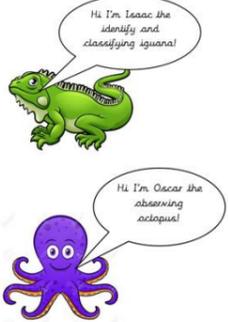
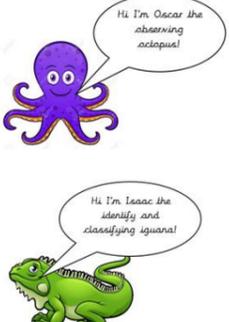




Year Group: 1						
Theme: Once Upon a Time						
Term: Spring 2						
Special Days: Thursday 23 rd Feb – Islam Workshop W/C Monday 27 th Feb - World Book Week Wednesday 1 st March - Dress up day - Pjs Thursday 30 th March - ZooLab						
Week	1	2	3	4	5	6
	20 th February	27 th March World Book Day Week	6 th March	13 th March	20 th March	27 th March
<p>Literacy Text type being covered: Narratives The Three Billy Goats Fluff – Rachael Mortimer & Liz Pichon – Write their own ending</p> <p>Poetry: <i>Has anyone seen my dragon?</i> – James Carter - Innovate poem</p>	<p>Complete Beegu journey</p> <p>Phase 4 Hot Task <i>Hot task -</i></p> <p>1. Create story map write questions for 3 of the pictures (1 from beginning, 1 from middle, 1 from end) applying taught GPS.</p> <p>1. Plan own hot task – sequence pictures, pre-write questions.</p> <p>2. Write re-tell of the story.</p> <p><i>Hotter task - Purple polish with teacher.</i></p>	<p>Incredible You by Rhys Brisenden</p> <p>World Book Day lessons</p> <p>1. L.O: To draw my own “incredible me” with describing words.</p>  <p>2. L.O: To write a caption for my own “incredible me”. “I am incredible because...”</p> <p>3. L.O: To sequence the story and match captions in the story.</p>	<p><i>Phase 1 - immersion</i></p> <p>Lesson 1 – Letter from the Billy goats with a troll problem! (troll won’t let them cross the bridge!) – brainstorm ideas to help the goats/find a solution. Make wanted troll posters. LO: To help the billy goats by making a wanted poster and/or by giving them some ideas. Computing Link</p> <p>Use Purple Mash to create Wanted Posters of the Troll.</p> <p>Lesson 2 – Letter from Troll in response to wanted poster. Hot seat a troll. How does the troll feel about the goats? Make a troll hat/mask and answer some questions as the troll to try to understand his feelings about the goats. LO: To hot seat a troll and understand the troll’s point of view.</p> <p><i>Phase 2 – Reading like a writer</i></p> <p>Lesson 3 – Read the story of The Three Billy Goats Fluff. Use expression and put actions to the story. LO: To tell the story of Three Billy Goats Fluff with expression and actions. To sequence the story.</p> <p><i>Phase 3 – GPS – writing like a reader</i> - Joining word ‘and’ (simple sentences for LA) - ? and! Sentences</p> <p>Lesson 4 –</p>	<p>Lesson 5 – GPS simple sentences and joining word ‘and’. Write own correctly punctuated sentences about pictures in the story, some using the joining word ‘and’ to connect ideas. (LA to focus on simple sentences!) LO: To apply the joining word ‘and’ to sentences about The Three Billy Goats Gruff’</p> <p>Lesson 6 – GPS revisit questions and introduce exclamations. Find questions and exclamations in the story, write them down. GPS write own exclamations about the story (based on pictures in the text). LO: To apply questions and exclamations to own sentences about the story.</p> <p>Lesson 7 – Write favourite part of the story applying and, ? and ! LO: To write favourite part of the story using the joining word and, exclamations and questions.</p> <p>Lesson 8 – Rewrite the story of The Three Billy Goat’s Gruff. Focus on applying GPS (and, ? and !). Modelled/shared writing.</p> <p>LO: To write a shorter version of The Three Billy Goats Fluff including simple sentences, joining word and, questions and exclamations.</p> <p>Read innovations aloud to others.</p>	<p><i>Phase 4 – Hot Task</i></p> <p>Lesson 9 – Talk about changing a story and/or retelling a story. Look at another version of Three Billy Goats Gruff. Discuss how the children would end the story. Write their own ending down (mum has a different plan, goats don’t make friends etc). LO: To write an alternative ending to The Three Billy Goats Fluff.</p> <p>Lesson 10 – Plan a re-write of the whole story with their own ending. Same structure as the text but children use their own changed ending. Use a story map. LO: To use a story map to plan my own version of The Three Billy Goats Gruff.</p> <p>Lesson 11 – HOT TASK – Write their own version of the Billy Goats Gruff.