



Year 1

Spelling, English, Maths and Foundation Subjects  
Medium Term Plan Spring 2 2026

	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
<b>SPELLING</b>	word world awful playful share square floor door	catch itchy picture nature calf half father nasty	always small difficult animal swap watch bear tear	learn early write wrong scent listen colour actor	school echo freeze squeeze ball salt again because	Review
<b>ENGLISH</b>	<b>Core text or inspiration:</b> Big Book of Dinosaurs, Dear Dinosaur, Mary Anning, Instruction Writing					
	<b>Purposes for Writing:</b> To entertain					
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing
	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>Use spaces between words</li> <li>Use capital letters correctly</li> <li>Use full stops</li> <li>combine words to make sentences</li> <li>coordination - join words and sentences using and</li> </ul>	<ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> <li>compose a sentence orally before writing it</li> </ul>		<ul style="list-style-type: none"> <li>write for different purposes (entertain)</li> </ul>		<ul style="list-style-type: none"> <li>re-read what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> </ul>
<b>N</b>	Place Value to 50			Length and height/Mass and volume		

	Missing number problems Count from 20 to 50 20,30,40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less	Compare lengths and heights Measure length using objects Measure length in centimetres Heavier and lighter Measure Mass Compare Mass Full and empty Compare Volume Measure Capacity Compare Capacity
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SCIENCE	Unit: Materials – Comparing Animals					
	L.O. – To identify and group animals	L.O. – To describe a variety of animals	L.O. – To compare the features of animals	L.O. – To identify animals that are carnivores, herbivores and omnivores	L.O. - To recognise animals that make suitable pets	L.O. - To describe and compare the structure of animals

Outcomes	<ul style="list-style-type: none"> <li>Name animals and identify their features</li> <li>Group animals based on their similarities and differences</li> <li>Name animal body parts</li> <li>Recall animal groups and what they have in common</li> <li>Sort animals according to what they eat</li> <li>To gather and record data to help in answering questions</li> <li>Recall a famous scientist</li> <li>Describe Jane Goodall’s findings</li> </ul>
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HI	Unit: Digging for Dinosaurs
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	<b>L.O.</b> – To create a timeline	<b>L.O.</b> – To use sources. How do we know dinosaurs existed?	<b>L.O.</b> – To use sources. Why is Mary Anning remembered?	<b>L.O.</b> – To research a significant person from the past	<b>L.O.</b> – To understand the theories of why dinosaurs became extinct	<b>L.O.</b> – To report an event from the past
<b>Outcome</b>	<ul style="list-style-type: none"> <li>To know that dinosaurs were alive</li> <li>To know who Mary Anning was and why she was important</li> <li>To investigate how dinosaurs died</li> <li>To investigate events beyond living memory</li> <li>To place events on a timeline</li> <li>To ask and answer relevant questions about the past</li> </ul>					
<b>D and T</b>	<b>Unit: Cooking and nutrition – Smoothies</b>					
	<b>L.O.</b> - To identify fruits	<b>L.O.</b> - To describe where fruits and vegetables grow	<b>L.O.</b> - To practise food preparation skills	<b>L.O.</b> - To select ingredients for a recipe	<b>L.O.</b> - To apply food preparation skills to a recipe	<b>L.O.</b> – To evaluate against the design brief
<b>Outcom</b>	<ul style="list-style-type: none"> <li>Describe fruits and vegetables and explain how to identify fruits</li> <li>Name a range of places that fruits and vegetables grow</li> <li>Describe basic characteristics of fruit and vegetables</li> <li>Prepare fruits and vegetables to make a smoothie</li> </ul>					
<b>R.E.</b>	<b>Unit: What makes some places special to believers?</b>					
	<b>L.O.</b> – To compare places of worship.	<b>L.O.</b> – To recognise famous religious landmarks in Christianity.	<b>L.O.</b> – To recognise famous religious landmarks in Islam.	<b>L.O.</b> – To understand why places of worship are important to our community.	<b>L.O. – To be able to name</b> Christian festivals. The story of Easter.	<b>L.O.</b> - To explore Easter traditions.

