**Y1 MTP: Spring 1**

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **RE**  Religion: Islam  **Enquiry Question**  Who is God to Muslims?  Key Vocabulary:  Allah, Muhammad, Makkah, Saudi Arabia, Qur’an, respect, attribute, deity, submission, Muslim, perfect, powerful, provider, avenger, watchful, appreciation, pilgrimage, compassionate, merciful | *Pre-assessment*- What do you know about Islam? Partner talk.  LO: To explain how to show respect.  STS: I know what the words respect and attribute means.  I can tell you how to treat people well  I can say how to be kind to people  Task: Choose an attribute to describe Owl and write it on the owl template. E.g. Kind Owl, Fair Owl, Gentle Owl and write how he should be treated.  Give children a word mat with attributes on to support in sentence writing. | LO: To consider some attributes that Muslims might believe that Allah has  STS: I know that Islam is the religion of Muslims.  I know that Allah is very important to Muslims and they believe that Allah should never be drawn because he is too powerful.  I can choose some respectful names that Muslims have for Allah  Task: Choose and write some words that Muslims might choose to describe Allah … e.g. The All Mighty (all powerful). Write these in RE book and then discuss in a circle time why these names are respectful. | *Mid-assessment*- Who is Allah and why is he important to Muslims? Partner talk  LO: To explain the meaning of some of the 99 names of Allah  STS: I know that Muslims believe they should thank Allah for everything he has done for them.  I know that Muslims believe Allah is perfect.  I know that there are 99 names for Allah mentioned throughout the Qur’an and these are attributes.  I know that an attribute is a good point about someone.  Task: Look at some of the names for Allah:  1.The Great Forgiver 2. The most loving 3. The All- Hearing 4. The All-aware 5. The Provider 6. The watchful 7. The Giver of Life 8. The Avenger  Choose the top three names. Children choose one of the names and write these in the RE book- children to write what they think the word means and why this would be important to Muslims. | LO: To explain the ways a Muslim might show respect to Allah in their lives  STS: I know that Muslims believe they need to show thanks and appreciation to Allah.  I know that Muslims show respect by:  Praying five times a day, putting Allah first in their lives, visiting special places to show effort and care for each other.  I know that the Qur’an is the holy book.  I know what merciful and compassionate means.  Task: Muslims show respect to Allah by…  Write some ways Muslims show respect.  Extension: How can Allah be compassionate and merciful to Muslims? Discuss this in partners and share as a group. | LO: To tell you how I might show respect for other people  STS: I can describe some of the attributes (names) of Allah and what these might mean  I can explain how Muslims might show respect for these in their daily lives  I can tell you how I might show respect for other people  Task: Draw a special person in RE book and say how they show respect to them. | *Final assessment*- Who is God to Muslims? Low stakes quiz.  Assessment: Answer the question Who is God to Muslims? Write ways in which they show respect, what attributes would be used to describe Allah and how they show respect to people they care. |
| **Science**  Everyday Materials  Key Vocabulary:  plastic, wood, glass, metal, water, rock, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent | *Pre-assessment:* What is the same about all these objects? (Objects sorted into group-all wood or, paper, metal, plastic, fabric, glass, rock)  LO: To identify and name different materials.  STS: Recognise everyday materials by similarities in appearance and touch.  Name materials-wood, paper, metal, plastic, fabric, glass, rock.    Task: Look at different types of materials and go on a hunt around the class room.  Label fixed objects by material or group if transferable. | LO: To tell the difference between an object and the material it is made from.    STS: Recognise and name everyday materials by appearance and touch-wood, paper, metal, plastic, fabric, glass, rock.  Name object made of each material.  Task: Look at a variety of objects in and around classroom and identify what material they are made from.  Complete materials chart, adding each object (name or picture). | *Mid-point-assessment:*  Peer teach-A \_\_ is made of \_\_. Selecting picture cards.  LO: To describe the properties of every day materials.    STS: I can choose words which describe how materials look.  I can choose words which describe how materials feel.    1.Sort objects according to look and feel eg soft/hard, transparent/opaque…introducing new vocab to describe from word mat.  2.Label everyday materials (pictures of a range) according to look or feel using vocab mat | LO: To identify which materials have certain properties.  STS: I can identify which materials the objects are made from.  