** - Sentence rules (Capital letters, finger spaces full stops and re-reading - Capital letter for names and personal pronoun I - Question marks **1. Read Beegu all the way to the end.**	. **<u>Phase 4 Hot Task</u>** **1**. Create story map write questions for 3 of the pictures (1 from beginning, 1 from middle, 1 from end) applying taught GPS. **2.** Plan own hot task – sequence pictures, pre-write questions. **3.** Write re-tell of the story. **4.** Purple polish with teacher.

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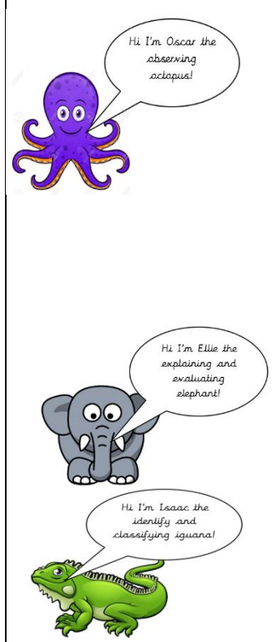
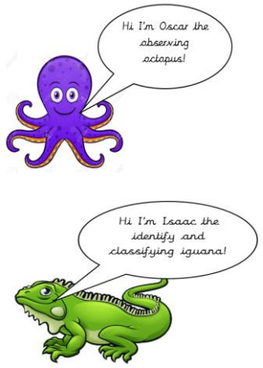
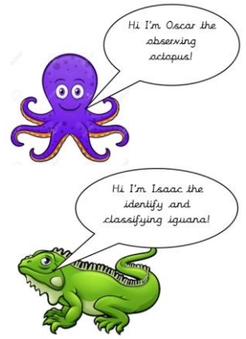
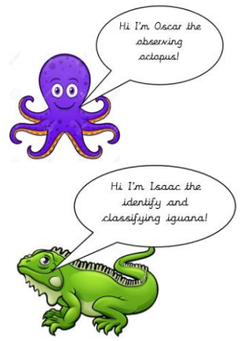
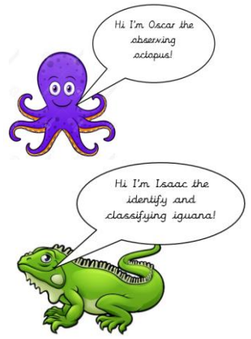
					Create graph of feelings through book. **GPS -** Write questions linked to thoughts/feelings when Beegu's parents find her.	
Maths **Count in 2s 5s and 10s throughout half term.**	**How many left** **Fluency** LO: To take away using number stories and crossing out. **Problem Solving** LO: To reason and problem solve by taking away using number stories and crossing out. **<u>Breaking apart</u>** **Fluency** LO: Find a part of a number by breaking apart to subtract. **Problem Solving** LO: To reason and problem solve by finding a part and breaking apart numbers. **Counting back and Finding the difference** **Fluency** LO: To count backwards to subtract.	**Problem Solving** LO: To reason and problem solve by counting backwards to subtract. **Recognise name and sort 3D** **Fluency, Reasoning and Problem Solving** LO: To recognise, name and sort 3D shapes. **Recognise name and sort 2D** **Fluency, Reasoning and Problem Solving** LO: To recognise, name and sort 2D shapes. **Patterns with 3D and 2D shapes** **Fluency, Reasoning and Problem Solving** LO: Use 2D and 3D shapes to complete and make simple patterns.	**<u>Place Value to 20</u>** 1. 1 more than any given number (11-20). LO: To say 1 more than any given number within 20. 2. 1 less than any given number (11-20). LO: To say 1 less than any given number within 20. 3. 1 more 1 less reasoning and problem solving. LO: To solve problems showing 1 more or 1 less of any given number within 20. 4. Ordering numbers within 20. LO: To order numbers within 20.	**<u>Addition</u>** 1. Adding by counting on. LO: To add within 20 by counting on. 2. Reasoning and problem solving. LO: To solve addition problems by counting on. 3. Find and make number bonds to 20. LO: To find and make number bonds to 20. 4. Reasoning and problem solving. LO: To solve problems by using numbers bond to 20.	**<u>Subtraction and Place Value to 20</u>** 1. LO: To subtract and add within 20 **<u>Addition and Subtraction</u>** 1. Add by making 10. LO: To add within 20 by making 10. 2. Reasoning and problem solving. LO: To solve addition problems by making 10. **<u>Subtraction</u>** 1. To subtract within 20 not crossing 10. LO: To subtract within 20 not crossing 10. 2. Reasoning and problem solving. LO: To subtract within 20 not crossing 10 to solve subtraction problems.	**<u>Subtraction</u>** 1. To subtract within 20 crossing 10. LO: To subtract within 20 crossing 10. (Counting back) 2. Reasoning and problem-solving subtraction within 20 crossing 10. LO: To solve problems by subtracting within 20. (counting back) 3. To subtract within 20 crossing 10. LO: To subtract within 20 crossing 10.(2) 4. To solve problems by subtracting within 20 crossing 10. LO: To solve problems by subtraction within 20 crossing 10. (2)

