

## Year 1 & 2 Medium Term Outline Planning – Spring 1

<b>KEY QUESTION:</b> <b>Which birds and plants would Little Red Riding Hood find in Glazebury?</b>	<b>Little Red Riding Hood</b> <b>Traditional Tales</b> <b>Non-fiction texts.</b>
PE, Music, PSHE and FML are fixed themes throughout the year although links will be made where relevant (see Curriculum Map).	
<b>As Scientists we will:</b> <ul style="list-style-type: none"><li>ask simple questions and recognise that they can be answered in different ways</li><li>Observe closely, using simple equipment. Identify and classify</li><li>use observations and ideas to suggest answers to questions</li></ul>	<ul style="list-style-type: none"><li>Ask simple questions.</li><li>Use observations and ideas to suggest answers to questions.</li><li>Gather and record data to help in answering questions.</li><li>Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees.</li><li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul>
<b>As Designers we will:</b>	<ul style="list-style-type: none"><li>Use the basic principles of a healthy and varied diet to prepare dishes</li><li>Understand where food comes from.</li><li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li><li>select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing)</li><li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li><li>explore and evaluate a range of existing products</li><li>evaluate their ideas and products against design criteria.</li></ul>

<p><b>As Writers we will study:</b>          Traditional tales.          Non-chronological reports.</p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Spell correctly.</li> <li>• Punctuate accurately.</li> <li>• Write with purpose.</li> <li>• Use imaginative description.</li> <li>• Organise our writing.</li> <li>• Develop sentence styles.</li> <li>• Analyse our writing.</li> </ul>	<ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<p><b>As Mathematicians we will:</b>          Know and use numbers.          Add and subtract.          Understand the properties of shape.          Describe position, direction and movement.          Use measures.</p>	<p>See calculation policy for detailed learning objectives.          Objectives will be determined by progress and requirement as defined by Assessment for Learning throughout the year.</p>
<p><b>As geographers we will:</b></p>	<ul style="list-style-type: none"> <li>• Where would you prefer to live, England or Kenya?</li> <li>• Local study and contrasting locality.</li> <li>• Use aerial photographs to recognise landmarks.</li> </ul>
<p><b>Using musicians we will:</b></p>	<ul style="list-style-type: none"> <li>• Use our voices and bodies to create sounds.</li> <li>• Study and understand changes in pitch &amp; tempo.</li> <li>• Listen to and give our personal response to a range of music.</li> </ul>