</p> <p><i>Success Criteria</i> Simple sentences and punctuation Joining word ‘and’ (just simple sentences for LA) ? and ! sentences</p> <p><i>Phase 1 - immersion</i> Lesson 1 - Hook – walk in the woods and find some ‘Lost’ posters looking for a dragon. Has anyone seen my Dragon? Come back to class - child led provision writing/drawing about what they’ve found.</p>	<p><i>Phase 2 – Reading like a writer</i> Lesson 2 - Read ‘Has anyone seen my dragon?’ poem by Roger Stevens. Recite with actions and say aloud. LO: To perform the poem ‘Has anyone seen my Dragon?’ By James Carter.</p> <p>Lesson 3 - Make own ‘Lost Posters’ to describe Daisy. Identify adjectives in the poem and how Daisy is described. LO: To create a lost poster describing Daisy.</p> <p><i>Phase 3 – GPS – writing like a reader (reading, handwriting, sentence structure practise, previously taught GPS consolidation – reading poetry/reading objectives)</i> Lesson 1 – Look at the features of the poem (rhyme/ repetition/ setting out and structure). LO: I can talk about the features of the poem.</p> <p>Lesson 2 – Shared/modelled write - Anyone seen my cat? Now ask the class to suggest what he or she looks like. You might have suggestions such as big, small, hairy, black, white, fluffy... follow lesson plan https://poetryclass.poetrysociety.org.uk/wp-content/uploads/2015/09/Anyone-Seen-My-Dragon-Roger-Stevens-1.pdf LO: To write another version of the poem. (Shared write/Modelled write)</p>



			<p>GPS learn about simple sentences and joining simple sentences using 'and'.</p> <p>Practise identifying correct sentences and use of and. (Looking and WABOLLS/WAGOLLS and editing/marking work)</p> <p>LO: To practising identifying correct use of punctuation and joining word 'and'.</p> <p>Supporting Provision – <i>Sequencing the story / pictures.</i> <i>Using props to act the story out.</i></p>			
<p>Maths</p> <p>Counting in 2s and 5s</p> <p>Length and Height</p> <p>Weight and Volume</p>	<p>Subtraction and Place Value to 20</p> <p>1. LO: To subtract and add within 20</p> <p>Subtraction</p> <p>1. To subtract within 20 not crossing 10. LO: To subtract within 20 not crossing 10.</p> <p>2. Reasoning and problem solving. LO: To subtract within 20 not crossing 10 to solve subtraction problems.</p>	<p>Subtraction within 20</p> <p>1. To subtract within 20 crossing 10. LO: To subtract within 20 crossing 10. (Counting back)</p> <p>2. Reasoning and problem-solving subtraction within 20 crossing 10. LO: To solve problems by subtracting within 20. (counting back)</p> <p>3. To subtract within 20 crossing 10. LO: To subtract within 20 crossing 10.(2)</p> <p>4. To solve problems by subtracting within 20 crossing 10. LO: To solve problems by subtraction within 20 crossing 10. (2)</p>	<p>Place Value to 50</p> <p>1. Using 10s and 1s to represent numbers within 50. LO: To represent numbers within 50.</p> <p>0. 1 more than any given number (20-50). LO: To say 1 more than any given number within 50.</p> <p>0. 1 less than any given number (20-50). LO: To say 1 less than any given number within 50.</p> <p>1 more 1 less Reasoning and Problem solving. LO: To solve problems showing 1 more or 1 less of any given number within 50.</p>	<p>Place Value to 50</p> <p>1. Order numbers within 50. LO: To order numbers within 50.</p> <p>Reasoning and Problem solving. 2. To solve problems by ordering numbers to 50.</p> <p>3. Count in 2s. LO: To count in 2s.</p> <p>4. Count in 5s To count up in 5s</p>	<p>Length and Height</p> <p><i>Children use and understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing. Children understand that height is a type of length. They should also be exposed to lengths that are equal to one</i></p> <p>1.L.O: To compare length and height 2. L.O: To problem solve length and height</p> <p><i>Children use non-standard units, such as cubes, hands and straws to measure length and height. Ensure children understand the units they use need to be of equal length. Children recognise that longer, non-standard units are more suitable for measuring the length and height of longer/taller objects.</i></p> <p>3: L.O: To measure length practically</p> <p>4.L.O: To measure and compare length (non-standard)</p> <p><i>Children need to understand that non-standard units should be exactly in line with one end of the object with no gaps between them to get an accurate measurement</i></p>	<p>Length and Height</p> <p>Children build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler. They should be able to understand that objects can vary in length and size, so a standard unit of measurement is required. It is important that children know to measure from 0 cm</p> <p>1.Introducing ruler activity</p> <p>L.O: To use a ruler to measure.</p> <p>2.Measuring length (2)</p> <p>L.O: To problem solve measuring length</p>

