**Y1 MTP: Spring 2**

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **RE**  Religion: Christianity  **Enquiry Question**  Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  Key Vocabulary:  Salvation, Palm Sunday, disciples, special, important, admire/admiration, qualities. celebrity, saviour, admire, Messiah, Romans, Judas, miracle, tomb | Pre assessment: Small group discussion. What do you know about the Easter story?  LO: To think about qualities in people I admire.  STS: I know why I would admire someone. I know what qualities in a person are admirable.  Task: Draw in RE books- a person they admire and why. | LO: To explain why Jesus might have been special or important to the people around him.  STS: I know who Jesus is and what Christians believe he did.  I can say where Jesus lived.  I know that Christians believe Jesus is special.  I can tell you some of the amazing things Jesus did.  Task: To write or draw how people welcomed Jesus to Jerusalem on their palm leaf. What would they say to Jesus? | Low stakes quiz  LO: To retell some of the Easter story (before and during Palm Sunday)  STS: I can retell the story of Jesus arriving at Jerusalem.  I can say how people welcomed him there.  Task 1: In pairs act out their palm leave (previous lesson)  Task 2: Add ideas to their palm leave in a different colour to reflect story. | LO: To retell some of the Easter story (Palm Sunday to Easter Sunday)  STS: I can retell the Easter Story.  I can recall the events of what happened on Palm Sunday.  I can retell the events up to Easter Sunday.  Task: Order pre-cut pictures of the Easter story. Talk with a partner about what each picture means. | LO: To talk about a person I admire and say why I admire them.  STS: I can say some of the qualities we admire about the children in our class.  I can discuss why Christians admired Jesus.  Task 1: Discuss as a class some of the qualities of the children.  Task 2: Draw and write about 3 people they admire. | Starter:  LO: To recognise some symbols in the Easter story.  STS: I know what some of the symbols mean in the Easter story.  End of unit assessment:  Task: End of unit quiz.  Question- Why was Jesus welcomed like a king? |
| **Science**  Plants  Key Vocabulary:  root, stem, leaves, flower, seed, petal, fruit, bulb, deciduous, evergreen, trunk, branch, wild, garden, soil | Quick quiz: What do we already know about plants?  LO: To describe and compare plants, seeds and bulbs.  STS: I can name different plants, seeds and bulbs.  I can observe and compare plants  I can make observations of seeds and bulbs.  Task 1: Children look through the seeds and bulb photo pack. Discuss with a partner what they notice about the seeds and bulbs and ask what would they like to find out.  Task 2: Plant seeds and bulbs, ready to observe what happens over the next week. Draw the seeds that have been planted in Science books and verbally predict what they think will happen. | LO: To name and compare the parts of a plant.  STS: I can name the parts of a plant.  I can find each part on a plant.  I can say what is similar and different when comparing parts of plants.  Task: Draw a plant in the Science book and label parts. Give children a word mat for parts to label. | Mid-point assessment- Can they label a plant?  LO: To identify and name some common garden and wild plants.  STS: can name some garden plants.  I can name some wild plants.  I can use a key to find out the names of plants.  Task: Take the children on a plant hunt around the school. Children use the Plant Identification Key to help them to identify plants. They draw plants they see on the Observational Drawing Activity Sheet. You may wish for the children to use magnifying glasses to look closely at the plants. | LO: To identify and name some common trees.  STS: I can say what an evergreen tree is and what a deciduous tree is.  I can name and identify some evergreen trees.  I can name and identify some deciduous trees.  I can use leaves to identify and name trees.  Vocabulary: Tree, roots, leaves, fruit, deciduous, evergreen  Task:  (1st task – write in their plant diary- this will be every 3 days to update)  Walk around school and look carefully at the leaves/ trees. Children should use the Tree Identification Key to name each tree.  Sheet provided – can the children match the names of the trees to the leaves? | LO: To name, sort and compare some common fruit and vegetable plants.  STS: I can name some fruit plants.  I can name some vegetable plants.  I can say how the plants are similar and how they are different.  I can sort the plants.  Task: Sort the plants into either ‘fruit’ or ‘vegetable’ by using a sorting grid and looking carefully at the plant photos.  Chn to reason their choices... I know its a fruit because... | End of unit assessment:  Quick quiz- What is a fruit? Vegetable?  Can you name parts of a plant?  What is an evergreen tree?  LO: To use prior knowledge to sort and organise plants and trees.  Review learning so far.  Task: To have labels, sorting hoops and photos. How could they be sorted? How do you know this? |
