

Spring 1 Medium Term Plan - 'Where in the World Do We Live?'

	<u>English/ History</u> <u>The Great Fire of London</u>	<u>Maths</u>	<u>Science</u> <u>Living Things and their Habitats</u>	<u>Phonics/ SPAG/ Guided Reading</u> <u>These same books to be used for a comprehension focus in Spring 2 (inference)</u>	<u>Geography</u> <u>Continents and Oceans (Spring 1)</u> <u>India (Spring 2)</u>	<u>R.E / PSHE/ Computing/ PE</u> <u>(P.E. is Dance and Yoga for the half term - Please refer to GetSet4PE scheme)</u> PSHE - Dreams and Goals Unit RE - What is important to Muslim families? Computing - Robot algorithms	<u>Art</u> <u>Skills (Spring 1)</u> <u>Indian art (Spring 2)</u>
<p>Week 1 3rd - 5th Jan</p> <p>Inset 2nd</p>	<p><u>Children to match the event to the date and put in Chronological order.</u></p> <p>Events of London.</p> <p>a) The Tower of London built by William the Conqueror, 1078.</p> <p>b) Bubonic Plague hits London's population, 1347-1665.</p> <p>c) The Great Fire of London, 1666.</p> <p>d) First Underground Railway built, 1863.</p> <p>e) Suffragettes stood their ground at parliament, 1907.</p> <p>f) Bombing Raids during World War 1 and 2.</p> <p>e) Terrorist bombings in 2005.</p> <p>f) London Olympics, 2012.</p> <p>g) The Queen of England dies, 2022.</p> <p>Teachers to make a history display of the events of London.</p>	<p>2x tables, representing and relationships. Commutative.</p>	<p>Introduction to the topic. Create a mind map with key vocabulary. What do we know already about living things and their habitats?</p> <p>Create a fact sheet for one animal using key vocabulary: prey, predator, climate, habitat.</p>	<p>Phase 5 Recap</p> <p>Plus assessment of terms: proper nouns, nouns, verbs, adjectives.</p> <p>Adverbs.</p> <p>Children should be confident in these terms before moving on.</p> <p>The Queen's Hat (Apples, Cherries, Bananas)</p> <p>Little Wandle (Grapes, Pears)</p>	<p>Each week look at each continent in turn.</p> <p>Recap on each continent each week.</p> <p>Listen to the continents song as a recap.</p> <p>Introduction: Europe.</p>	<p>Computing - Giving Instructions</p> <p>RE - Introduction to Islam</p> <p>PSHE - Stay motivated when something is challenging.</p>	<p>No Art in the first week - Inset day</p>

	<p>Key learning - London has changed hugely over the years and many famous events have happened here.</p> <p>Recap on some of the events that have happened in London.</p> <p>2. Introduce the painting. What event do you think this painting depicts. Reveal the event and then have the children write their questions.</p> <p>3. Look at possible reasons for the fire spreading quickly.</p> <p>4. Children to look at possible reasons for the fire spreading quickly. Rate them in order of importance. Children to quiz each other on the reasons. The fire spread quickly because...</p>						
<p>Week 2 8th - 12th Jan</p> <p>Planting of flowers this week for Science.</p>	<p>1. Recap on the key details of the fire. Children to write a list of facts they find interesting about the fire.</p> <p>2. Introduce writing a chronological report. Show examples of how it is done. Children to practise.</p>	<p>KIRF- Doubles</p> <p>I can represent counting in tens as the 10 times table</p> <p>I can represent the 10 times table in different ways</p> <p>I can explain the relationship between adjacent multiples of ten</p>	<p>Describe how habitats provide the basic needs of different types of animals and plants.</p> <p>Recap - basic needs of all living needs.</p> <p>Key learning - the basic needs of all living things.</p>	<p>Phase 5 Recap</p> <p>Adverbs</p> <p>The Lonely Beast (Apples, Cherries, Bananas)</p>	<p>Asia.</p>	<p>PSHE - Keep trying even when it is difficult</p> <p>Computing - Same but different</p> <p>RE - What is a family and what could they enjoy doing together? How do we show what's important to us?</p>	<p>Introduction to the colour wheel and how colours make us feel. Introduce primary and secondary colours.</p>

