

Roman Way Academy KS1 medium term plan Spring 2020 Topic: From A to B

Subject & theme	Suggested activities	Skills	Vocabulary	Key questions
<p>English Non-Fiction Letters and Postcards</p> <p>Contemporary fiction -</p> <p>Fiction- Books with cultural diversity</p> <p>Poetry by Shirley Hughes</p> <p>Traditional tales: Myths (creation stories) Tinga Tinga Tales</p>	<p>Postcards of kindness Write letters and postcards as a character from a story</p> <p>Explore illustrations; develop questions and sentences to make predictions about the text, To role play a story using freeze frames and hot-seating, create a verse of a poem and perform it to an audience, story mapping and story writing.</p> <p>Reading aloud and re-reading Story mapping and storytelling Drama and role-play - Freeze Frame Shared writing - writing in role Bookmaking and publishing</p> <p>Reading Aloud, Look at language, Performance reading, Engage with texts musically and physically, Write about real experiences and poetic words and phrases, create free verse poetry and do poetry performances</p> <p>Listen and watch a variety of creation stories (Tinga Tinga tales) Choose an African animal pupils want to write about and create ideas and make a plan for writing.</p>	<p>See each unit planning for further details</p> <p>To recognise the features of letter writing and postcards To write letters and postcard using the main features</p> <p>Write in role in order to explore and develop empathy for characters To write in role in order to explore characters and events;</p> <p>Discuss themes and issues in a story and make connections with their own lives. To explore and develop ideas through talk and to listen to each other's responses. To develop creative responses to the text through drama, play and drawing. To plan and develop storytelling techniques in the style of the author. To write for a range of purposes and audience</p> <p>Explore rhythm, rhyme and pattern in a range of poems. Organise ideas in writing Perform in response to poetry. To compose and perform own poetry</p> <p>Use features of a traditional story and write own version of creation stories</p>	<p>Greetings Closing farewell Body Address Date</p> <p>Words to describe space and aliens, variety of words to describe feelings/emotions</p> <p>Vocabulary related to humans and physical features of Nigeria and Canada and UK</p> <p>Variety of vocabulary related to weather and seasons and geography</p> <p>Different African animal names and adjectives to describe their physical appearance and personality/characteristics</p>	<p>When do people send letters and postcards? What features do you see in a letter and postcards?</p> <p>What kind of character is it and why? What do you like/dislike about the character and why? Does anything puzzle you or remind you of anything?</p> <p>Where do you think this is? Why do you think that? Who do you think lives there? What do they like to do? Would you like to live there? Why? Why not?</p> <p>What do you think a poem is? What does this poem do? Who is the 'I'? How do we know?</p> <p>What feature will your character get and how will this happen? What is the problem in your story? How does it get solved?</p>

<p>Yr2: Living things</p> <p>Yr2: Habitats</p>	<p>Observe different objects and things around us and compare to life processes to sort into categories- living, dead, never alive</p> <p>Recognise some habitats in UK and local habitats, Go on a habitat walk, compare habitats and micro-habitats, observe plants and animals in each habitat</p> <p>Create a bug hotel</p> <p>Sort and classify animals and plants into groups and compare animals and plants to animals and plants in other regions around the world- Arctic and Equator.</p>	<p><i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals.</i></p> <p>Y2</p> <p><i>Living things:</i></p> <p><i>Explore and compare the differences between things that are living, dead, and things that have never been alive.</i></p> <p><i>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</i></p> <p><i>Identify and name a variety of animals in their habitats, including micro-habitats</i></p>	<p>food, leaf litter, stony path, shelter, seashore, woodland, ocean, hot/warm/cold, dry/damp/wet, bright/shade/dark</p>	<p>What is a habitat?</p> <p>How are animals suited to their habitats?</p> <p>How do animals and plants depend on each other?</p> <p>What does the habitat provide for the animals and plants?</p> <p>What is a micro-habitat?</p> <p>(See weekly plans for more details)</p>
<p>Computing</p> <p>Coding: Scratch Jnr - introduction and fundamentals</p> <p>Visual Information- enter text and create pictograms/ graphs - things they find in habitats</p>	<p>Discuss meaning of Coding, algorithm, debugging. Introduce Scratch Jr program. To describe and use instructions to program a character. To program a character to grow and shrink. To use instructions to make characters move at different speeds and distance. To use a repeat instruction to make a sequence of instructions run more than once. To create programs that play a recorded sound.</p> <p>To create programs with a sequence of linked instructions. To understand that data can be represented in picture format. To contribute to a class pictogram and discuss what a pictogram shows. To use a pictogram to record the results of an experiment. To create a block graph and interpret data.</p>	<p>Coding:</p> <p><i>Understand what algorithms are and that programs execute by following precise and ambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Visual</i></p> <p>Information:</p> <p><i>Know that digital content can be represented in many forms. Talk about their work and make improvements to solutions based on feedback received. Use a variety of software to manipulate and present digital content and information.</i></p> <p><i>Collect, organise and present data and information in digital content.</i></p> <p><i>Create digital content to achieve a given goal by combining software packages.</i></p>	<p>Coding, debug, algorithm, sequence, predict, Programming blocks, , precise and ambiguous instructions, backgrounds characters, add, edit, movement blocks, grow, shrink, repeat, speed, distance, directions, recorded sounds</p> <p>Count, sort, tally, data, information chart, pictogram, picture, graph, block graph, bar chart, vote, represents, most popular, least popular, difference</p>	<p>I wonder what happens if I do this</p> <p>I want to do this. How can I do it?</p> <p>What can I do to debug this?</p> <p>Which is the least/most favourite/popular? How many * are *?</p> <p>What is the difference between * and &?</p> <p>How many more/less * are there than &?</p>