Sandal Primary School Medium Term Planning and Weekly Overview

Science (Ongoing) Set up weather diary, and record weather and temperature for each day. (TA on door to choose child to take temperature recording and tell both classes.)	**Seasonal Change** 1. Winter walk – identify changes to nature. Take photographs and winter bingo. 2. Art of noticing about Winter - -shared write for big book plus photos from walk. https://www.youtube.com/watch?v=X0Bv6hchrg0 **Skills** Observing closely Identifying and classifying Using their observations and ideas to suggest answers to questions 	PRE LEARN **Animals including humans** **(Animal Hook Day)** Learn names of animals and create an animal (art) for each letter of the alphabet. https://www.youtube.com/watch?v=0-8cajWWm10 https://www.youtube.com/watch?v=_Wp0vZnR_FM 1. Fish LO: To identify characteristics of a fish. Cold blood, scales, fins, gills, lay eggs (Add to booklet) **Skills** Using their observations and ideas to suggest answers to questions Identifying and classifying Gathering and recording data to help in answering questions 	PRE LEARN **Animals including humans** 2. Reptiles LO: To identify the characteristics of reptiles. Scales, lay eggs, cold blood (Add to booklet) **Skills** Using their observations and ideas to suggest answers to questions Identifying and classifying Gathering and recording data to help in answering questions 	**Animals including humans** 3. Birds LO: To identify the characteristics of birds. Wings, beaks, lay eggs, warm blooded (Add to booklet) **Skills** Using their observations and ideas to suggest answers to questions Identifying and classifying Gathering and recording data to help in answering questions 	**Animals including humans** 4. Mammals LO: To identify the characteristics of mammals. Hair or fur, warm blooded, live young, young drink milk from mother. (Add to booklet) **Skills** Using their observations and ideas to suggest answers to questions Identifying and classifying Gathering and recording data to help in answering questions 	**Animals including humans** 5. Amphibians LO: To identify the characteristics of amphibians. Smooth and slimy skin, cold blood, lay eggs (Add to booklet) **Skills** Using their observations and ideas to suggest answers to questions Identifying and classifying Gathering and recording data to help in answering questions 
Geography						

Sandal Primary School Medium Term Planning and Weekly Overview

History Who was Alexander Graham Bell and what achievements did he have? How has communication changed within our grandparents' lifetimes?	**Communication** **4.** What is communication? Enquiry lesson looking at pictures of communication through time. Pre learn – Record ideas/thoughts about how they communicate – drawings and labels or sentences.	**Compare past and present** - Compare past and present ways of communicating – how did people communicate before phones Sort pictures of ways of communicating into past and present.	**Timeline** **5.** Timeline of communication Put pictures of communication into chronological order.	**Facts** **6.** Alexander Bell – write facts Writing facts about Alexander Bell, his life and inventions. (HA create a fact file)	**Compare old/new** **7.** Identify and compare features of old phones/communication and a new phone/communication. Look at old phones and new phones and make observations about them. (Genuine artefacts?)	**Write about the differences over time** **8.** Write a letter to tell somebody (in the future) what phones are like now and how we communicate now. Choose someone to write to someone of their choice telling them about communication now/how it's changed.
Art Key artist – Paul Klee Use own mixed colours to create a patterned shape for a thank you card.	Learn about Paul Klee.	Practise mixing colours. Taking a line for a walk (curved shapes and lines). Using a variety of media to fill in block colour. Experimenting and blending colours to a desired effect.	Copy a Paul Klee piece of work. Creating block shapes such as squares and rectangles. Using a variety of media to fill in block colour. Experimenting and blending colours to a desired effect.	Paint their own Paul Klee inspired pattern - recreate castle and sun.	Draw an animal in a Paul Klee style. Use either straight lines or curvy lines. Choose own media. Create own picture in a Paul Klee style.	Make a valentine's day card in the style of Paul Klee. Cut into shape (heart, flower or star) and stick on card.
P.E Dance	The focus of the learning is to respond to the stimulus (big animals) using a range of different, controlled movements showing character expression. Pupils will learn how to control and co-ordinate their bodies to perform movements that represent big animals.	The focus of the learning is to respond to the stimulus (small animals) using a range of different and controlled movements. Pupils will learn how to control and co-ordinate their bodies adding movements together which represent the actions of a small animal.	The focus of the learning is for pupils to respond to rhythm using a range of controlled movements. Pupils will learn how to control and co-ordinate their bodies to perform a motif.	The focus of the learning is for pupils to respond to rhythm using a range of controlled movements that represent arctic animals. Pupils will learn how to control and co-ordinate their bodies to perform a sequence with a partner.	The focus of learning is for pupils to respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper. Pupils will create and perform a motif.	The focus of the learning is to explore the relationship between a zookeeper and a big cat, creating movement patterns. Pupils will create and perform a motif to an audience.
	The focus of learning is to explore running. Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently.	The focus of learning is for pupils to develop their running technique applying it into a game. Pupils will develop their understanding of where we need to run and why.	The focus of learning is to apply pupils' knowledge of how to run and where to run, while exploring running at different speeds.	The focus of learning is to apply the correct technique of running as fast as we can in a racing context.	The focus of learning is to apply pupils' understanding and application of running over a longer duration and as part of a team.	The focus of learning is for pupils to apply their understanding of running, applying it into a competitive game. During this suggested sequence of learning pupils will begin to understand the basic principles of attack and defence. Pupils will start to develop their understanding of what the consequences could be in a game if we do not run and avoid the defender.
Music	**Lesson 1: Pulse and tempo: Dive into danger!** Using pulse and tempo to tell a story about a brush with sharks. **Learning objective** Learning to understand the musical vocabulary: pulse and tempo	**Lesson 2: Dynamics and timbre: Underwater world** Using timbre and dynamics to represent an aquarium filled with different fish. **Learning objective** I can explain what dynamics and timbre are	**Lesson 3: Pitch and rhythm: Underwater world** Learning about pitch and rhythm by adding a new character to the underwater piece **Learning objective** I can explain what pitch and rhythm are	**Lesson 4: Texture and structure: Coral reef** Using layering to imitate the different textures of a coral reef **Learning objective** I can explain what texture and structure are	**Lesson 5: Musical vocabulary** Consolidating understanding of the key musical vocabulary from the unit **Learning objective** I understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre	Consolidation