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Consider places that are special to you</li> <li>• Understand why believers go to special places</li> <li>• Know what a church is and who goes there</li> <li>• Know what a mosque is and who goes there</li> <li>• Be able to compare special places for believers</li> <li>• Recall interesting facts about special places for believers</li> </ul>					
<b>PSHE</b>	<b>Unit: Rights and Respect</b>					
	<b>L.O.</b> –To understand that our behaviour can affect others	<b>L.O.</b> – To understand the importance of caring for our school	<b>L.O.</b> – To recognise that we need to take care of the things around us	<b>L.O.</b> – To understand why people need money	<b>L.O.</b> – To recognise the importance of keeping money safe	<b>L.O.</b> – To learn basic first aid skills
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To Recognise how a person's behaviour (including their own) can affect other people.</li> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Demonstrate respect and responsibility for looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others;</li> <li>• Develop their sense of respect for objects - including things in the environment.</li> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>					

	<ul style="list-style-type: none"> <li>• Learn basic first aid techniques</li> <li>• Understand how to get help in an emergency</li> </ul>
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<b>MUSIC</b>	<b>Unit: Learning to Listen</b>					
	<b>L.O.</b> – To find the pulse	<b>L.O.</b> – To listen and respond to a piece of music	<b>L.O.</b> – To learn to sing a song	<b>L.O.</b> – To play instrumental parts	<b>L.O.</b> – To play instrumental parts	<b>L.O.</b> - To perform

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Find and try to keep a steady beat</li> <li>• Very simple rhythm patterns using long and short</li> <li>• Very simple melodic patterns using high and low</li> <li>• Move in time with a steady beat</li> <li>• Copy back simple long and short rhythms with clapping</li> <li>• Have fun warming up your face, body and voice</li> <li>• Play notes on glockenspiels at the correct time</li> </ul>
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<b>P.E.</b>	<b>Unit: Dance - Animals</b>					
	<b>L.O.</b> – To move safely and creatively in a space	<b>L.O.</b> – To move in time to the music	<b>L.O.</b> – To show different levels when travelling/dancing	<b>L.O.</b> – To show use of level, direction and unison	<b>L.O.</b> – To show use of level, direction and unison	<b>L.O.</b> – To give ideas on how to improve a performance

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To develop the first 16 counts of our 32 count Animals motif using a mind map and whole group choreography to generate ideas</li> <li>• To use and develop the second 16 counts of Motif using the mind map and whole group choreography to generate ideas</li> <li>• Focus on timing and unison</li> <li>• To use 1 – 2 actions from our motif to create a short individual travelling section showing use of different levels and pathways</li> <li>• To creatively turn the action from our motif into travelling movements</li> <li>• To work well in pairs showing good cooperation skills and give useful peer feedback</li> <li>• To use a picture or poem to create the second 8 – 16 counts of our 16 or 32 count pairs phrase to add to our performance piece</li> <li>• To perform, review and improve our finished performance piece</li> </ul>
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<b>COMPUTI</b>	<b>Unit: Animated story books</b>					
	L.O. – To recognise the features of an e-book. To explore the tools of 2Create on Purplemash.	L.O. – To be able to add animation to a picture.	L.O. – To be able to add sound effects to a picture.	L.O. – To be able to add a background to a picture.	L.O. – To be able to use copy and paste features.	L.O. – To evaluate and share work.

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the differences between traditional and e-books.</li> <li>• Log onto Purplemash using a username and password.</li> <li>• Use the different tools in the 2Create program.</li> <li>• Save work to a safe place and retrieve the work.</li> <li>• Use computer tools to add sound effects and create their own music.</li> <li>• Add text to a document.</li> <li>• Change font style and effect.</li> <li>• Use drawing tools effectively.</li> <li>• Evaluate and improve work.</li> </ul>
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