

AUSTRALIA

First Hand Experiences
 Petting Zoo/Visit a Zoo
 Textile examples in school or
 Visit to Sainsbury Centre at UEA (Textiles)
 School pets – Giant African land snails (observing a creature)

Vocab	Knowledge	Skills
<ul style="list-style-type: none"> • marsupial • canine • incisor • molar • skull • spine • Ayers Rock • Great barrier reef • outback • Aborigines • dingo • platypus 	<ul style="list-style-type: none"> • To name different teeth and purpose • To know difference between animals in UK/Australia • To name famous landmarks • To compare deciduous and evergreen trees • To name parts of plants 	<ul style="list-style-type: none"> • To ask questions about Australia • To use variety of techniques to recreate artwork • To know difference between manmade/natural physical feature. • To make a didgeridoo • To label physical features of Australia • To compare plants/landscape to UK • To discuss animal habitats and compare. • To identify Australia on map and discuss how close to equator.

Writing	Maths
<p>Composition</p> <ul style="list-style-type: none"> *discuss what they have written with the teacher or other pupils *read aloud their writing clearly enough to be heard by their peers and the teacher. *writing makes sense and is coherent <p>Vocab, Grammar and Punctuation</p> <ul style="list-style-type: none"> *join clauses using and *use a capital letter for names of people *use the suffix -es <p>Spelling</p> <ul style="list-style-type: none"> *spell at least 40 common exception words and the tricky words from phase 4 *spell words with the phonemes that have been taught this term – see phonics planning. *write simple sentences dictated by the teacher using words taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> *form capital letters correctly *<i>begin</i> to use ascenders and descenders correctly and on the line 	<p>Maths Meetings Coverage (term):</p> <ul style="list-style-type: none"> *Months of the year- when is your birthday? *Telling the time to the hour and half past the hour *Count forwards and backwards to 30 from any given number *Read & write numerals 0-30 *Confidently recall pairs to 10 and use these for addition and subtraction facts within 10. *Can say 1 more and 1 less than a given number to 100. *Count confidently in 2s up to 30 Count in 10s up to 110 *Describe the properties of 2D shapes- corners, straight/curved sides, lines of symmetry. *Recognise the value of all coins. *Compare objects- what is the tallest/shortest/widest?

Reading	RE
<p>By the end of the term:</p> <p>Word Reading</p> <ul style="list-style-type: none"> *read Green level books with some decoding and blending. Therefore confidently read with some fluency Blue level books 	<ul style="list-style-type: none"> *To retell stories of Holy Week, Easter and salvation *To understand Easter is important in the Bible. That *Jesus showed he was willing to forgive all people even for putting him on the cross. *To learn what Jesus says about making the right

Medium Term Plan – Year 1 Spring 2

<p>*read and blend words containing the sounds taught this term</p> <p>*achieve 20+ correct words on the Year 1 Phonics Mock Screening Test</p> <p>*read the common exception words that have been taught</p> <p>*read words with the suffixes –ed, -er</p> <p>Comprehension</p> <p>*listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>*draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>*make inferences on the basis of what is being said and done</p> <p>*participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>choices</p> <p>*To give examples of how Christians show belief through worship</p> <p>Focus on the Bible story The Last Supper</p>
<p style="text-align: center;">Science</p> <p>Animals, including humans</p> <p>*describe and compare the structure of a variety of common animals</p> <p>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>*identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Plants</p> <p>*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>*identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p style="text-align: center;">Geography</p> <p>*Use world maps, atlases and globes to name and locate the seven continents and five oceans</p> <p>*Use locational and directional language to describe the location of features and routes on a map</p>
<p style="text-align: center;">Art</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (through 'Artist of the Month')</p>	<p style="text-align: center;">History</p>
<p style="text-align: center;">Design Technology</p> <p>FOOD TECHNOLOGY</p> <p>Evaluate</p> <p>*explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p style="text-align: center;">Music</p> <p>*Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>*Use their voices creatively by singing songs and speaking chants and rhymes.</p>
<p style="text-align: center;">PE</p> <p>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, co-ordination, and begin to apply these in a range of activities</p>	<p style="text-align: center;">Computing</p> <p>*create simple programs</p> <p>*Use technology purposefully to create</p> <p>*Recognise information technology beyond schools</p>