I can test materials to see how they behave.  I can choose words which describe how materials behave.    Task: Test and observe range of everyday objects (see recording sheet). Record those that are bendy, waterproof, absorbent and which don’t have these properties. | LO: I can choose a suitable material for an umbrella.    STS: I can look carefully at what happens to Ted.  I can record what I see.  I can test different materials by dropping water onto them, in a fair way.  I can record what happens.  I ca use what I know to choose a suitable material for an umbrella for Ted.  I can explain why the chosen material would be a good choice.  Task: Discuss how each different material can be tested fairly. Children predict then test 4 different materials for waterproofing.  Observe and conclude which would be best to make an umbrella to keep Ted dry.  Extra challenge: As well as being waterproof, do we want it to be bendy? | *End of Unit Assessment***:** Sort range of objects according to own criteria and explain property used to categorise.  LO: I can explain how I have sorted these objects.  STS: I can group together objects with the same properties.  I can explain how I have sorted the objects.  Task: Share group of objects. How have I sorted them? What else belongs in this group? Why?  Chn given categories to sort range of objects. Vocab mats to assist. Go on to sort objects according to their own chosen criteria based on knowledge gained eg waterproof, absorbent, etc. and explain how they have sorted. |
| **History**  Nurturing Nurses  Key Vocabulary:  Florence Nightingale Mary Seacole, soldiers, Crimean War, herbal remedies, invaded, solution, healer, patients, racial prejudice | *Pre-assessment- What is history?*  LO: To explain what makes a person significant.  STS: I can explain why a person is significant to me.  I can identify some significant people.  I can explain why a person from history is significant.  Task: Children to draw a significant person to them and say why they are significant. As a group, name some significant people from history. |  | LO: To explain how Florence Nightingale improved nursing.  STS: I can tell you some of the key events in Florence Nightingale’s life.  I can explain how Florence Nightingale helped soldiers.  I can tell you how Florence Nightingale improved nursing.  Task: 1 star sheet- match the problem in the hospital to the solution.  Write a sentence in history book about the most important thing Florence Nightingale did (answers will vary according to opinion). |  | *Midpoint assessment- What makes someone significant? Children to their group one significant person.*  LO: To recall and explain facts about Mary Seacole.  STS: I can tell you some of the key events in Mary Seacole’s life.  I can explain how Mary Seacole helped soldiers.  I can tell you how Mary Seacole improved nursing.  Task: In History books, write facts about Mary Seacole- her life and how she helped the soldiers. |  |
| **DT**  Food- Design, make and evaluate a fruit salad.  Key Vocabulary:  Food Technology- fruit salad  fruit names, names of equipment and utensils  Sensory vocabulary**:** soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria |  | *Pre assessment: low stake quiz – name the fruit and vegetables. What is the difference between a fruit and vegetable?*  LO: To name different fruits and vegetables and explain where some food grows.    STS: I can describe what fruit and vegetables feel and look like.  I can name fruit and vegetables.  I can say which fruit and vegetables grow above the ground.  I can say which fruit and vegetables grow below the ground.  Task: Sing the song lyrics to Cauliflowers Fluffy. (The bag should contain a small selection of the fruits and vegetables heard in the song. Include some of the more unusual foods such as gooseberries, marrow turnips and radishes). Touch it, squeeze it, stroke it, and poke it, but don’t look - Can you name it? When they’ve had a guess, children take the fruit/vegetable from the bag and match it to the correct name. Explain that some of these fruits and vegetables grow above the ground and some below (root vegetables.)  work in groups using the Fruit and Vegetable Sorting  Activity Sheet to have a go at sorting the foods into two groups, foods that grow above the ground and foods that grow below the ground (root vegetables). |  | LO: Taste and evaluate a range of fruit to determine the intended user’s preferences.  STS:  I can name a range of fruits.  I can taste a range of fruits.  I can say whether I like or dislike the fruit and why.  Task: Tasting a range of fruits as a class. Record through photos and evaluate which fruits children like and don’t like. |  | *Mid-assessment*  *Gather pupil voice on which fruits children like and dislike. Compare fruits to vegetables.*  LO: Design a healthy fruit salad for lunch.  STS: I can choose which fruits I would like to use in my fruit salad.  I can discuss what skills I will need to use to prepare my fruit- cutting, slicing, peeling, de-seeding, squeezing.  I can label which ingredients I will use in my fruit salad. |