<p>Geography</p> <p>Name, locate and identify the four countries and capital cities of the UK; and the world's seven continents.</p> <p>Compare the UK to a non-European country (Greenland and Tanzania).</p> <p>Find out about seasonal patterns and daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Use maps, atlases and globes to label the countries and capital cities of UK; locate and label the continents; oceans; Greenland; Tanzania; equator; arctic circle; north pole and south pole. Explore the climate/weather of the Arctic and compare it to the weather in the UK. To identify seasonal and daily weather patterns in the United Kingdom and a country in the North Pole (Greenland) and equator (Tanzania). To use basic geographical vocabulary to refer to key physical and human features. To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country (Greenland & Tanzania)</p>	<p>Y1 Ask simple geographical questions. Use simple maps. Use locational language. Understand how some places are linked to other places. Describe seasonal weather changes. Name, describe and compare familiar places. Y2 Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied at this key stage. Use simple compass directions and locational and directional language. Use aerial photographs to recognize landmarks and basic human and physical features. Identify seasonal and daily weather patterns. Use basic geographical vocabulary to refer to key physical features. Use basic geographical vocabulary to refer to key human features. Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a contrasting non-European country.</p>	<p>Map, atlas, globe, beach, cliff, coast, river, soil, valley, vegetation, season, weather.</p> <p>Continent, country, nation, land, world, compass points: N, S, E, W and directional and positional language (see NC).</p> <p>City, town, village, factory, farm, house, office, port, harbour, shop (see NC for further info).</p>	<p>What are the 4 countries of UK? Which hemisphere is Arctic in? What different human features will you find in Greenland and how are they different to UK? Why is Tanzania a hot country?</p> <p>(See weekly plans for more details)</p>
<p>History</p> <p>Find out about the life and disappearance of the Arctic explorer Roald Amundsen.</p> <p>Find out about the first aeroplane flight and the significance of the Wright brothers on modern day flight transportation.</p>	<p>Role play Roald Amundsen's adventure Differences in what people wear Learn about how the Inuit way of life has changed overtime and the Arctic explorer 'Roald Amundsen'. How people in Tanzania obtained water traditionally and how this has changed overtime through role-play. Learn about the inventions of different modes of transport (order events on a timeline and compare modes of transport now and then- sort transport.</p>	<p>Y1 Begin to recall details from the past. Find answers to questions about the past using sources e.g. pictures and stories. Show knowledge and understanding about the past in different ways e.g. role play. Use a simple timeline. Y2 Understand why some people in the past did things. Look carefully at pictures to find information. Ask and answer questions e.g 'What was it like for a ...?' Write simple stories and recounts about the past.</p>	<p>New, old, years ago, before, after, long ago, timeline. Modern, recent, similar, different, same, decade, century. Historical, invention, discovery, impact, change, evidence, effect.</p>	<p>How has the Inuit way of life changed over time? Why is Roald Amundsen a significant person in history? What were his main achievements? What do we know about how he died? How did the Inuit people help Roald Amundsen to know how to survive in the Arctic?</p> <p>How do people in Tanzania obtain water? How would this have been different in the</p>

