

English

- Learn to read and use prefixes, suffixes and to read compound words and homophones
- Learn about and write factual sentences about castles
- Learn about, role play and write imaginatively about people who lived in castles in the past
- Use speech bubbles to role play and write about the legend of George and the Dragon
- Book Week focus - The Tiger Who Came to Tea

RE

- To explore the events in Jesus' life and to know that Christians believe Jesus is both human and divine
- To learn the Easter story
- To recognize the cross and the egg as symbols of Easter
- To understand that Easter is a time of contrasting emotions

History

- To learn about castles and the lives of the those that lived in them
- To compare buildings from the past and present
- To recognise differences and similarities between life now and during the past

Maths

- Continue to understand what each digit represents in 2 digit numbers 'tens and units'
- Read, write and interpret statements involving addition, subtraction and equals signs, including missing number problems
- Solve problems involving grouping and sharing quantities
- Tell the time to the hour and draw hands on a clock to show these times
- Use language related to the days of the week and months of the year

Castles Fox Class Spring 2

ICT

- Explore teacher led internet programs using the back and search functions.
- Use ICT to present ideas
- Follow and give simple instructions

Art and Design

- Use clay, clay tools and techniques and paints to create a piece of castle art
- Make and cook Welsh cakes
- Create illustrations to accompany writing in English

PE

- Games - Play a range of small team ball games developing aim, hand and foot co-ordination, control and team play
- Dance - learn a traditional May Pole dance

Science

- Identify and name a variety of everyday materials and describe their simple physical features
- Compare and group materials and objects
- Investigate and test materials to find the best material to suit a purpose

Geography

- Locate and identify characteristics of England and Wales
- Use and devise simple maps, plans and symbols

Music

- Learn about pitch and volume
- Take part in whole class singing and performances

PHSE

- Understand feelings and why and how they lead us to behave the way we do
- Develop self-awareness and to manage feelings

English – Spring 2 Year 1 2017

Programme of Study	Activities	Success Criteria
<p>Read other words of more than one syllable which contain taught GPC's. Composing sentences with compound words. Learn a few common homophones. Read words with contractions and understand that the apostrophe represents the omitted letter.</p>	<p>Reading – word reading Writing – vocabulary, grammar and punctuation Syllables and compound words Homophones Contractions</p>	<p>I can count the syllables in a word. I can recognise and use a compound word. I know some common homophones and can use them in my sentences. I know what the contracted form is and can use some common ones in my written work.</p>
<p>Say out loud what they are going to write about. Composing sentences orally before writing it. Sequencing sentences to form short narratives. Use joining words. Discuss the significance of the title and events. Make inferences and participate in discussion.</p>	<p>Reading – word and comprehension The Tiger Who Came To Tea. BOOK WEEK Recognise and discuss main characters. Make puppets. Recognise, discuss and create familiar settings. Role-play main events in familiar stories. Sequence and plot main events – story mountains/ story maps.</p>	<p>I join in whole class reading. I am able to retell a familiar story and identify the main points. I can talk about the main characters, setting and event. I can listen and talk about what I heard. I can pretend to be someone/thing else in different places or times.</p>
<p>Draw on what they already know or on the background information and vocabulary provided. Discuss word meanings, linking new meanings to those already known. Composing sentences orally before writing it. Sequencing sentences to form short narratives. Use joining words. Re-read to check writing makes sense.</p>	<p>Writing – composition Castles – fact finding and factual writing Learning the key features of a castle and how we can write simple definitions of these. The jobs people have in the castle – factual writing about what their day would have been like and the things they did.</p>	<p>I join in whole class reading. I can listen and talk about what I heard. I know practising my idea aloud before I write it will help me. I know to only include facts, not feelings in information writing.</p>