| **History**  Nurturing Nurses  Key Vocabulary:  Florence Nightingale Mary Seacole, soldiers, Crimean War, herbal remedies, invaded, solution, healer, patients, racial prejudice | LO: To explain who Edith Cavell was and how she improved nursing.  STS: I can tell you some of the key events in Edith Cavell’s life  I can explain how Edith Cavell helped soldiers.  I can express my opinion.  Task: Read the role play scenarios. Children are to act out what Edith Cavell would do ad say. |  | LO: To compare the lives of different nurses.  STS: I can identify similarities between the nurses.  I can identify differences between the nurses.  Task: In History book, write similarities and differences between the nurses they have learned about. |  | End of unit assessment.  Create a poster on the historical nurses and write why they should be remembered. |  |
| **DT**  Food  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 |  | LO: To make a fruit salad.  STS: I can wash my hands before preparing fruit.  I can prepare fruit for my fruit salad by using the correct equipment and utensils.  I can use slicing, peeling, cutting, squeezing and rearranging skills.  I can make my fruit salad appealing and fit for purpose.  Task: Use equipment and utensils to create fruit salad, ensuring there is correct and hygienic preparation skills.  When putting the salad together, ensure the salad is appealing. |  | LO: To evaluate my fruit salad.  STS: I can say what went well when I made my fruit salad.  I can say what I would change if I make the product again.  I can tell you what it tasted, smelt and looked like.  I can tell you what I didn’t like.  Task: Evaluate the fruit salad made in the previous weeks. |  | End of unit assessment  Write instructions on how to prepare a fruit salad safely. |
| **Art**  Painting  Key Vocabulary:  Thin/thick brush  Thick/thin/watery paint  Primary, secondary colours, watercolour, powder paint, Impression | LO: To plan my final piece of artwork inspired by Monet  STS: I can choose my favourite Monet picture.  I can say what I like about it.  I can practise mixing the correct tones and shades that I want to use.  I can practise using different brush strokes in my sketch book ready for my final piece.  Task: Choose a Monet piece of artwork that they like. Stick in the book and annotate around the picture which parts they like. Practise different brush strokes, shades and tones that children want to use in their final piece. |  | LO: To paint my final piece of artwork inspired by Monet.  STS: I can mix different shades and tones of paint.  I can paint a Monet painting using different brushstrokes, tones and shades.  I can recreate Monet’s artwork.  Task: Teacher to model painting straight onto paper (no need to draw first), using different brushstrokes, shades and tones. Children to then choose different sized paper and create their own Monet artwork. |  | LO: To evaluate my final piece of artwork.  STS: I can tell you about my artwork.  I can tell you what I like and don’t like about it.  I can tell you which parts I like the most.  I can tell you how my painting is like Monet’s.  Task:  Children to answer the following questions to evaluate their piece of artwork:  1.Ask them to tell you about their work.  2.What did they like best about doing it?  3. Is their painting like Monet? |  |
| **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 |  | LO: To describe the human and physical features of one of the UK’s capital cities.  STS:  I can describe the characteristics of the capital cities in the United Kingdom.  Task: City landmark sheets- give each table a different capital city and children are to fill in the missing blanks.  Present as a group something they have learned about each capital city. |  | LO: To write facts about the countries in the United Kingdom.    STS: I can choose a country in the United Kingdom.  I can write facts about the country.  I can create a fact file about a country in the United Kingdom.  Task: Create a fact file about one of the countries in the United Kingdom. Use the template for the fact file in the resources. |  | End of unit assessment:  Assessment quiz on Odizzi about the United Kingdom. |
