

Spring 1 Medium Term Plan – Amazing Creatures - Who was Mary Anning?

Spring 1

Themes/Interests
/
Lines of Enquiry

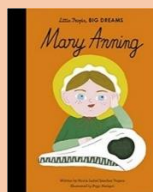
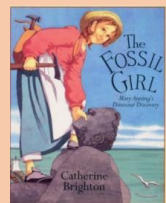
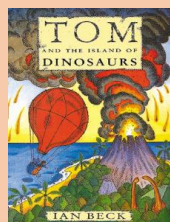


Texts

Ongoing story time texts linking to other areas.



Spring 1
Literacy
texts



+ Daily songs, nursery rhymes and school/class songs.

Fiction – Tom and the island of the dinosaurs story pattern – warning focus story language, connectives

Non fiction – Mary Anning, fossil hunter text type – information and discussion

Poetry – I'm a mean old dinosaur, Carnivores, herbivores and omnivores, Prehistoric animal brigade, 5 little dinosaurs, 5 enormous dinosaurs

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Area of learning	Knowledge and Skills (Know how, know that, know the)	Revisit/ongoing throughout the year
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Communication and Language		
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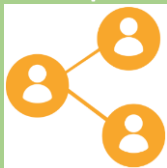


	<p>Listening: Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.</p> <p>Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p>Respond: Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p> <p>Understanding: Consider the listener and takes turns to listen and speak in different contexts. To ask questions to find out more.</p> <p>Speaking: Use talk to pretend objects stand for something else in play. To use conjunctions eg and/ because. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	
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		<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>
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Personal, Social and Emotional Development



SCARF –see separate plan

Keeping safe

What's safe to go onto my body
Keeping Myself Safe - What's safe to go into my body (including medicines)
Safe indoors and outdoors
Listening to my feelings
Keeping safe online
People who help to keep me safe

RE – F6 Which times/stories are special and why?

What is your favourite story? What do you like about it, and why?

What stories do you know about Jesus?

What do you think Jesus was (is) like?

Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)?

Who are the stories about?

What happens in the story? Does the story tell you about God? What do you learn?

What stories do you know that tell you how you should behave towards other people?

What are the similarities and differences between different people's special stories?

Express feelings:

Can show pride in achievements by showing work to others.

Understand how to use the 'take 5' breathing exercise to help with big feelings.

Manage behaviour:

Understand behavioural expectations of the setting.

Self-awareness:

Take pride in themselves, work, and achievements.

Can explain right from wrong and try to behave accordingly.

Independence:

Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.

Can talk about healthy and unhealthy foods. – oral hygiene

Collaboration:

Consider the listener and takes turns to listen and speak in different contexts.

Can identify kindness and considerate behaviour of others.

Social skills:

Seek others to share activities and experiences.

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way. Oral Hygiene

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Physical Development



For medium term plan see Get set 4 PE

Develop fine motor skills eg threading, cutting, weaving, playdough.
Begin to form letters correctly handle tools eg scissors, objects, construction and malleable materials with increasing control
Encourage children to draw freely.
Holding Small Items, button clothing
Cutting with Scissors
Holding and using knives, forks, spoons.

Engage children in structured activities: guide them in what to draw, write or copy.
Teach and model correct letter formation.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.
Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.


REAL PE FOCUS

Fundamentals 1 and Gym 1

Balancing, running, jumping, changing direction, hopping, travelling, working safely, responsibility, helping others, honesty, challenging myself, determination, decision making, selecting and applying actions, using tactics, shapes, rocking, rolling, travelling, taking turns, co-operation, communication, confidence, selecting and applying skills, creating sequences

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

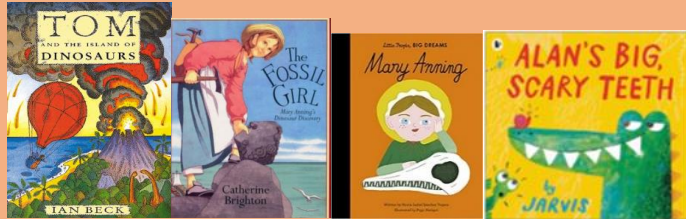
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Literacy 	COMPREHENSION Using Vipers Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books and use of vocabulary (small world, role play).	Enjoy joining in with rhyme, songs, and poems. Daily questioning to develop comprehension skills linked to Vipers.
	WORD READING Read individual letters by saying the sounds for them. Blend sounds, including taught digraphs into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme – Floppy Phonics.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge
	WRITING Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.
Phonics	Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC Phase 3 Begin Phase 3 skills: Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu	Continue to revisit all taught sounds daily and practice sound discrimination.

