

## Year 1 Medium Term Plan Spring 2

Subject	WK1	WK2	WK3	WK4	WK5
Science  Animals: Comparing animals	<ul style="list-style-type: none"> <li>I know that different animals have similarities and differences that help us group them.</li> <li>I know that a mammal gives birth to live young.</li> <li>I know that birds all lay eggs.</li> <li>I know that an amphibian has moist skin.</li> </ul> <p><b>New Core Knowledge</b> Animals can be sorted into groups based on their features.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Mammal bird fish amphibian reptile</p> <p><b>Outline of Main Tasks</b> Sorting animals based on the groupings they belong to.</p>	<ul style="list-style-type: none"> <li>I know that different animals have similarities and differences that help us group them.</li> <li>I know that a mammal gives birth to live young.</li> <li>I know that birds all lay eggs.</li> <li>I know that an amphibian has moist skin.</li> </ul> <p><b>New Core Knowledge</b> Animals can be different sizes, colours and shapes.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Features compare</p> <p><b>Outline of Main Tasks</b> Draw a selection of animals and describe their features. Such as 'I have scaly skin, sharp teeth and four legs.'</p>	<ul style="list-style-type: none"> <li>I know that different animals have similarities and differences that help us group them.</li> <li>I know that a mammal gives birth to live young.</li> <li>I know that birds all lay eggs.</li> <li>I know that an amphibian has moist skin.</li> </ul> <p><b>New Core Knowledge</b> Animals can be grouped by what is the same about them but animals in the same group can still look different.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Grouped same different</p> <p><b>Outline of Main Tasks</b> Write about the similarities between a group of animals.</p>	<p><b>I know that an omnivore eats both animals and plants.</b></p> <p><b>New Core Knowledge</b> Carnivores eat meat, herbivores eat plants, and omnivores eat both plants and meat.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Herbivore carnivore omnivore diet</p> <p><b>Outline of Main Tasks</b> Sorting animals into groups based on their diet.</p>	<p><b>New Core Knowledge</b> Some animals make suitable pets because they are safe, friendly and can be cared for at home.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Pet data bar chart</p> <p><b>Outline of Main Tasks</b> Drawing and writing about how to care for pets.</p> <p>Carrying out research to see how many pets a class has and create a bar chart to show the most popular/least popular.</p>
History  How have toys changed?	<ul style="list-style-type: none"> <li>I know that toys have changed over time, but children have always loved to play.</li> </ul> <p><b>New Core Knowledge</b> Children have always liked playing with toys and sharing them with friends.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Memory Remember Special toy</p> <p><b>Outline of Main Tasks</b> My favourite toy: Draw a picture and then write a sentence explaining why it is special.</p>	<ul style="list-style-type: none"> <li>I know that toys from the past were made from different materials like wood, metal, and fabric.</li> <li>I know that some toys from the past did not need batteries or electricity to work.</li> <li>I know that children in the past played with toys like spinning tops, dolls, and marbles.</li> <li>I know that toys today are often made from plastic and can move or make sounds.</li> </ul> <p><b>New Core Knowledge</b> Older relatives played with different toys when they were children to what we play with now.</p> <p><b>Revisiting Core Knowledge</b></p>	<ul style="list-style-type: none"> <li>I know that toys from the past were made from different materials like wood, metal, and fabric.</li> <li>I know that some toys from the past did not need batteries or electricity to work.</li> </ul> <p><b>New Core Knowledge</b> Up to 100 years ago, many toys were simple and made from wood, metal or cloth.</p> <p><b>Revisiting Core Knowledge</b> Older relatives played with different toys when they were children to what we play with now.</p> <p><b>Key Vocabulary</b> Modern Living memory</p>	<ul style="list-style-type: none"> <li>I know that toys from the past were made from different materials like wood, metal, and fabric.</li> <li>I know that some toys from the past did not need batteries or electricity to work.</li> <li>I know that children in the past played with toys like spinning tops, dolls, and marbles.</li> <li>I know that toys today are often made from plastic and can move or make sounds.</li> </ul> <p><b>New Core Knowledge</b> Old toys were often made of wood or metal. Today, many toys are made of plastic and can use batteries.</p> <p><b>Revisiting Core Knowledge</b></p>	<p><b>New Core Knowledge</b> What toys are made from and how they're played with has changed over time.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Change Modern old</p> <p><b>Outline of Main Tasks</b> Create a toy museum to showcase toys throughout history.</p>

