



KS1 2025-2026 Medium Term Planning Spring 1 Explorers



Planning adapted from Hamilton Trust, The Literacy Shed, White Rose Education, Primary Stars, Plymouth Science and Kapow Primary

Week 1

English

Grandad's Island by Benji Davis

Listen to the story of Grandad's Island and discuss what the story is about. <https://youtu.be/SVWHACJW-XQ>

Look at the pictures of the jungle shack and make a list of words that describe it, e.g. tall, rickety, wooden, brown. Use these words to write a descriptive sentence about the jungle shack.

e.g. The shack is made of wood.

The shack is big with rickety legs.

Remember to use capital letters, full stops and finger spaces in your sentence.

Maths - Place Value (within 20)

Small steps:

Count within 20

Understand 10

Understand 11, 12, 13

Understand 14, 15, 16

Y1 Home activity:

Spend time looking at 10 in different ways, particularly ways where the 10 can be fixed or broken apart, for example a bundle of 10 straws. How many different ways can you break them apart?

Problem solving -

George rolls 3 dice.

Has George scored



10?

a) Draw another way

George could score 10 using 3 dice.

Learning with Parents: Maths

Y1: First, then, now problems

Y2: Multiplication using arrays

Science - Animals including Humans

Our body. Ask a grown up to help you and draw around one person in their group on large paper. Try and label your drawing with the following: head, ears, neck, eyes, mouth, arms, elbow, hands, feet, fingers, chest, stomach/tummy, knees, legs, toes. Watch the following video and

https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zq_hbr82

Go back to your body outline to see if you need to amend any of your labels.

Topic - History

What is an explorer?

Home activity:

Week 2

English

Grandad's Island by Benji Davis

Listen to the story of Grandad's Island@ and discuss what the story is about.

<https://youtu.be/SVWHACJW-XQ>

This week discuss with your grown up which is your favourite part of the story. Can you explain why this is your favourite part?

Write a sentence about the part you like the most.

e.g. I like it when Benji opens the big metal door.

Remember to use capital letters, full stops and finger spaces in your sentence.

Maths - Place Value (within 20)

Small steps:

Understand 17, 18, 19

Understand 20

1 more 1 less

The number line to 20

Y1 Home activity

Get together 20 marbles, coins, counters, pasta shapes etc. Grab a handful and count how many you have. Write the number and then write what 1 more would be and what 1 less would be.

Problem solving -

Ben is 1 year older than his sister.

Ben's sister is 1 year older than Ben's brother.

Ben's brother is 13.

How old is Ben's sister?

How old is Ben?

Learning with Parents: English

Y1: Titles

Y2: Expanded noun phrases

Science - Animals including Humans

Animals and their Offspring-Lifecycles.

Look through the life cycle of a frog on the following link:

<https://www.topmarks.co.uk/Spring/FrogLifeCycle.aspx>

Can you draw a diagram to show the life-cycle like the diagram below? Make sure you label your diagram.

Week 3

English

Poetry on a theme: Caribbean Poetry

Ask your child how they feel about mini beasts and creepy crawlies? There are quite a few in the Caribbean!

Read the poem "All the Ones They Call Lowly" by David Campbell or watch the clip

<https://youtu.be/UW6rw7tdXUg?si=i9s9fHTelJzeMjmK>

Think carefully about how you might feel about the poem. How do you think the poet feels about the creatures he mentions? Is he scared of them? Does he want to help them and look after them? Choose a mini beast that lives in the Caribbean.

Write a correctly punctuated descriptive sentence for the mini beast you chose, using adjectives to give details about it's appearance:

e.g. Grasshoppers have long and strong legs.

Remember to use capital letters, full stops and finger spaces in your sentence.

Maths (Y1)- Place Value (within 20)

Small steps:

Use number line to 20

Estimate on a number line to 20

Compare numbers to 20

Order numbers to 20

Y1 Home activity:

Use chalk to draw a number line on the ground outside (ask your grownups permission first). Label one end zero and the other end 10. Pick a number between 0 and ten and position yourself on the number line where you think the number should go. Repeat for other numbers. Think about the reasoning behind why you are placing yourself there. For example, 5 is halfway along the line and 6 is a little bit past halfway.