		<i>Use a timeline with more accuracy.</i>		past? When was the first invented? How have planes/cars/trains etc changed over time?
RE Identity and belonging; Prayer, worship and reflection; (including Easter Beliefs and practices) Belonging to a family and the community Naming ceremonies - include a visit to a place of worship Using artefacts to explore prayer and worship The Easter Story	Recognise some of the groups which they belong to Learn about ways of celebrating special occasions in different faiths How and why religious people show care and concern for humanity Discuss things that important to them and those of Christians	<i>Y1</i> <i>Talk about things that happens to them.</i> <i>Talk about what they find puzzling or</i> <i>interesting.</i> <i>Talk about what is important to them and other</i> <i>people.</i> <i>Use the right names for things that are special.</i> <i>Recognise religious art symbols and words.</i> <i>Y2</i> <i>Ask about what happens to others with respect</i> <i>for their feelings.</i> <i>Talk about some things in stories that make</i> <i>people ask questions.</i> <i>Talk about what is important to them and others</i> <i>with respect to their feelings.</i> <i>Can say what some Christian symbols stand for</i> <i>or say what art is about.</i>	Belonging, prayer, worship, reflection/reflect, community, baptism, faith, communion	What different groups do you belong to? Why and how are they important to you? Who are the leaders of each group and what are their roles? What things are important to your family and to you? How and why do people have special ways of welcoming babies? Why does Easter matter to Christians?
PSHE Jigsaw Themes Spring 1: Dreams and Goals Spring 2: Healthy me	Recognise my success and goals. Set a goal and how to achieve it. Understand how to work well with a partner. Share my feelings when I feel successful. Being healthy. Being relaxed. Medicine safety. Healthy eating. Healthy me.	<i>Communicate their feelings to others, to</i> <i>recognise how others show feelings and how to</i> <i>respond.</i> <i>Identify and respect the differences and</i> <i>similarities between people.</i> <i>Share their opinions on things that matter to</i> <i>them and explain their views through discussions</i> <i>with one other person and the whole class.</i> <i>Think about themselves, to learn from their</i> <i>experiences, to recognise and celebrate their</i> <i>strengths and set simple but challenging goals.</i> <i>Say why my body is amazing.</i> <i>Make a healthy snack.</i> <i>Keeping safe.</i> <i>Compare healthy and unhealthy ways people use</i> <i>food</i>	Goal, success, achieve, challenge, obstacle, celebrate, overcome Healthy choices, lifestyle, motivation. Relax, relaxation, tense, calm. Healthy, unhealthy, dangerous, medicines, safe, body. Balanced diet, portion, proportion.	What does success mean? What is a goal? What could you do if a goal becomes difficult to achieve? How can you ensure you work well with a partner? What can you do to overcome an obstacle to your learning or goal? How can you share and celebrate your successes and the success of others? Does your mind feel calm and ready to learn? How do you keep yourself

		Give examples of safe and unsafe ways in which people can use alcohol. .	Energy, fuel, nutritious.	healthy? Why is it important to keep healthy? Why do you like your favourite food so much?
<p>Spring 1: Gymnastics -Object movement and manipulation Create a movement phase including balances, stretches and rolls</p> <p>Spring 2: Dance - Animal Dance LCP</p>	<p>Spring 1: Gymnastics</p> <p>Animal Dance Use a story as a stimulus for dance movement. Copy and demonstrate movement patterns for specific African animals using a variety of levels, speed and directions. Work with a partner to perform a dance sequence. Use facial expressions while dancing. Learn the ending of a dance and perform the complete dance to an audience.</p>	<p>Describe how their body feels before, during and after an activity Show how to exercise safely.</p> <p>Gym: Move with control and care and copy and remember actions. Describe what other people did and say how they could improve. Make their body tense, relaxed, curled and stretched. Control their body when travelling and when balancing. Climb safely. Plan and show a sequence of movements.</p> <p>Dance: explore basic body actions and respond to stimulus. copy simple movement patterns from each other and explore the movement. explore ideas, moods and feelings by improvising and experimenting. Make up own phases. Repeat movement phrases and perform them in a controlled way showing coordination and spatial awareness. perform short dances using rhythmic and dynamic qualities to express moods, ideas and feelings.</p>	<p>move, forward, backwards, sideways stretch, balls of foot, freeze, hop, jog, jump, turn, balance, movement phrase, travel,</p> <p>beginning, change direction, cool down, creep, crouch, tense, relaxed, curled, stretched, speed, level,</p>	<p>Is your heart beating faster? Do you feel puffed out or tired? Can you see someone hopping? who had a clear beginning and end? How many body points were you balancing on?</p> <p>What animals live in Africa and how do they move? How would you eat a fruit as that animals? What does it taste like?</p>
Music	<p>Spring - Exploring pulse and rhythm.</p> <p>Listening to various types of music and identifying the pulse and rhythm.</p>	<p>Yr 1 & 2</p> <p>Identify the pulse in different pieces of music Identify the pulse and join in getting faster and slower together Identify long and short sounds in music Perform a rhythm to a given pulse</p>	<p>pulse, beat, rhythm, rhythmic patterns, organise, loud, quiet, musical instructions, elements, moods,</p>	<p>What is pulse? What is rhythm? What is happening to the pulse? What can you hear in the music? Can you move to the music?</p>

