



Medium Term Planning 2019-2020

Year Group: 1/2
 Term: Spring
 Topic:
 Bright lights, big city



RE
 Special People
 Meals
 Change
 To recognise religious stories.
 To retell, in any form, a narrative that corresponds to the scripture source used.
 To describe some religious beliefs
 To recognise that people act in a particular way because of their beliefs
 To describe some of the actions and choices of believers that arise because of their belief
 To recognise key figures in the history of the People of God
 To describe different roles of some people in the local, national and universal Church
 To recognise religious signs and symbols used in worship
 To describe some religious symbols and the steps involved in religious actions and worship, including the sacraments
 To use religious words and phrases
 To say what they wonder about
 To ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer
 To talk about their own feelings, experiences and the things that matter to them
 To ask and respond to questions about their own and others' feelings, experiences and things that matter to them

English
Reading
 Class novel: Toby and the Great Fire of London by Margaret Nash
 To develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
 To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Writing –
 Stories from other cultures
 Instructions
 Diary
 Fantasy Stories
 Postcards and letters
 Recounts
 The Senses Poems
 Humorous poems
 To develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).
 To consider what they are going to write before beginning.
 To make simple additions, revisions and corrections to their own writing.

Maths
 Number and Place value
 Mass / Weight
 2D and 3D shape
 Counting and Money
 Multiplication
 Division
 Length and Mass/Weight
 Addition and Subtraction
 Fractions
 Position and Direction
 Time
 To use their knowledge of number to carry out calculations involving addition and subtraction, multiplication and division.
 To use reasoning and problem solving skills to solve practical problems.
 To tell the time to 5 minute intervals.
 To recall names and properties of 2D and 3D shapes.
 To find fractions of quantities and find basic equivalents.
 To know value of coins, use a variety of coins to make amounts and to find change.
 To use non standard and standard measurements to find length and mass.

Science
 Plants
 To observe and describe how seeds and bulbs grow into mature plants
 To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
 To explain how flowering plants reproduce.
 To label the main parts of a plant and explain their function.
 To sequence the different stages in a plant's life.
 To record how the height of a plant changes over time.
 To investigate what seeds need to germinate.
 To investigate what bulbs need to start growing again.
 To investigate the needs of different plants.



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	To read aloud what they have written with appropriate intonation to make the meaning clear.		
Creative Curriculum			
<p><u>History</u></p> <p>Explore the causes for the Great Fire of London and how London has changed since 1666. Put together a timeline of events from the start to the end of the Great Fire of London</p> <p>To study changes within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p><u>Geography</u></p> <p>Locate the 4 countries of the United Kingdom and identify capital cities. To understand what human and physical features are and locate those in our local area and our capital city. Compare 2 contrasting cities (London and Tokyo – linked to 2020 Olympics).</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>To use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents</p>	<p><u>Art</u></p> <p>To recreate, using different materials and techniques, pictures depicting the Great Fire of London.</p> <p>L.S. Lowry</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To draw and paint in the style of Lowry.</p>	<p><u>DT</u></p> <p>Textiles Design and make Easter Bunting</p> <p><u>Design</u></p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u></p> <p>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u></p> <p>To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria</p>



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	and oceans studied at this key stage		
<p>Music Glockenspiel stage 1 Rock!</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>PE <u>Dance:</u></p> <p>To dance as individuals, partners and within small groups. To perform dances using simple movements. To master basic dance movements.</p> <p><u>Gymnastics:</u></p> <p>To make different body shapes when travelling, rolling or jumping. To put together a short sequence using apparatus. To perform a small sequence of linked and repeated basic actions</p>	<p>Computing Programming Algorithms</p> <p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>To create and debug simple programs</p> <p>To use logical reasoning to predict the behaviour of simple programs</p>	<p>MFL Counting to 20 Basic colours To listen to and repeat numbers to 20. To join in with rhymes and songs.</p>