Problem solving -

What could the missing number be and how do you know?



Learning with Parents: Maths

Y1: Writing number sentences

Y2: Division by grouping and sharing

Can you find out about four different explorers and put the information in chronological order on a timeline. Make sure some of your explorers are from beyond living memory.

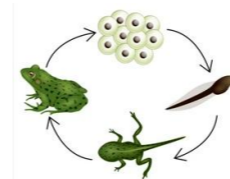
Vocabulary

English: jungle, shack, describe, rickety, brown, wooden, intrigue.

Maths: place value, ten, twenty, teens, tens, ones, digits, twelve, thirteen, fourteen, fifteen,

Topic (History): Beyond living memory, equipment, past, transport, discovery, exploration, living memory, present, timeline.

Science: head, ears, neck, eyes, mouth, arms, elbow, hands, feet, fingers, chest, stomach/tummy, knees, legs, toes, outline, human body.



Topic - History

Where have explorers travelled and when?

Home activity: Write sentences to describe the achievements of two explorers. Can you find any similarities or differences?

Topic - Design & Technology

Explore sliders and movement.

Use a story book or everyday product that has moving parts, including those with levers and sliders. Look carefully at the books or objects - what do you think will move? How will you make it move? What part of the product moved and how did it move? How do you think the mechanism works? What else could move in the product? Can you draw a page from the book or the object and label the moving parts?

Vocabulary

English: listen, discuss, opinion, favourite, fiction

Maths: number line, place value, ten, twenty, teens, tens, ones, digits, eleven, sixteen, seventeen, eighteen, nineteen, twenty

Topic (History): Beyond living memory, equipment, past, transport, discovery, exploration, living memory, present, timeline, achievement, voyage, solo, yacht.

Topic (DT): Sliders, mechanisms, lever, pivot, slider, left, right, push, pull, up, down, forwards, backwards, in, out.

Science: off-spring, animal, young, life-cycle, label, diagram.

Science - Animals including Humans

Animal Classifications.

Collect a selection of your animal toys. Can you sort them into groups according to what they eat?

Watch the following clip to help you -

<https://www.bbc.co.uk/bitesize/articles/zjqc7nb>

This time can you sort your animals according to herbivore, carnivore and omnivore?

Topic - History

Who was Christopher Columbus and what did he do?

Home activity:

Can you draw pictures or write sentences to tell the story of Christopher Columbus.

Topic - Design & Technology - Moving Picture

Using our research skills from last week we are going to create our own moving picture board. Can you design your picture and choose the parts that are going to be revealed/moved in the picture? Try to think carefully about which part will move and how you are going to join your materials together and where you are going to put slits or flaps to allow the parts to move. Make sure you label and add colour to your design ready for next week. Maybe you could watch a familiar nursery rhyme such as Humpty Dumpty or Little Miss Muffet and then use the story to help you with your design.

E.g.

- Humpty Dumpty sitting on a wall.
- Humpty Dumpty falling off the wall.
- The King's men trying to put Humpty Dumpty together again.

Vocabulary

English: minibeast, Caribbean, poetry, description, appearance, personality, poet, poem.

Maths: compare, order, estimate, halfway, number line.

Topic (History): Beyond living memory, equipment, past, transport, discovery, exploration, living memory, present, timeline.

Topic (DT): Adapt, design, design criteria, mechanism, input, model, sliders, template.

Science: sort, classify, omnivore, herbivore, carnivore.

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Week 4

English

Poetry on a theme: Caribbean Poetry

The Caribbean poetry we have been reading has included lots of information about insects around the world including the Caribbean. This week we are painting our favourite minibeast. Use the internet (ask an adult to help you to use the following link https://youtu.be/GOFNALq0z88?si=V-fY1Gw-JH6_T-dn To learn more about insects).