<p>Science Animals including humans</p> <p>Seasonal change (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.)</p>	<p>Animals including humans 1. Mammals LO: To identify the characteristics of mammals. Hair or fur, warm blooded, live young, young drink milk from mother. (Add to booklet)</p> <p>Skills Using their observations and ideas to suggest answers to questions</p> <p>Identifying and classifying</p> 	<p>LO: to name and describe a variety of animals</p> <p>Pre-learn: Can you label the animals with its name and what it eats.</p> <p>(INDEPENDENT ACTIVITY)</p> 	<p>LO: To identify and describe what carnivores, herbivores and omnivores eat.</p> <p>Watch: https://www.youtube.com/watch?v=plzwDLnieAk</p> <p>Discuss: Why do the animals have different poos? – Their diet.</p> <p>What do the children know about animal diet?</p> <p>Learn: 3 main diet types. https://www.youtube.com/watch?v=3yrikH2QEFA</p> 	<p>LO: To sort animals by what they eat.</p> <p>Recap carnivores, herbivores and omnivores diet.</p> <p>Sorting and matching animals by their diet (Venn Diagram).</p> <p>Matching animals to their poo and diet. (In provision, pics from story).</p> 	<p>INVESTIGATION</p> <p>Children to investigate three types of poo (fake!!) and determine what animal (or animal diet) it might have come from according to its content/ colour etc.</p> <p>LO: To observe closely and record evidence to answer question 'Is this poo from a carnivore, herbivore or omnivore?'.</p> 	<p>Zoo Lab day</p> <p>Seasonal Change</p> <ol style="list-style-type: none"> Sensing seasons – what can we see and hear? Nature Walk – identify changes to nature using Spring bingo sheet. Art of noticing about Spring shared write for big book plus photos and quotes. <ul style="list-style-type: none"> Observe, describe and compare using simple science words Ask science questions Collect evidence to answer some questions Measure using non-standard units Test out ideas with help Talk about what might happen and what they found out <p>(skills ladders)</p>  <p>Computing Link</p> <p>Use computers to access Purple Mash 'Describing Spring' writing project.</p>
<p>Geography How can we use simple directional vocabulary to describe routes to features on a map?</p>	<p>Introduce key vocabulary Near, far, left, right, above and below.</p> <p>Use Word cards in provision with key vocabulary - Near, far, left, right, above and below. Children to</p>	<p>Where in the world are we?</p> <p>LO: To locate school and some features of school on an aerial map.</p>	<p>What can we see in our classroom?</p> <p>LO: To create a map of the classroom.</p> <p>(Make map of the classroom for the Billy Goats)</p>	<p>What can we find in our school grounds?</p> <p>LO: To locate key features in the school grounds.</p>	<p>Where are the different places in our school?</p> <p>LO: To draw a simple map.</p>	<p>Where are the different places in our school?</p> <p>LO: Use simple directional language to describe routes to features on a map.</p>



	<p>position objects and describe (orally) where the objects are.</p> <p>Computing Link</p> <p>Use Bee-Bots to embed directional language</p> <p>Use language to move beebots - Near, far, left, right, above and below. Children to position beebots and describe (orally) where the bee bots are.</p>	<p>(Skills: Use aerial images to recognise landmarks and basic physical features. Identify land use around the school.)</p> <p>Computing Link</p> <p>Use iPads to record videos/pictures around school grounds.</p> <p>Use pictures/videos to identify places on the aerial map.</p>	<p>(Skills: Create a simple map of my local environment. Use locational and directional language such as: near, far, left, right to describe the location of features on a map.)