



KS1 2025-2026

Woodpeckers

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 tall with rickety legs.

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

Y2 -As above but also use expanded noun phrases in your sentences.

Learning with Parents: Maths

Y1: First, then, now problems

Y2: Multiplication using arrays

Maths (Y1/2) - Number: Addition and Subtraction (within 100)

Small steps:

Related facts

Add and subtract 1's

Add to the next 10

Add to a 10

Add across a 10

Home activity: Can you count out 20 pieces of pasta/counters/toys etc and put them into 2 groups. How many different ways can you change these in order to make your number bonds to 20? Can you write these number bonds down?

Problem solving - Complete the number sentences. $100 - 50 =$
 $100 - 60 =$ $100 - 70 =$ $100 - 80 =$ What do you notice?

Continue the pattern.

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/zqhbr82>

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

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.

Year 2 - As above but use 'because' and say why.

Learning with Parents: English

Y1: Titles

Y2: Expanded noun phrases

Maths (Y1/2)- Number: Addition and Subtraction (within 100)

Small steps:

Subtract to a 10

Subtract from a 10

Subtract across a 10

Add 10's

Subtract 10's

Home activity:

Using objects to support, complete some subtraction number sentences. Can you create your own number sentences and use the objects to answer them?

Problem solving - Work out the missing number. $45 -$
 $\underline{\quad} = 40 - 3$

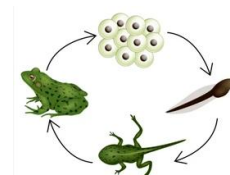
Science - Animals including Humans

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.



Topic -

History

Week 3

English

Poetry on a theme: Caribbean Poetry

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

· Display and read All the Ones They Call Lowly by David Campbell [All The Ones That They Call Lowly - YouTube](#)

Ask your child questions about the poem. How does the poet feel about the creatures he mentions? Is he scared of them? Does he want to help them and look after them?

Ask your child to select a mini beast that lives in the Caribbean.

Write descriptive sentences for the mini beast they chose, using adjectives and qualifying adverbs to give details about the it's appearance: eg Red-eyed frogs have very green skin. Their fingers are long and orange.

Year 2 - same as above but now use a preposition to provide information about something the frog can do. They can climb up tall leaves and hop into cool, deep ponds.

Learning with Parents: Maths

Y1: Writing number sentences

Y2: Division by grouping and sharing

Maths (Y1/2)- Number: Addition and Subtraction (within 100)

Small steps:

Add two 2-digit numbers (not across a 10)

Add two 2-digit numbers (across a 10)

Subtract two 2-digit numbers (not across a 10)

Subtract two 2-digit numbers (across a 10)

Mixed addition and subtraction

Home activity: Find the missing number in the number sentences below:

$12 - \underline{\quad} = 6$

$15 - \underline{\quad} = 5$

$20 - \underline{\quad} = 10$

$10 - \underline{\quad} = 5$

$14 - \underline{\quad} = 8$

Challenge: can you create some missing number sentences of your own. Remember that the first number has to be larger than the answer.