Next we are going to write a descriptive sentence about your painting. You could choose to write about what the insect looks like, what it eats, which habitat it lives in.

e.g. A beetle has a shiny shell and can live in a dark green forest.

Remember to use capital letters, full stops and finger spaces in your sentence.

Maths (Y1) – Addition and Subtraction (within 20)

Small steps:

Add by counting on within 20

Add ones using number bonds

Find and make number bonds to 20

Y1 Home activity

Play a game of snakes and ladders.

Make sure you are careful to count on using the numbers on the board. For example, if you start on 13 and roll a 4, you count "14, 15, 16, 17".

Problem solving –

Sam and Bill are counting on to work out $11 + 7$

Sam says, '11,12,13,14,15,16,17'

Bill says, '12,13,14,15,16,17,18'

Who is correct?

Use a number line to show your answer.

Learning with Parents: English

Y1: Debating

Y2: Presentation

Science – Animals including Humans

This week we are looking at classifying animals according to their characteristics. Use the internet or an animal encyclopaedia to help you research about animal facts. You may also like to watch the short BBC Bitesize KS1 video about animal classifications. [Animals including humans - KS1 Science - BBC Bitesize](#)

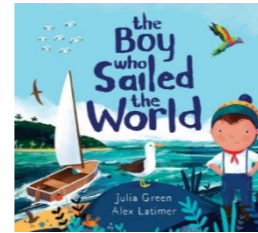
Topic – History

Who was Matthew Henson and what did he do?

Week 5

English

The Boy Who Sailed the World by Julia Green



Look at the front cover of the book. What can you see? Where do they think the boy will sail to? What problems do you think the boy might face? What do you think the boy will see? What do you think the boy will do?

Next, we are going to think about what will happen at the end of the story?

Now can you write a prediction about what will happen at the end of the story?

e.g. I think that the boy will sail to all seven continents.

Remember to use capital letters, full stops and finger spaces in your sentence.

Maths (Y1) – Addition and Subtraction (within 20)

Small steps:

Doubles

Near doubles

Subtract ones using number bonds

Y1 Home activity:

Gather a selection of small objects e.g. marbles, dry pasta, buttons etc.

Place them on a flat surface and count how many you have. Place a mirror stood up next to them to find out the double using the reflection.

Problem solving –

Double each number - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

What pattern do you see?

Learning with Parents: Maths

Y1: Describing position

Y2: Multiplication and division bar models

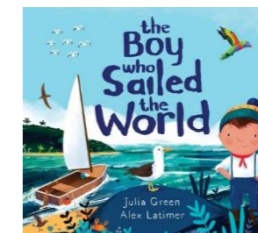
Science – Animals including Humans

Using your knowledge from last week research about animals in the Caribbean e.g. dolphins, whales or monkeys. Choose your favourite one and work out which animal group it belongs in? Can your animal and then list five characteristics which you have used to classify it? Think

Week 6

English

The Boy Who Sailed the World by Julia Green



<https://youtu.be/fg5qywNSdGk?si=zuemAsmXFDxhdtbZ>

If you can read this story at home or listen to it using the link above. Think carefully about the sea that the boy travels on. How does it look? What sounds do you think the boy can hear? Are there any waves?

Now write an accurately punctuated sentence describing the sea.

e.g. The boy went to sail on a deep blue sea.

Remember to use capital letters, full stops and finger spaces in your sentence.

Maths (Y1) – Addition and Subtraction (within 20)

Small steps:

Subtraction – counting back

Subtraction – finding the difference

Related facts

Missing number problems

Y1 Home activity:

Fill 2 ten frames with 20 items.

Take turns with a partner to roll a dice and remove the corresponding number of items. The winner is the first person to reach exactly zero.

Problem solving –

Write $<$, $>$ or $=$ to make the statements correct.

$$17 - 5 \quad \bigcirc \quad 12 - 5$$

$$14 - 4 \quad \bigcirc \quad 18 - 8$$

$$11 - 7 \quad \bigcirc \quad 11 - 4$$

Tina says - 'I can do these without working out any answers.'