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Key texts

Know the 4 consonant digraphs – sh, th, ch, ng



Fiction – Tom and the island of the dinosaurs story pattern – warning focus story language, connectives

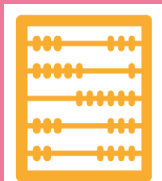
Non fiction – Mary Anning, fossil hunter text type – information and discussion

Poetry – I'm a mean old dinosaur, Carnivores, herbivores and omnivores, Prehistoric animal brigade, 5 little dinosaurs, 5 enormous dinosaurs

Fiction – Alan's Big Scary Teeth story pattern – defeating the monster focus story language - early dialogue

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Mathematics



White Rose to include Master the Curriculum

Numbers 5 and 0



Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering

Coverage Alive in 5

Introducing zero

Guidance (subject knowledge)

Ongoing opportunities to explore and apply the understanding of 'nothing there' or 'all gone' - the number name zero and the numeral 0 used to represent this idea.

Find 0 to 5

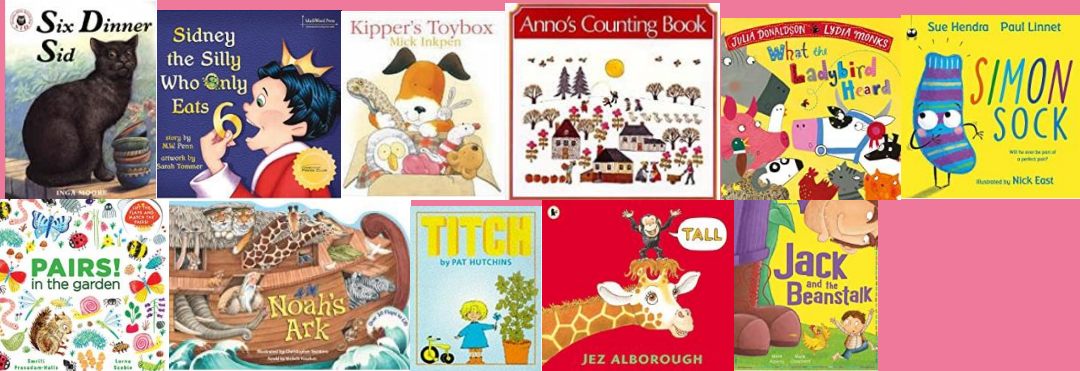
Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity.

Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations.

Subitise 0-5, Represent 0-5

Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. Opportunities in provision to explore and notice the different compositions of 4 and 5.

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1 more. 1 less	
Comparing Capacity	
Composition	
Contextual subitising	
Capacity and mass	
<p>Compare mass Find a balance Explore Capacity Compare capacity</p> 	<p>Hear and begin to use positional language to describe how items are positioned in relation to other items.</p> <p>Introduce terms pairs, odd and even</p>
Coverage –	Guidance (Subject knowledge)
Number 6, 7, 8	Represent 6,7,8 in different ways, count out from a larger group. Support conceptual subitising by arranging 6,7 or 8 items into small groups and see how the numbers are made up of smaller numbers.
Making pairs - pairs wise	Begin to understand that a pair is two. Provide collections of items that come in pairs. Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner. Use Snap or memory games.

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Combining 2 groups	Use real objects to combine and see how many altogether. Encourage subitising skills.
Length, height	Make direct comparisons. Encourage mathematical vocab relating to length – longer, shorter. To height – taller, shorter and breadth – wider, narrower. Make indirect comparisons using objects to measure items e.g., cubes or blocks.
Time	Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.

