




## Spring 1 Medium Term Plan

<b>Enquiry Question</b> <b>What makes a happy planet?</b>	<b>Overview</b> This half term the children will continue to learn and explore religions and festivals and build upon their knowledge and understanding of Christmas and Chinese New Year. They will explore the season of Spring and how it differs to Autumn. The children will learn about planet Earth and how we can help to take care of it. They will recognise that the planet Earth is part of our solar system and that the moon orbits the Earth and it's importance.	
<b>Key Skills: What will the children have achieved by the end of Spring 1?</b> Write CVC words. The children will explore the composition of numbers to 6. They will explore measures and positional language using maps. Explore colour mixing and creating shades of paints to use for paintings.	<b>Previous Learning/Coverage</b> Monitor the impact of learning / coverage of Autumn 2 teaching and learning.	<b>Key Vocabulary</b> Space, Sun, moon, stars, planets, earth, sky, solar system, astronaut, space station, rocket, gravity, orbit. Superhero, vegetable names, evil, good, healthy, not healthy, exercise, trapped, wanted, rescue. Advent, Christmas, preparation, wreath, waiting, donkey, Bethlehem.
<b>Core texts:</b> 	<b>Nursery Rhymes</b> Yellow Butter, Purple Jelly Pancake	<b>Poems</b> Baked Beans – Maryann Pfiefer Words that make me smile – Laura Mucha
<b>Communication and Language</b> Engage in story times. Focus on activity of their own choice. Learns rhymes and poems. Engage in non-fiction books, e.g. Space, Chinese New Year, Neil Armstrong, Mae Jemison. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<b>Personal, Social and Emotional</b> Manage feelings and tolerate situations, knows how to respond appropriately to peers. Express how they can improve their own feelings. Understand how they can improve. Focused attention in adult led challenges which involves some recording of learning.	<b>Physical Development</b> Catches smaller items from further away. Throws a ball at a target. Can use bikes and equipment with pedals. Pulls self-up on climbing equipment. Can balance by placing one foot in front of the other? Uses small tools with confidence e.g. pencils, toothbrushes, cutlery etc.



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<p>Enjoy listening to longer stories. Pay attention to one thing at a time – focus on activity of their own choice. Understand an instruction. Ask questions to clarify instructions and find out more. Respond to others appropriately in play. Retell stories once they have developed a deep familiarity with the text. Use taught vocabulary in different contexts. Connect one idea using a range of connectives orally – I knew it must be cold outside because he was putting on his hat. Describe events in some detail. Ask questions to find out more and begin to check they understand what has been said to them. Articulate ideas and thoughts in well-formed sentences. Not to interrupt when others are talking. Begins to use joining words – because &amp; and. Answer direct questions sticking to theme / topic.</p>	<p>Begin to resolve some problems independently but may still need some adult support. Seeks opportunities to try new things. Has a clear idea about what they want to do and how they want to go about it. Persists and perseveres to reach their intended goal. Knows what is right and wrong and usually behaves accordingly.</p>	<p>Uses scissors competently. Understands reasons for dressing etc gloves in winter. Can put on own coat and do up zip. Enjoys healthy food. Understands the need to eat a range and variety of food. Can use cutlery and shows an awareness of table manners. children to develop gross motor skills to move their dragon ribbon sticks in large movements. Chinese dragon dance.</p> <p>PE lessons: Gymnastics Jumping Jacks and Rock n Roll unit</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>
<p>Talk about and explain their understanding of stories they have read and/or are read to them. Make predictions about what might happen next. Retelling The Christmas Story.</p> <p>Assign meaning to my writing. Writing initial sounds and CVC/ CCVC / CVCC words. Spell words by identifying the sounds. Writing simple phrases or captions with known sound letter correspondence. Writing Tricky Words. Write labels, simple phrases or captions. Begin to use full stops and letter spacing.</p>	<p>Alive in 5: Balance scales Alive in 5: Full and empty On the move: making maps On the move: Obstacle course On the move: X marks the spot <b>COMPOSITON</b> Show numbers up to 5 using their fingers See that 5 can be partitioned into 4 and 1 5 is made from 4 and 1 See that 5 can be partitioned into 3 and 2 5 is made from 3 and 2 Find ways to partition a set of 5 5 is made from 2 and 3</p>	<p>Where is China? Is it similar to where we live? Why/ why not? Explore Chinese New Year traditions and how the festival is celebrated across the world. Understanding the effect of changing seasons on the natural world around them. Know about similarities and differences between places. Know about the signs of spring and the associated weather. Explore the schools' grounds and observe seasonal changes in the winter/spring. Explore foods from around the world using world</p>