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	<p>Challenge: Arrange toys by age group and explain how favourite toys might change as you grow.</p>	<p>Children have always liked playing with toys and sharing them with friends.</p> <p><b>Key Vocabulary</b> Living memory Past present</p> <p><b>Outline of Main Tasks</b> Interviewing an older visitor to ask questions about the toys they played with as a child.</p>	<p>Artefacts</p> <p><b>Outline of Main Tasks</b> Sorting toys into groups – old and new – and exploring why some may be more difficult to sort (such as teddy bears).</p>	<p>Up to 100 years ago, many toys were simple and made from wood, metal or cloth.</p> <p><b>Key Vocabulary</b> Metal Wood Cloth 100 years ago</p> <p><b>Outline of Main Tasks</b> Recognising similarities and differences between the same toy from different time periods (e.g. old train vs new train).</p>	
<p>DT</p> <p>Textiles - Puppets</p>	<ul style="list-style-type: none"> <li>I know what safety pins look like.</li> <li>I know that glueing fabric takes time to dry.</li> <li>I know that pinning and stapling can be dangerous because they have sharp points.</li> </ul> <p><b>New Core Knowledge</b> Fabrics can be joined together by sewing, sticking, or tying.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> material join</p> <p><b>Outline of Main Tasks</b> Practice joining two pieces of paper and two pieces of fabric using different methods.</p>	<ul style="list-style-type: none"> <li>I know that drawing a design first helps me see how my puppet will look.</li> <li>I know that the best joining method for making a pouch for marbles should be strong and secure.</li> </ul> <p><b>New Core Knowledge</b> A template helps you design what you are going to make.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Template design</p> <p><b>Outline of Main Tasks</b> Use the template to design their own puppet.</p>	<ul style="list-style-type: none"> <li>I know what safety pins look like.</li> <li>I know that glueing fabric takes time to dry.</li> <li>I know that pinning and stapling can be dangerous because they have sharp points.</li> </ul> <p><b>New Core Knowledge</b> You can join two pieces of material by sewing them together.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Join sewing</p> <p><b>Outline of Main Tasks</b> Use templates to cut out shapes and sew together.</p>	<p><b>New Core Knowledge</b> Materials can be chosen to decorate a design.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Decorate materials design</p> <p><b>Outline of Main Tasks</b></p> <p>Children will choose embellishments and elements to decorate their</p>	<p><b>New Core Knowledge</b> We can evaluate our design by thinking about what went well and what we could make better.</p> <p><b>Revisiting Core Knowledge</b></p> <p><b>Key Vocabulary</b> Evaluate design</p> <p><b>Outline of Main Tasks</b></p> <p>Evaluating our designs and products to say what went well/what we would change next time.</p>
<p>Music</p> <p>Performance practice for Easter Show</p>	<h1>Learning songs and music for the Easter Performance + rehearsals.</h1>				
<p>Computing</p> <p>Programming – Bee Bots</p>	<p><b>New Core Knowledge</b> Simple commands create instructions.</p> <p><b>Revisiting Core Knowledge</b> Computers follow instructions to follow tasks. Humans need to input knowledge into a computer.</p>	<p><b>New Core Knowledge</b> Commands can be used to program a bee bot,</p> <p><b>Revisiting Core Knowledge</b></p>	<p><b>New Core Knowledge</b> A bee bot needs the commands to programmed in the right order to stop any errors.</p> <p><b>Revisiting Core Knowledge</b></p>	<p><b>New Core Knowledge</b> Errors can be corrected by creating new instructions.</p> <p><b>Revisiting Core Knowledge</b></p>	<p><b>New Core Knowledge</b> Instructions can be checked to see if there are any errors,</p> <p><b>Revisiting Core Knowledge</b></p>