	<p>3. Write a report about the events of the fire. Independent.</p> <p>4. The report might take two sessions to do properly. If not, this second session should be an adding, revision and editing session (GD standard).</p>	<p>I can represent counting in fives as the five times tables.</p> <p>I can represent the 5 times tables in different ways.</p>		<p>Little Wandle (Grapes, Pears)</p>			
<p>Week 3 15th - 19th Jan</p>	<p>Recap - The GFoL was a major event in the history of the city. Why did the fire spread so quickly?</p> <p>1. Look at the diary entries from the time and discuss. Why are these sources important? What do they tell us? How reliable are they?</p> <p>2. Recap on diary writing. What features must you include? Children to plan their diary writing including the key information they want to include.</p> <p>3. Write the diary entry of their escape from the fire of London. Independent.</p> <p>4. Write the following day of their diary entry. What might happen next?</p>	<p>KIRF- Doubles</p> <p>I can explain the relationship between adjacent multiples of 5 I can explain how groups of 5 and groups of 10 are related I can explain the relationship between multiples of 5 and multiples of 10 I can explain how a factor of zero or one affects the product. One day of assessment and repeating if necessary.</p>	<p>Recap - match animals to their habitats.</p> <p>Focus on one habitat and creatures that use that habitat. Identify and name a range of plants and animals. Recap - basic needs. Key learning - identifying that most living things live in habitats which suit their needs.</p> <p>Hinge question - Why does a creature choose a particular habitat?</p> <p>Key learning - all living things choose habitats because they meet their basic needs.</p>	<p>Phase 5 Recap</p> <p>Adverbs</p> <p>The Wild by Emily Hughes (Apples, Cherries, Bananas)</p> <p>Little Wandle (Grapes, Pears)</p>	<p>Australia</p>	<p>PSHE - Work well with a partner or within a group</p> <p>Computing - Making predictions</p> <p>RE - What do many Muslim families do and why?</p>	<p>Introduce tints and shades. Children choose a primary colour and then make tints and shades of that colour.</p>

<p>Week 4 22nd - 26th Jan</p>	<p>Putting out the fire</p> <ol style="list-style-type: none"> 1. Sequence the events of the fire including them successfully putting the fire out. 2. Changes to London after the fire. 3. Write a report as a builder explaining why they're building the houses differently now (because, although, when). Independent. 4. Comparing London now to London of 1666. What are the key differences? 	<p>KIRF- Halves</p> <ol style="list-style-type: none"> 1. I can use my knowledge to represent multiplication equations in different ways 2. I can use my knowledge of the 2,5 and 10 times table to solve problems 3. I can use my knowledge of the 2,5 and 10 times table to solve problems 4. I can explain what each factor represents in a multiplication story 5. I can explain what each factor represents in a multiplication story when one of the factors is 1 	<p>Observations of plants and recording progress. Label parts of the plant and discuss plant needs.</p> <p>Recap - basic needs of all living things.</p> <p>Key learning - that the basic needs of plants are water, light and the right temperature.</p>	<p>Phase 5 Recap</p> <p>Subordination</p> <p>The Dark by Leminy Snicket (Apples, Cherries, Bananas)</p> <p>Little Wandle (Grapes, Pears)</p>	<p>Americas</p>	<p>PSHE - Have a positive attitude</p> <p>Computing - Mats and routes</p> <p>RE - Who do Muslims believe Muhammad (PBUH) is?</p>	<p>Introduce hot and cold colours.</p>
<p>Week 5 29th Jan - 2nd Feb</p>	<p>Poetry Week - GfoL</p> <ol style="list-style-type: none"> 1. Acrostic 2. Rhyming. 3. Onomatopoeic 4. Similes and Metaphors. 	<p>KIRF- Halves</p> <ol style="list-style-type: none"> 6. I can explain how a multiplication equation with 2 as a factor is related to doubling 7. I can double a 2 digit number 8. I can multiply efficiently when I 	<p>Living, never been alive and dead.</p> <p>Sorting activity of living, never been alive and dead.</p> <p>Low Stakes Quiz - the basic needs of all living things.</p>	<p>Phase 5 Recap</p> <p>Subordination</p> <p>The Tin Forest (Apples, Cherries, Bananas)</p> <p>Little Wandle (Grapes, Pears)</p>	<p>Africa</p>	<p>PSHE - Help others to achieve their goals.</p> <p>Computing - Algorithm design</p> <p>RE - How can we tell if something is important for a Muslim family?</p>	<p>Look at various paintings of the GfoL. Look at colours of the fire. Use tints and shades to paint our own background for GfoL picture.</p>

		<p>notice that one of the factors is 2</p> <p>9. I can explain how halving and doubling are related</p> <p>10. I can explain the relationship between factors and products</p>					
<p>Week 6 5th Feb - 9th eb</p>	<p>1. Low Stakes Quiz on the GFoL</p> <p>2. Factual writing about the fire all week.</p>	<p>KIRF- Halves</p> <p>11. I can halve a 2 digit number</p> <p>12. I can use my knowledge of doubling, halving and the 2 times table to solve problems</p> <p>Assessments</p>	<p>Assessments.</p> <p>Hinge question - what are the basic needs of all living things?</p> <p>Use assessments from week 5 to inform Spring 2.</p>	<p>Phase 5 Recap</p> <p>Subordination</p> <p>The Koala Who Could (Apples, Cherries, Bananas)</p> <p>Little Wandle (Grapes, Pears)</p>	<p>Antarctica</p> <p>Assessment of Continents knowledge.</p>	<p>PSHE - Are working hard to achieve their own goals and dreams.</p> <p>Computing - Break it Down</p> <p>RE - What is important for Muslim families?</p>	<p>Introduce thick and thin paintbrushes and experiment painting thick and thin lines. Look again at the paintings of the GFoL and focus on the buildings. Use thick and thin black lines to paint building outlines onto our backgrounds.</p>