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Understanding the World



Significant historical events, people and places in their own locality

I can describe that Mary Anning found fossils.

Past and Present

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People Culture and Communities

I can describe how the Chinese New Year is celebrated referred back to celebrations in term 2 .

The Natural World

I know which animals come from which country / continent.

I can describe how Mary Anning explored the Jurassic coast looking for fossils.

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by taking part in weekly forest school inspired 'Messy Play' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Exploring the life of Mary Anning

- Recounting the extinction of the dinosaurs using non-fiction texts.

Making salt dough fossils

Making an erupting volcano

Explore festival origins/celebrations across the world, using a world map/globe. Chinese new year stories and background on China and celebrations. Looking at geographical features in China eg Great wall, pagodas, cities.

Explore compare/contrast our environment with Australia, polar regions and Africa. Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.

- Knowing where different animals come from.
- Explore, compare, contrast and discuss life, living and schools in UK and Africa.

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Oral hygiene linked to PSE – SCARF scheme
Internet safety – Linked to PSE SCARF scheme

Name features around the UK (farm, beach, mountains, woodland, cliff, Jurassic coast etc).

Oral Hygiene – Dental Nurse visit

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Expressive Arts and Design



Develop storylines in their pretend play.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.

I can explore how colour can be changed
Make different textures; make patterns using different colours

Making lanterns, Chinese writing, puppet making, Chinese music and composition
I can recognise, create and describe pattern: tiger skin
Drama conventions through literacy
Develop techniques for joining materials, such as how to use adhesive tape and different sorts of glue
Move in time to music

Charanga scheme for music
Learn to sing nursery rhymes and action songs:

Wind The Bobbin Up
Rock-a-bye Baby
Five Little Monkeys Jumping On The Bed
Twinkle Twinkle
If You're Happy And You Know It
Head, Shoulders, Knees And Toes

Ongoing

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

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RE – Which stories are special and why? Outcome – Familiarity with stories in the Bible and from other religions.

Unit F6: Which stories are special and why?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes: Plan learning experiences that enable pupils to ...	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making sense' and 'Understanding the impact' are woven through this unit: as you explore the stories with children, talk about what they teach people about how to live:</i>
<p>What is your favourite story? What do you like about it, and why?</p> <p>What stories do you know about Jesus? What do you think Jesus was (is) like?</p> <p>Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?</p> <p>What stories do you know that tell you how you should behave towards other people?</p> <p>What are the similarities and differences between different people's special stories?</p>	<ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc. <p>Colour key: Making sense Understanding impact Making connections</p>	<p>One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share her favourite childhood story and explain why she liked it so much.</p> <ul style="list-style-type: none"> • Explore stories pupils like, retelling stories to others and sharing features of the story they like. Explore stories suggested below through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music, etc. • Talk about the Bible being the holy book for Christians that helps them to understand more about God and people. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. Butterworth and Inkpen series; Scripture Union's <i>The Big Bible Storybook</i>. <p>Hear and explore some stories from major faith traditions: choose from the following:</p> <ul style="list-style-type: none"> • Jews and Christians share these stories (the Jewish scriptures are included in what Christians call the 'Old Testament'): e.g. David the Shepherd Boy (1 Samuel 17) and the story of Ruth (book of Ruth in the Bible). • Jews read the story of <i>Chanukah</i> (found in the books of Maccabees, not included in the Christian Old Testament) • Christians use stories Jesus told and stories from the life of Jesus: e.g. Jesus as friend to the friendless (Zacchaeus, Luke 19); saying 'thank you' (Ten Lepers, Luke 17:11–19); etc. • Muslims use stories about the Prophet Muhammad* e.g. Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees, Bilal the first muezzin. • Hindus enjoy the story of Rama and Sita; the story of Ganesha; stories about Krishna; <p>Reinforce this learning through follow-up activities:</p> <ul style="list-style-type: none"> • Read and share the books in own time, on own or with friends. • Role-play some of the stories using costumes and props.

*Note: Many Muslims say the words 'peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'pbuh' when written down.