Sandal Primary School Medium Term Planning and Weekly Overview

	National curriculum - Experiment with, create, select and combine sounds using the inter-related dimensions of music	**National curriculum** - Experiment with, create, select and combine sounds using the inter-related dimensions of music	**National curriculum** - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**National curriculum** - Play tuned and untuned instruments musically. - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**National curriculum** - Experiment with, create, select and combine sounds using the inter-related dimensions of music	
PSHE **JIGSAW Unit** **Dreams and Goals** **Sandal Root of Learning:** **Aiming High**	1. My Treasure Chest of Success I can set simple goals I can identify my successes and achievements	1. Steps to Goals I can set a goal and work out how to achieve it I can tell you how I learn best	2. Achieving Together I understand how to work well with a partner I can celebrate achievement with my partner	3. Stretchy Learning I can tackle a new challenge and understand this might stretch my learning I can identify how I feel when I am faced with a new challenge	4. Overcoming Obstacles I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I know how I feel when I see obstacles and how I feel when I overcome them	5. Celebrating My Success I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest
Computing Coding and computational thinking **Gill H**	***Lego Builders*** *To emphasise the importance of following instructions.* ● *Children know that to achieve the effect they want when building something, they need to follow accurate instructions.* ● *Children know that by following the instructions correctly, they will get the correct result.* ● *Children know that an algorithm is a precise, step-by step set of instructions used to solve a problem or achieve an objective*	***Lego Builders*** *To follow and create simple instructions on the computer.* ● *Children can follow instructions in a computer program.* ● *Children can explain the effect of carrying out a task with no instructions.* ● *Children know that computers need precise instructions to follow.* *Children know that an algorithm written for a computer to follow is called a program.*	***Lego Builders*** *To consider how the order of instructions affects the result.* ● *Children understand how the order in which the steps of a recipe are presented affects the outcome.* ● *Children can organise instructions for a simple recipe.* ● *Children know that correcting errors in an algorithm or program is called 'debugging'.*	***Maze Explorers*** *To understand the functionality of the basic direction keys in Challenges 1 and 2.* *To be able to use the direction keys to complete the challenges successfully.* ● *Children know how to use the direction keys in 2Go to move forwards, backwards, left and right.* ● *Children know how to add a unit of measurement to the direction in 2Go Challenge 2.* ● *Children know how to undo their last move.* *Children know how to move their character back to the starting point.*	***Maze Explorers*** *To understand the functionality of the basic direction keys in Challenges 3 and 4.* *To understand how to create and debug a set of instructions (algorithm).* ● *Children can use diagonal direction keys to move the characters in the right direction.* ● *Children know how to create a simple algorithm.* ● *Children know how to debug their algorithm.*	***Maze Explorers*** *To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list.* *To create a longer algorithm for an activity.* ● *Children can use the additional direction keys to create a new algorithm.* *Children can challenge themselves by using the longer algorithm to complete challenges.*
RE • **Christianity** • **Islam** **Focus question:** **What does it mean to belong to a church or mosque?**	• What does it mean to belong? • What symbols and signs do we recognise? How do they show we belong? • What are important symbols for Christians and Muslims and what do they mean?	• What makes a place special? • Why are some buildings special for Christians and Muslims? • What are these buildings called? • What is similar and different between belonging to school and belonging to a church or mosque?	• Why do most Christians go to church on a Sunday? • What do Christians do in Church to show they belong?	• What special clothes are worn by Muslims? • How do Muslims show they belong by what they do when they pray?	• What might you see inside a church or mosque? • What do people do in the mosque or the church?	• What does it mean to belong to the church or mosque?