| **Art**  Painting  Key Vocabulary:  Thin/thick brush  Thick/thin/watery paint  Primary, secondary colours, watercolour, powder paint, Impression | *Pre assessment: Recap learning on Lowry. Who is a famous artist we already know about?*  LO: To evaluate the famous artist Monet’s paintings.    STS: I can observe and pick out key features of a picture.  I can annotate Monet’s use of green and blue shades.  I will know that Monet used short brush strokes to create his paintings.  I can tell you some facts about Monet.  Task: Stick pictures 1 and 2 (from scheme) into art book for children to annotate. |  | LO: To change the shade and tones of a colour.  STS: I know the difference between shade and tone.  I can change the shade of paint by adding black.  I can change the tone of colour by adding white.  Task: To explore changing the shade and tone of blue, then green paint and make a paint grid. |  | *Mid-point assessment- children to tell their partner what they have learned about Monet.*  LO: To make strokes like Monet.  STS: I know that Monet was famous for his paintings and for his short brush strokes.  I know that different brushes can make different marks on paper.  Task: Stick some of Monet’s paintings in the sketch book for inspiration. Experiment with a variety of brushes to see which one is best to make short brushes. Also experiment with using different shades of colours by adding black and white.  ***The 5 steps – Brush, water, sponge, paint, palette.*** |  |
| **Geography**  UK  Key Vocabulary:  English Channel, North Sea, Irish Sea, Celtic Sea, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, country, city, human and physical |  | *Pre- assessment- Where do we live? What country do we live in?*  LO: To locate the four countries that make up the United Kingdom.  STS: I can locate the United Kingdom on a map.  I can name the four countries of the United Kingdom.  I can locate the four countries if the United Kingdom on a map.  Task: Pupils label the four **countries** of the United Kingdom on the map. Sheet on Odizzi resources.  Extension- pupils label where they live on the map. |  | LO: Identify the four capital cities and  surrounding seas of the United Kingdom.  STS: I can name the four capital cities of the United Kingdom.  I can locate the four capital cities of the United Kingdom on a map.  I can label the seas surrounding the united kingdom.  Task: Children to use the help sheet provided to name the four capital cities and seas surrounding the UK. Sheet in resources on Odizzi.  Extension- Fill in the United Kingdom table sheet (found in resources). |  | *Low stakes quiz: Can you name the capital city? Country? Which is the correct answer?*  LO: Explain the differences between human  and physical features  STS: I can explain what a physical feature is.  I can explain what a human feature is.  Task: Sort pre-cut images into two piles- human and physical for the United Kingdom.  Extension: How are the countries similar to and different from each  other?  Which of these places would you most like to visit and why? |
| **PSHE**  Dreams and Goals  Key Vocabulary:  proud, success, achievement, goal, treasure, learning, stepping-stones, process, working together, teamwork, celebrate, challenge, feelings, obstacle, overcome, achieve, dreams, success, celebration | *Pre assessment: What does it mean to be successful?*  LO: To discuss my successes.  STS: I can say what it means to be successful.  I can tell you something I am proud of.  I can tell you how I have been successful.  Task: Look at pictures and discuss why these children are successful.  Children to talk about their own successes and what they are proud of.  Create display where children can write on coins and add them to their own success chart. | LO: To set a goal and work out how to achieve it  STS: I can set a goal and work out how to achieve it.  I can tell you how I learn best.  I can work with other children in a group to complete a task.  Task:  Make a jam sandwich as a class- following instructions exactly and thinking about how we learn.  Give each pair a challenge e.g. building a block tower, making a dog from playdough and help them think about how they learn (seeing, doing, listening). | *Low stakes quiz- How do you achieve a goal? Partner talk.*  LO: I understand how to work well with a partner  STS: I can understand how to work well with a partner.  I can celebrate achievement with my partner.  Task: In partners, children are set the goal of designing a welly, illustrating their shared goal. The pair needs to agree how to design the welly and how they go about this task (e.g. who does what, the materials they use, etc.). Then, in the group the pairs need to discuss what they found easy about working together in the task and what they found difficult. | LO: To tackle a new challenge.  STS: I can tackle a new challenge.  