</p>	<p>(Skills: Use aerial images to recognise landmarks and basic physical features. Use simple fieldwork to observe, measure and record the human and physical features in the local area. Use a simple key to recognise physical or human features on a map. Use locational and directional language such as: near, far, left, right to describe the location of features on a map. Create a simple map of my local environment.)</p>	<p>(Skills: Use aerial images to recognise landmarks and basic physical features. Use simple fieldwork to observe, measure and record the human and physical features in the local area. Use a simple key to recognise physical or human features on a map. Use locational and directional language such as: near, far, left, right to describe the location of features on a map. Create a simple map of my local environment.)</p>	<p>(Direct 3 Billy Goats around our school grounds)</p>
History						
<p>Design Technology <i>Mechanisms/Mechanical Systems</i> End point: To create a bridge for the Three Billy Goats Gruff.</p>			<p>Structures HOOK – PURPOSE AND USER IDENTIFIED We need to help the Billy Goats! How will the billy goats safely pass the troll? They could build another bridge!</p> <p>IEAs (Investigative and Evaluative Activities) Learning from a range of existing products</p> <p>What does a bridge need to be safe and functional?</p> <p>LO: To explore and investigate bridges for different users and different purposes. LO: To explore, investigate and label bridges, using correct technical vocabulary in relation to the structure, materials used and shapes.</p>	<p>Structures FTs (Focused Tasks) Teaching specific technical knowledge and designing/ making skills.</p> <p>Practising making a structure using paper, tape, fasteners etc. How can we make the bridge strong enough to support the goats? Look at children’s designs and discuss improvements for the final model.</p> <p>LO: To practise measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and materials. LO: To build and explore a range of free-standing structures / models using construction kits, blocks and junk materials. LO: To build and explore a range of free-standing structures/ models</p>	<p>Structures DMEA (Design, Make and Evaluate Assignment) Creating functional products with users and purposes in mind.</p> <p>Think about their previous practise design and how to improve. Use card, tape, fasteners to build. Evaluation.</p> <p>LO: To design a product (bridge) based on agreed design criteria, with specific focus on the user, purpose and materials. LO: To explore and develop design ideas using construction kits and other materials. LO: To make a bridge using construction kits, new and reclaimed materials or any combination of these.</p>	<p>Structures Evaluate bridges -What looked good about your bridge? -How strong was the bridge? -How could it be better? -What would you do next time?</p> <p><i>What jobs are there to do with building structures?</i></p>



				using paper/ card and tape where necessary to make joins.	LO: To evaluate their product against the original, agreed design criteria End point: Construct a bridge for the billy goats	
P.E Rackets, Bats and Balls	The focus of the learning is for pupils to explore using a racket and a ball together. Pupils will explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled.	The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket and to apply this understanding. Pupils will continue to develop an understanding of why moving a ball into a space is so important	The focus of the learning is for pupils to continue to develop their ability to keep a ball controlled using a racket. Pupils will continue to apply their understanding of why moving a ball into a space is so important to evade defenders.	The focus of the learning is for pupils to explore hitting (pushing) a ball using a racket accurately. Pupils will begin to understand why we need to aim at a target when hitting (pushing) the ball.	The focus of the learning is for pupils to develop hitting (pushing) a ball using a racket accurately. Pupils will develop their understanding of the importance of being accurate as they apply their skills.	The focus of the learning is for pupils to continue to develop their ability to hit (push) a ball using a racket accurately. Pupils will apply their understanding of accuracy in a variety of games.