| **PSHE**  Healthy Me  Key Vocabulary:  healthy, unhealthy, balanced, exercise, sleep, choices, clean,  body parts, toiletry items (e.g. toothbrush,  shampoo, soap), hygienic, germs, virus, safe medicines, trust, safe, safety, green cross code, eyes, ears, look, listen, wait. | Pre assessment: What do we already know that it healthy for our body? Unhealthy?  LO: To understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.  STS: I know that some things that are healthy and some things are unhealthy.  I can feel good about myself when I make healthy choices.  Task: Sing the song ‘If you’re healthy and you know it’, mime actions for each of the healthy lifestyle messages shown.  Work in partners and use the Healthy Balance Sum Instruction sheet to create own healthy sums. | LO: To know how to make healthy lifestyle choices.  STS: I know what healthy means.  I know what I can do to keep myself healthy.  I can make good decisions and feel good about myself when I make a healthy choice.  Task: Draw or write around the picture of the child things that will keep us healthy. | Mid-point assessment- what does it mean to be healthy? Partner talk.  LO: To know how to keep myself clean and healthy. To know that all household products including medicines can be harmful if not used properly.  STS: I know what each household item is. I know whether they are safe for me to use or should be used by an adult.  I know where things should be stored safely.  I recognise that I am special so I should keep myself safe.  Task: Small group discussions. Sort out household items by where they belong around the house. | LO: To understand that medicines can help me if I feel poorly and to know how to use them safely.  STS:  I know which medicines are safe for children.  I know what is unhealthy and what is ok to use sometimes.  I know why instructions are given for medicine.  I know that medicines don’t always look like tablets and can look like sweets.  Task: Working in groups of 3 or 4 sort the cards into healthy, unhealthy or OK sometimes. | LO: To know how to keep safe when crossing the road, and about people who can help me to stay safe.  STS: I know places I might feel safe or not and why.  I know the rules of crossing a road.  I know when I feel frightened and know who to ask for help.  Task: Print out Learn to cross the road instructions for children to read and use. Act out in pairs how to cross the road and use the main things to look out for – ears, eyes and wait. | End of unit assessment:  L.O: To tell you why I think my body is amazing and I can identify some ways to keep it safe and healthy.  Assessment Task: complete questions about being healthy – unit overview. |
| **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** | **I-Communicate**  **Agility, Object control, Core strength & balance**  speak, explain, ask, hear  strength, exercise, well-being, balance, control, resilience, rules  **Dance**  counts, pose, level, slow, fast, balance | | | | | |
| **Computing**  Data and Information-  Grouping Data  Key Vocabulary:  group, object, label  image, property, size, shape, value, colour, data set | Pre assessment: What are groups? Naming objects.  LO: To label objects  STS: I can describe objects using labels  I can match objects to groups  I can identify the label for a group of objects  Task: Labels all around us. 2. Move objects into groups- discussion  3. Chn label groups- what could we label them as? | LO: To identify that objects can be counted  STS:  I can count objects  I can group objects  I can count a group of objects  Task: Counting objects.  Counting objects by grouping.  Then move onto grouping objects by subject. | Low stakes quiz: How could we sort these objects? Can the chn sort the objects in different ways?  LO: To describe objects in different ways  STS: I can describe an object  I can describe a property of an object  I can find objects with similar properties.  Task: Describing an object- together. Looking at properties of shapes. Provide each learner with a ‘Complete the property’ activity sheet. Explain to learners that in this activity, they will need to complete the property of the objects. | LO: To count objects with the same properties  STS: I can group similar objects  I can group objects in more than one way  I can count how many objects share a property  Task: 1. to use properties to separate a collection of objects into groups.  2. To recognise what property the objects have been grouped by.  (to complete this activity with physical 2D shapes) | LO: To answer questions about groups of objects  STS: I can decide how to group objects to answer a question  I can compare groups of objects  I can record and share what I have found  Task: Learners need to read the questions on the slides and make groups by dragging and dropping the objects to help them answer the questions. | End of unit assessment:  Review and assess learning so far.  Quiz linked to all objectives. |
| **Online Safety**  Key Vocabulary:  Safety, technology, rules | *Lifestyle and Health*  LO: I can explain rules to keep myself safe when using technology both in and beyond the home.  STS: I can tell you the rules around my own use of technology in and beyond the home.  I can explain why these rules help to keep me safe.  I can identify rules that apply to safety and rules that apply to health/ well-being.  I am aware of how rules may change with simple changes in context.  Task: Draw a picture of a rule that helps at home (like not having technology while having dinner). Draw a picture of another thing that helps when not at home (school, walking etc) |  |  |  |  |  |