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	<p>Understand that 5 can be partitioned (split) into different parts          Be able to explain what the parts are          Use what they know about 6 to work out a hidden number  <b>COMPOSITITON</b>          See that there are 5 dots on a die pattern          Represent 4 in different ways on a die frame          Use their fingers to represent 6 as '5 and a bit'          Use double dice frames to represent 6 as 5 and 1 more          Match die representations of numbers 1-6 to representations on their fingers          See that 5 and '2 more' makes 7          Count out 6 blocks from a collection          Replace 1 block and know there are still          Add another block to make 7  <b>COMPARISON</b>          Use 'more than' and 'fewer than' to describe quantities          Say when they can see that someone has more of fewer of the same kind of object          Know that it is quantity - not colour or size – that determine if 1 set has more or fewer of the same type of object than another          - has more than - : - has fewer than - ,          Fewer of the same type of object than another          Use words 'an equal number' to say when there is the same number of items in 2 sets          Say when they can see an equal number  <b>COUNTING, CARDINALITY &amp; ORDINALITY</b>          Practice counting aloud          Revisit the principals of counting          Use generalised statements to describe '5 and a bit' composition of 6-8          5 and 1 more makes 6 altogether          5 and 2 more makes 7 altogether</p>	<p>maps and Google.          Children will explore mirrors, magnifying glasses and magnets.          Children will be able to discuss mirrors, magnifying glasses and magnets. They will be able to say what they are used for. Children know that some things can change, e.g. water into ice. Know that we live on planet Earth. Look at planet earth from photographs, maps, and globes. Draw the earth using their observational skills. Know environments vary from one another. (earth/moon/space)          Know that all astronauts float in space. Know that this is because there is no gravity, whereas there is on Earth.          Explore the earth, moon and moon phases. Is the moon shaped like a banana? Learn about the moon orbiting the Earth.          Explore how astronauts prepare for space travel. Know that there are other planets in space. Know the names of some other planets.          Know that you need a rocket to get into space. Observe how rocket launch into space.          Watch the moon landing – What do they notice about the video clip? Was it before they were born? How do they know? How are craters created on the moon? Explore.            Learn about the moon orbiting the earth and the earth orbiting the moon.          Introduce children to the significant figures who have been to space and begin to understand that</p>
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	<p>Investigate the '1 more'/'1 less' pattern of the base 10 counting system</p> <p>Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure</p> <p>5 and 1 more makes 6 altogether, 5 and 2 more... etc</p> <p>5 and 1 more makes 6 altogether</p> <p>5 is 1 more 4: 5 is less than 6: 4 is 1 less than 5: 6 is 1 more than 5</p> <p>Describe the '1 more/ 1 less' relationship of numbers to 10</p> <p>Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure</p> <p>5 is 1 more than 4</p> <p>5 is 1 less than 6</p> <p>5 and 2 more makes 7 altogether</p> <p>5 and 1 more makes 6 altogether, 5 is 2 more... etc</p> <p>7 is 1 more than 6</p> <p>7 is less than 8</p> <p><b>COMPARISON</b></p> <p>Subitise arrangements of 6 or NOT 6</p> <p>Order Numberblock images to 8</p> <p>5 is more than ---</p> <p>Represent 8 as '5 and 3 more'</p> <p>Describe how to place the number 1 to 8</p> <p>--- is more than ---</p> <p>Explain how to order quantities to 10</p> <p>Reason about which numbers are 'more than' others</p> <p>Consolidate their understanding of 8 as '5 and 3 more'</p> <p>Notice when numbers are increased or decreased and explain their thinking</p>	<p>these events happened before they were born.</p> <p>Look at images/clips of the first moon landing.</p> <p>Using non-fiction books, children find out about the life of Neil Armstrong (Fist man to land on the moon) and Mae Jemison (First woman of colour to travel into space).</p> <p>Use their sense of taste to describe real and freeze dried fruits (astronaut diets on the space station).</p>
<b>Expressive Arts &amp; Design</b>	<b>RE (People of God)</b>	
Use a range of materials creatively to design and make products.	<p>Christmas</p> <ul style="list-style-type: none"> <li>Understanding that Jesus was born in a stable in Bethlehem and that his first visitors were shepherds.</li> <li>Knowing that we celebrate Jesus' birthday.</li> </ul>	



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<p>Develop their motor skills to use a variety of tools successfully. Create a superhero using vegetables. Arts</p> <p>and craft to celebrate Chinese New Year. Mixing shades of pink. Blossom trees and Spring flowers using paint.</p> <p>Chinese New Year – Mixing shades of colours to create Chinese blossom paintings.</p> <p>Chinese New Year craft – lanterns, dragons</p> <p>Music: Charanga!</p> <ul style="list-style-type: none"> <li>• Copy-clap the rhythm of small phrases from the songs.</li> <li>• Explore high pitch and low pitch in the context of the songs.</li> <li>• Invent a pattern to go with a song using one note.</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling several events from the Christmas Story.</li> </ul> <p>Baptism</p> <ul style="list-style-type: none"> <li>• Know that of Baptism they are given a Christian name.</li> <li>• Participate in a role-play of the celebration and identify a few symbols of Baptism.</li> <li>• Know that Baptism is a special celebration to welcome people into God's family.</li> <li>• Know that Jesus' presentation in the Temple was a special celebration for him.</li> </ul> <p>TenTen: Life to the full</p> <p><b>Emotional Wellbeing:</b>            Session 1: I like, you like, we all like!            Session 2: Good feelings, Bad Feelings            Session 3: Let's Get Real</p> <p><b>Life Cycles:</b>            Session 1: Growing Up</p>
<p><b>Key Experiences to be planned for:</b></p>	
<p>Adoration of the Blessed Sacrament.            Baptismal role play.            Attend a family workshop: Mastery number.            Baptismal role play.</p>	