PE Balls Skills Feet	Recap prior learning from EYFS, what do pupils remember? The focus of learning is to recap the different ways of using our feet to move with a ball. Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.	The focus of learning is to develop using our feet to move with a ball. Pupils will develop using the inside and outside of their feet to dribble the ball.	The focus of learning is to apply dribbling with our feet into games. Pupils will apply their dribbling technique, keeping the ball away from their opponents.	The focus of learning is to consolidate pupils understanding of where to dribble and why. Pupils will develop their dribbling technique keeping the ball away from their opponents and begin to understand the consequences of what happens if they do not dribble into space, keeping the ball close to them.	The focus of learning is to explore kicking (passing) a ball. Pupils will work with a partner and begin to understand how to kick a ball towards a target. Pupils will begin to understand why we need to be accurate when kicking (passing) a ball.	The focus of learning is to develop pupils kicking (passing) technique applying this into a game to score points. Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.
Music Jo D	music, dynamics and tempo Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.	Lesson 1: Classical music, dynamics and tempo: Percussive animals After moving expressively in response to music, children then embody animals, before exploring how different instruments can be used to represent them Learning objective	Lesson 2: Classical music, dynamics and tempo: Singing animals Listening and moving to classical pieces of animal themed music and learning a song from memory as a class Learning objective To sing a song in sections National curriculum	Lesson 3: Classical music, dynamics and tempo: Performing animals Clapping the syllables to simple rhythms, children develop their understanding of rhythm, then transform the song from Lesson 2 into a performance with the addition of dynamics and percussion Learning objective To perform a song	Lesson 4: Classical music, dynamics and tempo: Composing animals Using percussion instruments, the children create a class improvisation of a piece of music representing a tortoise, eagle, cheetah and an eagle, focussing on improving the overall sound through their timing, tempo and dynamics Learning objective	Lesson 5: Classical music, dynamics and tempo: The story of the lion In response to a story, children work in groups to create compositions for sections of the story, selecting appropriate instruments and focusing on tempo and dynamics, before joining their pieces together to perform as a class Learning objective

Sandal Primary School Medium Term Planning and Weekly Overview



		To use percussion and my body expressively in response to music National curriculum - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	- Use their voices expressively and creatively by singing songs and speaking chants and rhymes	National curriculum - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	To use instruments to create different sounds National curriculum - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	To create and choose sounds National curriculum - Play tuned and untuned instruments musically.