<p>Say out loud what they are going to write about.</p> <p>Composing sentences orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-read to check writing makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Writing – composition</p> <p>Castles – creative character profiles</p> <p>Recognise, discuss and explore the main characters.</p> <p>Character planning – make changes to the characters and main events. Look at how they might feel about their jobs, likes and dislikes.</p> <p>Role play – main characters and how different can they be?</p> <p>Character writing – thinking aloud as they collect creative ideas, drafting and re-reading to check that the meaning of sentences are clear.</p>	<p>I join in whole class reading.</p> <p>I can listen and talk about what I heard.</p> <p>I know practising my idea aloud before I write it will help me.</p> <p>I can pretend to be someone/thing else in different places or times.</p> <p>I can discuss characters thoughts and feelings.</p> <p>I can talk about the main characters, setting and events and also change these using my imagination.</p>
<p>Say out loud what they are going to write about.</p> <p>Composing sentences orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Use joining words.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said or done.</p> <p>Draw on what they already know or on the background information and vocabulary provided.</p> <p>Discuss the significance of the title and events.</p> <p>Say out loud what they are going to write about.</p> <p>Composing sentences orally before writing it.</p>	<p>Reading – comprehension</p> <p>Writing - grammar</p> <p>St George and the Dragon</p> <p>Recognise and discuss main characters, settings and events from the story.</p> <p>Recognise and sequence main events from a familiar story.</p> <p>Act out the play format through role play scenarios.</p> <p>Use speech bubbles with our writing to make changes to characters and events.</p> <p>The Easter Story</p> <p>Recognise and discuss main characters, settings and events from a familiar story.</p> <p>Role-play main events in familiar stories.</p> <p>Sequencing sentences to form short narratives – happy/sad events.</p>	<p>I read as clearly as possible to my teachers and to others in my group.</p> <p>I can act out different roles.</p> <p>I know a story needs a beginning, middle and end</p> <p>I can pretend to be someone/thing else in different places or times.</p> <p>I am able to retell a familiar story and identify the main points.</p> <p>I can punctuate sentences using capital letters, full stops, question marks and exclamation marks.</p> <p>I can participate in discussion, take turns and listen to others.</p> <p>I am able to retell a familiar story, identify the main points and talk about the main characters, setting and events.</p> <p>I can explain clearly my understanding of what has been read to me and use predictions throughout.</p>

St Johns Infant School
Medium Term Plan - Mathematical Understanding

Spring 2 2017 - Yr 1 - Castles

wk	Learning Objectives	Key questions, Teaching and Learning Activities	Assessment/ learning outcomes
1	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>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</p> <p>Read and write numbers from 1 to 20 in numerals and words</p>	<p>Play place value games using place value cards, 100 squares, base ten</p> <p>Children to use drawings to show numbers as tens and units</p> <p>Play games to compare numbers and discuss number values</p> <p>Practise reading and writing numbers to 20 in words</p>	<p>I can say a 40s, 70s number, etc</p> <p>I can talk about tens and units in a 2 digit number</p> <p>I can say which number is more/less and why</p> <p>I can order numbers</p> <p>I can use drawings to show the parts of a 2 digit number</p> <p>I know to count on for more and count back for less</p>
2	<p>Add and subtract one digit and two digit numbers to 20, including 0</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations</p> <p>Compare, describe and solve practical problems for weight</p> <p>Measure and begin to record weight</p>	<p>Book Week - The Tiger Who Came to Tea</p> <p>Compare, discuss and sort 3D shapes and food parcels from the tea party</p> <p>Weigh ingredients for cooking for tea party</p> <p>Use weighing scales and weights to weigh objects</p> <p>Play games to recognise coin and note values</p> <p>Choose (and add) coins to pay for foods for the tea party</p> <p>Maths Problem Solving - p66 - make as many different table shapes as possible for the tea party</p>	<p>I can recognise 3D shapes even if they are different sizes or in different positions</p> <p>I can make the weighing scales balance to find the weight of an object</p> <p>I know you need to add coins to make some totals</p> <p>I can talk about which coin is 'more' 'bigger'</p> <p>I can use the learning tools</p>

	<p>Recognise and know the value of different denominations of coins and notes</p> <p>Recognise and name common 3D shapes</p>		<p>to help solve a problem and find as many answers as possible</p>
3	<p>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.</p>	<p>Use practical games to solve problems involving sharing small quantities into equal groups.</p> <p>Use practical games to group items and count in 2s, 5s, 10s</p> <p>Use repeated addition to show counting in groups</p> <p>Use real life contexts to give problems involving doubles</p>	<p>I can use sharing circles</p> <p>I can use repeated addition to help me count in groups</p> <p>I know numbers in the 5s pattern only end in 0s or 5s</p> <p>I can use drawings to help me solve problems</p>
4	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Describe position, direction and movement, including whole, half, quarter and three- quarter turns</p>	<p>Solve problems to find doubles and halves of numbers and quantities</p> <p>Find halves and quarters of numbers, quantities and shapes through folding and sharing</p> <p>Play turning games using bodies and turning dials</p> <p>Follow directions to locate a position on a castle map</p>	<p>I know double means the same again</p> <p>I know half means 2 equal parts/groups</p> <p>I know quarters is sharing something into 4 equal parts</p> <p>I can remember some double facts</p>
5	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>Use objects, drawings and number lines to solve calculation problems</p> <p>Number bond challenges</p>	<p>I know numbers can be made in different ways.</p> <p>I can talk about a take away number sentence when looking at an addition number sentence</p> <p>I can use counting on to find out how many more I need</p> <p>I know addition can be done in any order</p>