I understand how this might stretch my learning.  I can tell you how I feel when I’m faced with a new challenge.  Task: Children to complete tasks as a group and then create ‘stretchy flowers’. Children are to discuss how the challenges make them feel. | LO: To tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them  STS: I can tell you about obstacles that I find difficult.  I can give ideas about how to overcome obstacles.  I can explain how I feel when I face obstacles and how I feel when I overcome them.  Task: Look at Pauli the penguins journey and discuss how he overcame obstacles to achieve. Discussion for children to reflect in talk partners about something they have found difficult and how they kept going. | End of unit assessment:  LO: I can tell you how I felt when I succeeded in a new challenge and how I celebrated it  STS: I can tell you about a challenge I have overcome.  I can say how I have celebrated my successes.  I know how to store the feelings of success in my internal treasure chest.  Task: Recap our successes over the last term as a class and discuss how it has made us feel. What have we had to do to achieve or overcome obstacles? Add success to the treasure chest. |
| **Music** | Exploring Sounds:  Social Question: ‘How does music make the world a better place?’  Vocab: Beat, clap, short and long sounds, improvise, rap, pop, soul  High and low pitches, note, track, lyrics  Backing singers, chorus, compose, musician, tempo, clap back | | | | | |
| **PE** | **Ipractise**  **Machines**  **Agility**  attempt, persist, build, learn, adapt  strength, exercise, well-being, balance, control, resilience, rules  **Dance**  counts, pose, level, slow, fast, balance | | | | | |
| **Computing**  Programming A- Moving a robot  Key Vocabulary:  Forwards, backwards, turn, commands, instructions, directions  left, right, algorithm, program, route | *Pre assessment: What can a button be used for? What do you think these buttons are used for?*  LO: To explain what a given command will do  STS:  I can predict the outcome of a command on a device  I can match a command to an outcome  I can run a command on a device  Task: Introduce the floor robots and ask children to try out the buttons to see what they do. Then match movements to buttons. | LO: To act out a given instruction.  STS: I can follow an instruction.  I can recall words that can be acted out  I can give directions  Task: Give children precise instructions for them to follow. Partners to then work together giving each other instructions to move round the room. | *Mid point assessment:*  *What does a button do? What does the x mean on the bee bot?*  *Can you give your partner an instruction? Can you follow an instruction from your partner*  LO: To combine forwards and backwards commands to make a sequence.  STS: I can compare forwards and backwards movements  I can start a sequence from the same place  I can predict the outcome of a sequence involving forwards and backwards commands  Task: Follow instructions on moving bee-bot forwards then repeat for backwards. Different commands using mixed instructions. | LO: To combine four direction commands to make sequences  STS: I can compare left and right turns  I can experiment with turn and move commands to move a robot  I can predict the outcome of a sequence involving up to four commands  Task: Children are to create their programs through trial and error. | LO: To plan a simple program  STS: I can explain what my program should do  I can choose the order of commands in a sequence  I can debug my program  Task: Choose a route and ask children to use the command cards to design their algorithm. Make sure the command codes are in the right order for the program. | End of unit assessment:  Quiz- match up the buttons to their command  LO: To find more than one solution to a problem  STS: I can identify several possible solutions  I can plan two programs  I can use two different programs to get to the same place  Task: Children are to create a more complicated route using command cards. |
| **Online Safety- Project Evolve**  Key Vocabulary:  Identity, self-image, embarrassed, trusted | *Self-image and identity*  LO: I know there are people online who could make someone feel sad.  STS: I can recognise that there may be people online who could make me feel sad, embarrassed or upset.  I know when I should ask an adult for help with things online that upset me.  I can give examples of different adults I can ask for help.  Task: Discuss which is the best advice Lily has given? | *Self-image and identity*  LO: If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.  STS: I can recognise that there may be people online who could make me feel sad, embarrassed or upset.  I know when I should ask an adult for help with things online that upset me.  I can give examples of different adults I can ask for help  Task: Draw a hand and write/ draw five trusted adults that children could go to for help. |  |  |  |  |