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	<p><b>Key Vocabulary</b> Command Instructions robot</p> <p><b>Outline of Main Tasks</b></p> <ol style="list-style-type: none"> <li>1. Follow instructions as a 'robot' and improve using criteria.</li> <li>2. Create a sequence of commands using arrows. Use these as instructions with a partner to see if they can be followed, improve as needed.</li> </ol>	<p><b>Key Vocabulary</b> Command Instructions program</p> <p><b>Outline of Main Tasks</b></p> <ol style="list-style-type: none"> <li>1, Match commands to buttons</li> <li>3. Program Bee bot using a series of commands.</li> </ol>	<p><b>Key Vocabulary</b> Command Instructions program error</p> <p><b>Outline of Main Tasks</b></p> <ol style="list-style-type: none"> <li>1. Build a maze with a garage. Children must program the bee bot to complete the maze and 'park' in the garage without touching the walls. (learn from errors)</li> </ol>	<p><b>Key Vocabulary</b> Command Instructions program error</p> <p><b>Outline of Main Tasks</b></p> <p>Follow instructions to create a maze. Find the error, Create new instructions to fix the error.</p>	<p><b>Key Vocabulary</b> Command Instructions program error</p> <p><b>Outline of Main Tasks</b></p> <p>Children to identify errors before programming bee bot. Fix errors Check via programming and watching.</p>
<p><b>RE</b> <b>Why should we care for the world?</b></p>	<p><b>New Core Knowledge</b> Some people believe that the world is a gift from God.</p> <p><b>Revisiting Core Knowledge</b> Some people believe that God created the world. Some people believe that God created babies and that they are special. People celebrate the birth of babies in different ways.</p> <p><b>Key Vocabulary</b> Gift Ownership God</p> <p><b>Outline of Main Tasks</b></p> <ol style="list-style-type: none"> <li>1. Children to draw round hands and write/draw why they should look after the world.</li> <li>2. Who owns the world? Children to write and draw in thought bubbles the answers to this question. In a different colour (using the word bank), write how some people who believe the world is a gift from God might describe this.</li> </ol>	<p><b>New Core Knowledge</b> Some people believe that God created humans last so that humans could care for everything in the world.</p> <p><b>Revisiting Core Knowledge</b> Some people believe that the world is a gift from God.</p> <p><b>Key Vocabulary</b> Care Earth</p> <p><b>Outline of Main Tasks</b></p> <p>Children to order the pictures and ideas that depict the reasons that humans can care for the Earth. Place them accurately on the zones of relevance diagram.</p>	<p><b>New Core Knowledge</b> Stewardship is taking care of something thoughtfully and responsibly.</p> <p><b>Revisiting Core Knowledge</b> Some people believe that God created humans last so that humans could care for everything in the world.</p> <p><b>Key Vocabulary</b> Stewardship Thoughtfully Carefully</p> <p><b>Outline of Main Tasks</b></p> <p>Draw the examples of stewardship using the quotes taken from the Christian Bible and the Jewish Torah on large pieces of sugar paper. Swap and see if they can identify others drawings.</p> <p>Draw examples of stewardship in real life e.g. looking after pets.</p>	<p><b>New Core Knowledge</b> The prophet Mohammed believed that should show stewardship by looking after all animals.</p> <p><b>Revisiting Core Knowledge</b> Stewardship is taking care of something thoughtfully and responsibly.</p> <p><b>Key Vocabulary</b> Environment Responsibility Muslim Prophet Mohammed</p> <p><b>Outline of Main Tasks</b></p> <p>Ask the children to discuss which stories match which picture in pairs. They should then colour in the story titles using the two different colouring pencils and then circle the pictures that match each story with the corresponding colour.</p> <p>To add the quotes from the previous lesson.</p>	<p><b>New Core Knowledge</b> Humanists believe there is no god and that people should look after the world for the good of all humans.</p> <p><b>Revisiting Core Knowledge</b> The prophet Mohammed believed that should show stewardship by looking after all animals.</p> <p><b>Key Vocabulary</b> Humanist</p> <p><b>Outline of Main Tasks</b></p> <p>Quote sort: Humanist vs religious.</p> <p>Draw a way that they will help look after the world (either as a humanist or as someone who believes in God)</p> <p>Compare and share.</p>
<p><b>PSHE</b> <b>Citizenship -</b></p>	<p><b>New Core Knowledge</b> Rules help to keep us safe and happy.</p> <p><b>Revisiting Core Knowledge</b></p>	<p><b>New Core Knowledge</b> Animals have different needs, and we must care for them by giving them the right food, water and shelter.</p>	<p><b>New Core Knowledge</b> Babies and young children need love, food, sleep and care to grow healthy and happy.</p>	<p><b>New Core Knowledge</b> People can be the same in some ways and different in other ways.</p> <p><b>Revisiting Core Knowledge</b></p>	<p><b>New Core Knowledge</b> Democracy means everyone can have a say and help make decisions together.</p>

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	<p>Key Vocabulary rules</p> <p>Outline of Main Tasks Writing about the importance of rules and how they keep everyone safe. <b>I think the rule to... is a good idea because... .</b></p>	<p>Revisiting Core Knowledge</p> <p>Key Vocabulary Animal care pet</p> <p>Outline of Main Tasks Draw and write the things a pet needs to be cared for and survive.</p>	<p>Revisiting Core Knowledge</p> <p>Key Vocabulary Baby child care grow</p> <p>Outline of Main Tasks Working in pairs to show what babies or children need to survive.</p>	<p>Key Vocabulary Similar different unique</p> <p>Outline of Main Tasks To carry out research to show the similarities and differences between each child and their peers.</p>	<p>Revisiting Core Knowledge</p> <p>Key Vocabulary Fair unfair vote democracy</p> <p>Outline of Main Tasks Create a list of activities to take part in and vote to show how democracy is fair.</p>
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