


Medium Term Planning

CYCLE A



Year 1

School Drivers

- Mental Health and Resilience
- Communication Skills
- The Wider World

	<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;"><i>THEME-Food Glorious Food</i></p>					
Educational visits/visitors	<ul style="list-style-type: none"> • Allotment visit • Life Bus 					
Science	<p><u>Year 1</u> <u>Focus-The human body and their senses</u> <u>Year 1</u> Animals including humans.</p> <ul style="list-style-type: none"> • Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Investigation-Smelly Pots and Crisps investigations Reading link-</p>					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	Children will draw an outline of the human body. NK I know what a human body looks like.	Children will name and label their drawing of the human body. NK I can name and label basic parts of the human body.	Children will learn about the five senses NK I can name the five senses: touch, taste, sight, smell, hearing.	Children will go on a Five senses field walk NK I know which part of my body is used for each sense.	Smelly pot investigation NK I can use my nose to investigate and identify different smells	Crisps taste investigation NK I can use my tongue to investigate and identify different tastes.

History	Year 1 <u>Focus-Florence Nightingale</u> <ul style="list-style-type: none"> To understand the lives of significant individuals in the past who have contributed to national and international achievements. (Florence Nightingale) To compare aspects of life in different periods of time. Reading links-Reading about Florence Nightingale				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Why Florence Nightingale is famous. NK Florence Nightingale was born in Italy on 12th May 1820.	To learn about significant events in Florence Nightingales life. NK Florence Nightingale is known as the lady of the lamp because she carried a lamp when she checked on her patients.	Learning about events in Florence Nightingales life. NK Queen Victoria awarded Florence Nightingale the Royal Red Cross.	Florence Nightingales life was different to ours. NK Florence Nightingale was raised in a wealthy family and home schooled.	How Florence Nightingales achievements help hospitals today. NK Florence Nightingale was the founder of modern medicine.
Art and Design	Year 1 <u>Focus-Portrait drawing with pencils (Frida Kahlo)</u> <ul style="list-style-type: none"> To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using line, shape, form and space. To learn about the work of a range of artists, making links to their own work. Reading links-Reading information about Frida Kahlo				
	Food technology-Pumpkin Soup making <u>Cooking and nutrition</u> <ul style="list-style-type: none"> To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. 				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Skills Pencil skills (using pencil to create different line thicknesses, different patterns and textures.)	Skills Pencil skills (using pencil crayons to create tone-pressing harder on the pencil to create a darker tone/	Skills Pencil skills (using pencil skills learnt in previous weeks to sketch realistic facial features).	The artist- Frida Kahlo Outcome Learn about Frida Kahlo e.g. what is she famous for, significant information about her life e.g.	Outcome Create a self-portrait using some of the techniques taught using pencil and colouring pencils.

	<p><i>Floor book- groups to record evidence of the different pencil skills.</i></p> <p><i>Table activity- sketch books practice pencil skills.</i></p>	<p>pressing lighter on the pencil to create a lighter tone)</p> <p><i>Floor book- groups to record evidence of how to create tone.</i></p> <p><i>Table activity- sketch books practice creating tone using coloured pencils.</i></p>	<p><i>Floor book- groups to record evidence of realistic facial features.</i></p> <p><i>Table activity- sketch books practice drawing realistic facial features</i></p>	<p>DOB, DOD, nationality, illness, near death experience etc</p> <p><i>Floor book- groups to record facts/ information they have learnt about Frida Kahlo</i></p> <p><i>Table activity- Create a self-portrait using some of the techniques taught using pencil and colouring pencils.</i></p>	<p><i>Floor book- photocopies of a range of portraits created by the children.</i></p> <p><i>Table activity- Create a self-portrait using some of the techniques taught using pencil and colouring pencils.</i></p>
	 				
Computing	<p>Year</p> <p><u>Focus- Computer skills/Paint programme</u></p> <ul style="list-style-type: none"> • Uses technology purposefully to create, organise, store, manipulate and retrieve digital content. • 				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><i>Floor book:</i> take photos of children logging onto the IPADS</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><i>Floor book:</i> Take photos of children exploring the app.</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><i>Floor book:</i> take photos of children using the mirrors to create a self-portrait whilst using the IPADS</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><i>Floor book:</i> Take photos and stick in examples of children's finished work.</p>	<p>A piece of work produced using Sketchbook..</p>
PE Teachers	<p>Year 1</p> <p><u>Focus- Dance</u></p> <ul style="list-style-type: none"> • To perform dances using simple movement patterns 				
	Lesson 1-5 (2 Forest Schools)				

	<p>Follow lesson planning for</p> <p><u>End of unit outcome</u></p> <ul style="list-style-type: none"> To use the theme (Food glorious food) to create a sequence of movements that they can remember and repeat, linking at least 3 moves together.
<p>PE Express Coaching (See separate Express Coaching PE Planning)</p>	<p><u>Year 1</u></p> <p><u>Focus- Multi Skills</u></p> <ul style="list-style-type: none"> To master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
	<p>Lesson 1-6</p> <p>Weekly lessons on See Express Coaching Planning</p> <p><u>End of unit outcomes</u></p> <ul style="list-style-type: none"> To be able to move around safely and under control. To be able to prepare hands to catch a ball and do so successfully some of the time. To be able to increase distance of throw by using overarm. To be able to keep score and follow the rules of the game.
<p>RE (see English Medium term Planning)</p>	<p><u>Year 1</u></p> <p><u>Focus:- 1.2</u></p> <p><u>Myself and Caring for Others</u></p> <ul style="list-style-type: none"> A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; C2. Find out about and respond with ideas to examples of co-operation between people who are different; <p><u>Outcomes</u></p> <ul style="list-style-type: none"> . An understanding of 'who I am' and 'caring for others'.
<p>Music (See separate Charanga Planning)</p>	<p><u>Year 1</u></p> <p><u>Focus- Hey You!</u></p> <ul style="list-style-type: none"> To listen and appraise HipHop music. To sing, play instruments, improvise and compose. To perform a song
	<p>Lessons 1-5</p> <p>Weekly lessons using CHARANGA planning.</p> <p><u>End of unit outcomes</u></p> <p>Performance of Hey You!</p>
<p>RHE through</p>	<p><u>Year 1</u></p> <p><u>Focus- Being me in my world</u></p> <p>Use JIGSAW Scheme to plan from.</p>

JIGSAW (See separate JIGSAW Planning)	Lessons 1-5
	Weekly lessons using JIGSAW planning <u>End of unit outcome</u> Record lessons using floor books (Lesson 3)
BRITISH VALUES	<u>Focus- Democracy</u> <ul style="list-style-type: none"> • Voting from school council members, Eco Warriors, Playground Pals • Voting for stories at the end of the day • Questions on a wedge outside classroom (lolly sticks) Record lessons using floor book
SMSC FESTIVAL S Cultural Capital	<ul style="list-style-type: none"> • Mental Health Awareness Day • British Food Fortnight • Harvest Festival