	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$		
6	<p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>Measure and begin to record the time (hours, minutes, seconds)</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p>	<p>Play chocolate frog to practise days of the week, months of the year and seasons</p> <p>Use clocks to practise recognising and displaying O'clock and then half past times</p> <p>Practise whole, half turns to associate half past</p> <p>Use the timer to carry out activities in a given time</p> <p>Sequence a school day and make likes to o'clock times</p>	<p>I know the 7 days of the week</p> <p>I know the 12 months of the year</p> <p>I know when the long (blue) hand points to the 12, it means an o'clock time.</p> <p>I know when the long hand points to the 6, it is a half-past time</p>

Year 1 - Spring 2 2017: Overview

Programme of Study	Activity/ies	Success Criteria
<p>Science</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ distinguish between an object and the material from which it is made ▪ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ describe the simple physical properties of a variety of everyday materials ▪ compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>Sorting and classifying activities for hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</p> <p>Perform simple tests to explore question - what is the best material for St George's shield? To keep something dry?</p>	<p>I can compare materials using my five senses.</p> <p>I can use simple equipment.</p> <p>I can talk about a material and know the material that it is made from.</p> <p>I can describe and group materials.</p> <p>I can try and think of ways to answer questions.</p>
<p>Identify and name a variety of common plants</p> <p>Describe the basic structure of common flowering plants</p>	<p>Chit, plant and observe growth of potatoes</p>	<p>I can talk about what I notice and what I see</p>
<p>PE</p> <ul style="list-style-type: none"> ▪ master basic movements including running, jumping as well as developing balance, agility and coordination and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending 	<p>Dance - REAL PE Unit 4 (counter balance) and May Pole</p> <p>Games - REAL PE Unit 5 (co-ordination with equipment) and introduce Rounders</p>	<p>I can follow instructions.</p> <p>I can move to a beat.</p> <p>I can hold a balance on 2 feet, then 1 foot for 5-10 seconds.</p> <p>I am beginning to develop control when striking, kicking or throwing a ball.</p> <p>I can follow simple rules.</p>
<p>Art and Design</p> <p>Design purposeful appealing products for others.</p> <p>Use a range of components to make something. Use a range of tools.</p> <p>Generate and communicate ideas through templates and mock-ups.</p> <p>Pupils should use a range of material and techniques - drawing, painting and sculpture</p>	<p>Design and make castle wall from clay. Use tools and paints to add detail.</p> <p>Follow instructions and use tools to measure, mix and cook ingredients for Welsh cakes</p> <p>Make Easter card and craft</p>	<p>I can follow instructions, use mock-ups, templates and fold and cut lines.</p> <p>I can include what I need to in my design.</p> <p>I can select a best design.</p> <p>I can use a range of materials and effects</p>
<p>History</p> <p>Pupils should develop an awareness about the past, using common words and phrases relating to the passing of time.</p>	<p>Learn about the castles and their features, using a wide range of new vocabulary.</p>	<p>I can say and name the key features of a castle, eg, moat, drawbridge, turret, and</p>

<p>Create and debug simple problems.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully keeping personal information private.</p>	<p>Take photos of learning.</p> <p>Create art pieces.</p> <p>Use Ed City to explore maths and phonic games during group carousel.</p>	<p>I can delete to start an instruction again.</p> <p>I can present my information in a range of ways</p> <p>I know that when I am using the internet I should only do so when instructed by an adult and must stay on the activity provided.</p>
<p><u>Geography</u> Geographical Skills Name, locate and identify characteristics of countries within UK and their capital cities.</p> <p>Devise a simple map.</p> <p>Use and construct basic symbols in a key.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on the map.</p>	<p>Learn about England and Wales (some animals, famous locations, rivers and capital cities)</p> <p>Use aerial photographs of castles and PowerPoint to understand the key features of a castle.</p> <p>Look at how to make a simple castle map to add as much detail as possible with basic symbols in a key. Also to include compass points and locational and directional language eg near, far, right, left.</p>	<p>I can find the UK on a map of the world.</p> <p>I know the name of the capital city of England and Wales.</p> <p>I can make a castle map to include basic symbols in a key and direct someone around the grounds of it to find the king or queens buried treasure!</p>
<p><u>PSHE</u></p> <p>Develop a healthy, safe lifestyle</p> <p>Recognise ways to improve.</p> <p>Prepare to play an active role as citizens</p>	<p>SEAL unit: Good to be me</p>	<p>I can talk about what I am good at.</p> <p>I can talk about what I have learnt and how I learn.</p> <p>I can talk about how I am feeling and how someone else might be feeling.</p> <p>I can take time to try and make good choices and decisions.</p>