	<p>Playing /clapping the pulse and rhythm</p> <p>Creating rhythms</p> <p>Singing / games</p>	<p><i>Begin to internalise and create rhythm patterns</i></p> <p><i>Accompany a chant or song by clapping or playing the pulse or rhythm</i></p>	<p>effects, short, long, tempo, dynamics, melodic patterns, repeated patterns</p>	<p>How did you move?</p> <p>What made you move in that way? Why?</p> <p>How does the music make you feel?</p> <p>What does the music make you think of?</p> <p>How could you improve your singing?</p>
<p>Art</p> <p>Drawing</p> <p>Painting/colour</p> <p>Collage</p> <p>Evaluation</p>	<p>Observational drawings of British wildlife animals.</p> <p>Experiment with mixing colours to create a background.</p> <p>Experiment with different media to create a background e.g. pastels, wax crayons.</p> <p>Create a collage of a British wildlife animal.</p> <p>Create a paper plate landform.</p> <p>Use pointillism techniques to create a picture to reflect Tanzania.</p>	<p>Y1</p> <p><i>Explore mark making and textures.</i></p> <p><i>Mix secondary colours and know their names.</i></p> <p><i>Apply colour with a range of tools.</i></p> <p><i>Use plain colours and textures to create a collage.</i></p> <p><i>Continue to identify what works well in their own work.</i></p> <p><i>Begin to comment on art produced by other people.</i></p> <p>Y2</p> <p><i>Look at shadows and use of tone.</i></p> <p><i>Mix primary and secondary colours with a variety of media.</i></p> <p><i>Apply colour to produce a range of marks.</i></p> <p><i>Create collages with overlapping elements.</i></p> <p><i>Use simple pre-cut stencils.</i></p> <p><i>Know the difference between 2D and 3D.</i></p> <p><i>Identify what is 'best' about their work and how they can improve.</i></p> <p><i>Explore work by artists.</i></p>	<p>Painting, drawing, pencil, crayon, chalk, pastel, collage, fabric, cardboard, paper, scissors, glue, colour, primary colours, colour mixing, warm colours, cool colours, texture, shape, form, tone, line, foreground, background.</p>	<p>What do you think about your piece of artwork?</p> <p>What do you feel about it?</p> <p>What about other pieces of work you have looked at?</p> <p>What art materials and art techniques have you been using? Why did you choose them?</p> <p>What would you do differently next time?</p>
<p>Design & Technology</p> <p>Design, make and evaluate a moveable vehicle.</p>	<p>Explore different vehicles and their features</p> <p>Explore wheels and axles</p> <p>Attach wheels and axles - make axle holders</p> <p>Use tools effectively and appropriately</p> <p>Explore different finishing techniques</p>	<p>Y1</p> <p><i>Suggest ideas and explain what they are going to do.</i></p> <p><i>Model ideas in card and paper.</i></p> <p><i>Make design using appropriate techniques.</i></p> <p><i>Use tools safely.</i></p> <p><i>Assemble, join and combine materials and components.</i></p> <p><i>Use simple finishing techniques.</i></p> <p><i>Evaluate their product by discussing how well it</i></p>	<p>Design, technology, materials, plan, equipment, products, data, information, test, construct, label, tools, designer, human impact, criteria, self-evaluation, improve, modify, sustainability</p>	<p>How could you join wheels and axles?</p> <p>How could you improve your design/product?</p> <p>What tools will you use?</p> <p>How could your product be made more stable or stronger?</p>

	<p>Design a vehicle, thinking about its features, materials and tools needed</p> <p>Make a vehicle</p> <p>Evaluate the vehicle</p>	<p><i>works.</i></p> <p><i>Evaluate their product by identifying their strengths and possible changes.</i></p> <p><i>Y2</i></p> <p><i>Develop ideas through discussion, observation, drawing and modelling.</i></p> <p><i>Identify a simple design criteria.</i></p> <p><i>Make simple drawings and label parts.</i></p> <p><i>Begin to select tools and materials.</i></p> <p><i>Use tools safely.</i></p> <p><i>Assemble, join and combine materials to make a product.</i></p> <p><i>Choose and use appropriate finishing techniques.</i></p> <p><i>Evaluate against their design criteria.</i></p> <p><i>Evaluate their product by discussing how well it works.</i></p> <p><i>Evaluate their product by identifying their strengths and possible changes.</i></p>		
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