Is she correct?

How do you know?

Learning with Parents: English

Y1: Using adjectives

Y2: Discussion

Home activity: Research Matthew Henson. Draw a picture of him on one of his explorations. Add a speech bubble to write what he might have said when he was there.

Topic - DT

Construct a moving story book

Using your design from last week can you create your very own moving picture? You will need to create your background picture first which might be a wall for Humpty to sit on and then add the moving parts such as Humpty or the Kings men outside on the street. Don't forget to post a video of your moving story book on the Topic channel on TEAMS.

Vocabulary

English: poem, describe, choose, draw, rhyme, rhyming couplets, suffix, poetry.

Maths: addition, subtraction, number bonds, number lines, counting

Topic (History): Beyond living memory, equipment, past, transport, discovery, exploration, living memory, present, timeline, North Pole.

Topic (DT): assemble, design criteria, mechanism, sliders, design, input, model, template.

Science: fish, birds, amphibians, mammals, reptiles and invertebrates, classify, classification, group, identify, characteristics, features.

carefully about what they eat, how do they survive in their habitat and their characteristics such as legs, wings, warm/cold blooded.

Topic - History

How has exploration changed?

Home activity: Research different explorers. How has exploration changed over the years? Have some things remained the same? Write about one similarity and one thing that has changed about exploration.

Topic - Design & Technology - Moving Picture

This week we are going to be evaluating your moving story book. Show your story book to a member of your family. Ask them what they like the most about it and why. When you are looking at your finished book consider the following questions:

- Was the book easy to make and why?
- Was the book hard to make and why?
- If you made the book again, would you do anything differently?
- Was cardboard easy to work with or would they have liked to use a different material?

Vocabulary

English: predict, opinion, guess, assess, cover, illustrations, title, like, dislike, beginning, middle, end.

Maths: addition, subtraction, number bonds, number lines, counting

Topic: moving parts, flap, slit, join, attach, design, label, equipment, materials, evaluate, improve, create, make, pull, push, up, down, open, close, reveal.

Science: warm blooded, cold blooded, live young, eggs, wings, legs, arms, claws, feathers, beak.

Science - Winter

Can you think of any signs of winter? Look for signs of winter on your garden or on a wintery walk with your family. Can you draw some of the signs of winter and label them? If you can, record some of the differences between winter and the other seasons.

Topic - History

How can we remember explorers?

Home activity: Create a coat of arms for a chosen explorer. Add four drawings on your coat of arms that represent the most significant parts of their story.

Vocabulary

English: adjective, opposite, describe, antonyms, thesaurus, calm, stormy, weather

Maths: related facts, counting back, finding the difference, subtraction

Science: Winter. cold, icy, temperature, climate, cold spell, icicle, snow, frost, frozen, sub-zero.

Outdoor Learning

Using the natural environment around you, can you describe what it might be like to going on an expedition? Use your five senses (smell, touch, taste, hear, see) to help you describe your trip?

5 SENSES



Go on a walk outside and see if you can find any feathers. Collect them and see if you can draw and identify them.



Look for signs of winter on your garden or on a wintery walk with your family. Can you draw some of the signs of winter and label them?



This week we are looking at beetles. Create a beetle diary and record what beetles you find in your garden or local park. You could count how many beetles you see in 20 minutes.



Make a bird seed ornament for your garden.
<https://www.countryfile.com/how-to/outdoor-skills/how-to-make-birdseed-ornaments>



Animal Detectives

Get wrapped up warm and go outside to look for animal signs using magnifying glasses. Some examples of signs of animals are:

- * footprints
- * animal poop
- * hair or feathers
- * wing prints
- * deer nests (flattened grass or snow where a deer has slept)
- * food stashes

When you have found some animal clues, try to figure out what the clues are trying to tell us about the animals and how they survive in the winter. Are they storing food for the winter? Maybe they are looking for shelter? Are they hiding from a predator? Sometimes we might not be able to see an animal, but we can still learn from the clues they leave for us.