PSHE JIGSAW Unit Relationships Sandal Root of Learning: Working Together	<u>Family</u> I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me	<u>Making Friends</u> I can identify what being a good friend means to me I know how to make a new friend	<u>Greetings</u> I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me	<u>People Who Help Us</u> I know who can help me in my school community I know when I need help and know how to ask for it	<u>Being My Own Best Friend</u> I can recognise my qualities as person and a friend I know ways to praise myself	<u>Celebrating My Special Relationships</u> I can tell you why I appreciate someone who is special to me I can express how I feel about them
Computing Coding and computational thinking Art and digital images Gill H	Animated story books-Drawing and creating <ul style="list-style-type: none"> To understand the differences between traditional books and eBooks. To explore the tools of 2Create a Story's My Simple Story level. <p>To save the page they have created.</p>	Animated story books -Animation <ul style="list-style-type: none"> To add animation to a picture. To play the pages created so far. <p>To save the additional changes and overwrite the file.</p>	Animated story books -Sound and more <ul style="list-style-type: none"> To add a sound effect to a picture. To add a voice recording to the picture. <p>To add created music to the picture.</p>	Animated story books -Making a story <ul style="list-style-type: none"> To add a background to the story. To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story. 	Animated story books -Copy and paste <ul style="list-style-type: none"> To use the copy and paste feature to create additional pages. To continue and complete an animated story. To create a class display board of the story books created by the class. 	Spreadsheets <ul style="list-style-type: none"> To understand what a spreadsheet looks like. To be able to navigate around a spread sheet and enter data. <p>To learn new vocabulary related to spreadsheets.</p>
RE <ul style="list-style-type: none"> Christianity Islam Focus question: How and why do we care for others?	Who do we care about? Who do you care about? Bring in a photograph of someone you care about – use this to discuss and explore ways in which you care for others and why. Pupils look at a picture of someone caring for someone else. Explore what has happened before the picture, how both people feel and how one person is caring for the other. Why do you think they are caring? Extend this by looking at a range of pictures with different forms of caring. Pupils create freeze-frames of caring scenarios. Who is in the	Why do Christians care for others? The parable of the Good Samaritan (Luke ch 10 vv25-37). Read the story and/or act it out. Discuss questions with pupils such as: <ul style="list-style-type: none"> Who cared and who ignored the injured man? Why do you think they ignored him What did the Samaritan do to help? What would you have done? What was Jesus telling Christian to do? <p>Computing Link</p>	Why do Christians care for others? The Lost Son (Luke, ch15 vv11ff). Read, act, question and discuss. Invite the children to think about why Jesus told the parables. Explore how the stories encourage people to care for others. Draw a life size outline of a child and display on the wall. Inside the outline include words, pictures and stories demonstrating ways people follow the example Jesus talked about.	Why do Muslims care for others? Share the story of 'Seven New Kittens' by Gill Vaisey, which tells the story of Prophet Muhammad helping the kittens and reminding his friends that Allah asks his followers to care for all living things. An alternative is, 'The Baby Birds' by Gill Vaisey. This tells the story of Prophet Muhammad helping the birds and reminding his friends that Allah asks his followers to care for all living things. Discuss these stories with pupils and explore questions they raise, for example:	Why do Muslims care for others? Recap stories from previous week. Another example of caring from the Qur'an is the story of Prophet Musa [Moses] and the girls at the watering hole. This story is about the prophet Moses from Jewish and then Christian traditions as well. Draw a life size outline of a child and display on the wall. Inside the outline include words, pictures and stories demonstrating ways people follow the example Prophet Mohammed talked about. Invite the children to think about why Muslims tell stories about caring. Explore how the stories	How can I show I care for others? How and why do people of faith care for others? Work with the pupils on one or more scenarios about caring. Set the scene, think about possible alternative responses. Consider what the Christian and Muslim stories tell us about what should be done in these situations. Pupils could draw the situation and write captions about they would do to show they care and why they would do this. Some pupils might include ideas about what Jesus or Prophet Muhammad might teach. Give pupils a heart shaped piece of paper. They discuss and write in three practical ways they could



	<p>freeze-frame, why and how is someone caring?</p> <p>Read 'The Rainbow Fish' or 'Can't You Sleep Little Bear'— discuss how and why they care. Create a fish scale or bear paw print to record how we care.</p>	<p>Create a story board of the Good Samaritan on Purple Mash.</p>		<ul style="list-style-type: none"> • What was most important for Prophet Muhammad? • How did he show care? • What would you have done? • How might we care for people in the same way? 	<p>encourage people to care for others.</p>	<p>make the classroom a more caring place. Be specific.</p>
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