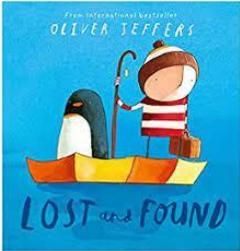


Spring 1 MTP - Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
Theme	Amazing Animals								
Hook	Giant African Snail Visit								
Book Focus	<p align="center">Lost and Found</p> 			<p align="center">The Storm Whale</p> 				Poetry Focus – Spring	
	<p align="center">Friendship story</p> <p>Start to say out loud what they want to write before starting.</p> <p><u>Punctuating sentences - Exclamations</u></p> <ul style="list-style-type: none"> Forming sentences with capital letters, finger spaces, full stops. Names all have capital letters. Introduction to exclamation marks to demarcate sentences. Beginning to punctuate sentences using an exclamation mark. 			<p align="center">Non Fiction – Information text</p> <ul style="list-style-type: none"> Forming sentences with capital letters, finger spaces, full stops. Names all have capital letters. <p><u>Conjunctions</u></p> <ul style="list-style-type: none"> Joining words and joining clauses using 'and'. How words can combine to make sentences. 					
Maths	<p>Place Value</p> <ul style="list-style-type: none"> given a number, identify one more and one less Identify and represent numbers Use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens 			<p>Addition and Subtraction</p> <ul style="list-style-type: none"> add and subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 			<p>Multiplication and division</p> <ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 		
Science - Animals	<p>Imaginary Pets</p> <p>Identifying the different animal groups. Can we keep</p>	<p>Imaginary Pets</p> <p>Identifying the different animal groups. Can we keep</p>	<p>Imaginary Pets</p> <p>Identifying the different animal groups. Can we keep</p>	<p>Imaginary Pets</p> <p>Animal features and structure - What makes them different?</p>	<p>My pet is happy and Healthy</p> <p>How do you care for a pet? How do we keep</p>	<p>Design your own imaginary pet.</p> <p>Why have you chosen the features for your pet?</p>	<p>My Puppy made a mess.</p> <p>Investigation - Which paper will be the best</p>		

<p><i>Identify and name a variety of animals (fish, amphibians, reptiles, birds and mammals).</i></p> <p><i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i></p> <p><i>Identify and name a variety of carnivores, herbivores and omnivores.</i></p>	<p>these animals as pets?</p> <p>Birds and Fish - Look at animals we would find in the UK.</p>	<p>these animals as pets?</p> <p>Amphibian and Reptiles - UK based.</p>	<p>these animals as pets?</p> <p>Mammals - UK based.</p>	<p>Which animal would make a good pet and why?</p>	<p>them happy and healthy?</p>		<p>for soaking up a puppy accident?</p>
<p>Geography</p> <p><i>Identify seasonal and daily weather patterns in the United Kingdom</i></p> <p><i>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></p>	<p>What is the weather like in the UK?</p> <p>Use a globe/atlas to locate the UK on the map.</p>	<p>What is the weather like this week?</p> <p>Daily weather patterns Create a Weather report diary for today/the week.</p>	<p>How does the weather change in different seasons?</p>	<p>Where is the equator? Which continents are on the equator? What is the weather like there?</p> <p>Locate in an atlas.</p>	<p>Where are the furthest continents from the equator? What is the weather like there?</p> <p>Locate polar regions- Antarctica and Arctic in relation to the equator using an atlas google maps. <i>Compare to the continents near the equator.</i></p>	<p>Weather report from 2 places one near the equator and one of the poles.</p>	<p>Weather report diary for the week. Compare to previous weeks – how has the weather changed?</p> <p>Link back to seasons.</p>

<p>Art</p> <p><i>Use drawing to develop and share their ideas, experiences and imagination</i></p> <p><i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p>	<p>Introduce the artist Jonathan Truss- videos of him drawing in the environment (sharks)</p> <p>Observational drawing focus on line and shape. Sketch one small world animal.</p>	<p>Share Jonathan Truss sketch of shark- ch express opinions.</p> <p>Observational drawing: Focus on line and shape Pencil sketch still life 3 -5 animals using small world.</p>	<p>Share Jonathan Truss painting - ch express opinions.</p> <p>Observational drawing: Focus on line, shape and colour. Oil pastels still life 3 -5 animals using small world.</p>	<p>Share Jonathan Truss paintings lion and elephant to compare textures of fur/skin - ch express opinions.</p> <p>Observational Drawing Close up faces- focus on textures and patterns (fur).</p>	<p>Observational drawing: texture - elephant (skin)</p>	<p>Chinese New Year</p> <p>Year of the Tiger</p> <p>Share Jonathan Truss paintings of tigers (close up and full body)</p> <p>Children create a card</p>	
<p>Computing</p> <p><i>understand what algorithms are; how they</i></p>	<p style="text-align: center;"><u>Lego Builders</u></p> <p>This unit encourages children to begin to think logically about scenarios. Children will be introduced to the term ‘algorithm’. This concept is at the core of coding. Children will:</p> <ul style="list-style-type: none"> • Compare the effects of adhering strictly to instructions to completing tasks without complete instructions. 						

are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs

- Follow and create simple instructions on the computer.
- Consider how the order of instructions affects the result

Maze Explorers:

This unit builds upon this Lego builder, linking logic to understand the functionality of the direction keys. Children will

- To understand the functionality of the direction keys
- Understand how to create and debug a set of instructions (algorithm).
- Use the additional direction keys as part of an algorithm.
- Understand how to change and extend the algorithm list.
- Create a longer algorithm for an activity.

Music
use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of

Charanga: In the groove

<p><i>high-quality live and recorded music</i></p> <p><i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>							
<p>PE</p> <p><i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p><i>participate in team games, developing simple tactics for attacking and defending</i></p>	<p>Netball</p>						
<p>PHSCE</p> <p>Keeping Myself Safe</p>	<p>Healthy Me</p>	<p>Super sleep</p>	<p>Who can help?</p>	<p>Harold Loses Geoffrey</p>	<p>What could Harold Do?</p>	<p>Good or bad touches?</p>	<p>Sharing Pictures</p>

RE	What are important symbols for Christians and Muslims and what do they mean?	Why are some buildings special for Christians and Muslims?	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 does it mean to belong to the church or mosque?
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