	Topic - History What is an explorer? Home activity: 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: describe, expanded noun phrase, fiction, jungle, adjectives Maths: addition, subtraction, number bonds, count, find, identify, make, all together, in total, equals, take away, subtract 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.	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: addition, subtraction, number bonds, count, find, identify, make, all together, in total, equals, take away, subtract 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.	Problem solving - There are 62 apples in a box. 33 of the apples are red. The rest of the apples are green. 12 green apples are added to the box. How many green apples are there in the box now? 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: Y1 - subtraction, difference between, related facts, addition, subtraction, symbols, missing numbers, problem solving, reasoning. Topic (History): Beyond living memory, equipment, past, transport, discovery, exploration, living memory, present, timeline.
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			Topic (DT): Adapt, design, design criteria, mechanism, input, model, sliders, template. Science: sort, classify, omnivore, herbivore, carnivore.
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<u>Week 4</u> English Poetry on a theme: Caribbean Poetry Ask your child to draw or paint the pet they would like to write a poem about. · As they paint or draw, ask them to tell you all about the animal they have chosen. · Next to their picture, they write brief notes to record a detail of both their pet's appearance and something it is good at. Now ask your child to turn the notes about the animal's appearance and personality into poetry lines. These poetry lines can rhyme but they don't have to. Year 2 - Same as above but use rhyming couplets ending in the suffix in 'climbing, jumping ect'. Learning with Parents: English Y1: Debating Y2: Presentation Maths (Y1/2)- Multiplication & Division <i>Small steps:</i> <i>Count in 2's, 5's and 10's</i> <i>Count in 3's</i> <i>Recognise equal groups</i> <i>Make equal groups</i> <i>Add equal groups</i> Home activity: Can you make two piles of coins and use the correct comparison symbol in the middle. (Less than <, more than > and equals =). Maybe you could take a photo of your comparisons? Problem solving - Alan has 30p. He says that all of his coins are the same. How many 10p coins could he have? How many 5p coins could he have? How many 1p coins could he have? 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	<u>Week 5</u> 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 do? What do you think see? What do you think the boy will do? 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. Year 2 - Same as above but also say whether you think you will like or dislike this book based on the front cover and why. Learning with Parents: Maths Y1: Describing position Y2: Multiplication and division bar models Maths (Y1/2)- Multiplication & Division <i>Small steps:</i> <i>Make arrays</i> <i>Multiplication sentences</i> <i>Commutativity</i> <i>Make equal groups - grouping</i> <i>Make equal groups - sharing</i> Home activity: Can you make an array using dried pasta/counters/chocolate buttons/sweets etc. <i>Challenge:</i> Can you write the multiplication number sentence to match? Problem solving - Kim and Mark are looking at this array. Kim says - 'the array shows 3X4' Mark says - 'the array shows 4X3' Who is correct? How do you know? 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	<u>Week 6</u> English The Boy Who Sailed the World by Julia Green Read/ listen to the story together with your child. New you will list a range of adjectives to describe the calm sea. Using your knowledge of opposites, write down antonyms to describe the stormy sea. Year 2 - Same as above but next use a thesaurus to improve your adjective choices. Learning with Parents: English Y1: Using adjectives Y2: Discussion Maths (Y1/2)- Multiplication & Division <i>Small steps:</i> <i>The 2 times table</i> <i>Divide by 2</i> <i>Doubling and halving</i> <i>Odd and even</i> Home activity: Can you get 24 sweets and share them equally between you and a friend? How many do you get each? Can you try and share them equally between 3 friends? How is this different? Problem solving - Milly is looking at odd and even numbers. She says - '50 is an odd number because 5 is an odd number.' Do you agree with Milly? Explain your answer. 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. <u>Vocabulary</u> English: adjective, opposite, describe, antonyms, thesaurus, calm, stormy, weather
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Topic - History Who was Matthew Henson and what did he do? <i>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.</i> 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. <u>Vocabulary</u> English: poem, describe, choose, draw, rhyme, rhyming couplets, suffix, poetry. Maths: multiplication, division, multiply, divide, groups, equal, grouping, adding, addition. 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? <i>Home activity:</i> 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? <u>Vocabulary</u> English: predict, opinion, guess, assess, cover, illustrations, title, like, dislike, beginning, middle, end. Maths: multiplication, division, multiply, divide, groups, equal, grouping, adding, addition. 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.	Maths: multiplication, division, multiply, divide, 2 times table, odd and even, doubles, halves. Science: Winter, cold, icy, temperature, climate, cold spell, icicle, snow, frost, frozen, sub-zero.
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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?



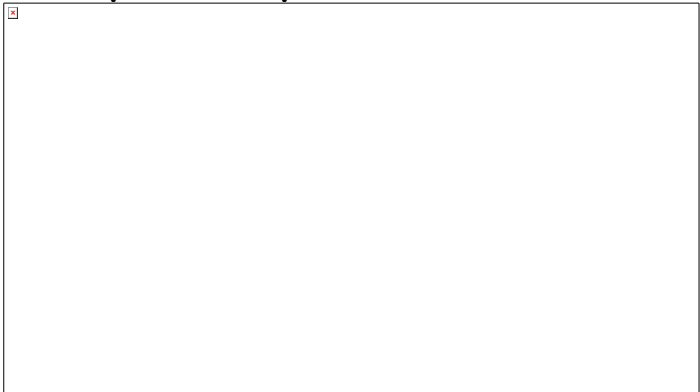
Go on a walk outside and see if you can find any feathers. Collect them and see if you can draw and identify them.



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.

