


Medium Term Planning

CYCLE A

Year 1

School Drivers

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

SPRING 2					
		THEME-Myths and Legends			
Educational visits/visitors		<ul style="list-style-type: none"> • Trip to Sherwood Forest • Science week • Visit from Sublime Science • Comic Relief 			
Science		<u>Year 1</u> <u>Focus-Plants</u> <ul style="list-style-type: none"> • To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • To identify and describe the basic structure of a variety of common flowering plants including trees Reading link- Reading labels for different trees and plants Maths links-measuring and recording results			
		Lesson 1	Lesson 2	Lesson 3	Lesson 4
		Introduction to plants – Draw and label the different parts of a daffodil. Dissect a daffodil in pairs.	Planting a sunflower seed investigation. Prediction – How can we grow our own sunflower?	Sublime Science Workshop	Carnation prediction and investigation as part of Science Week (2 lessons)
		QUICK QUIZ			
					Lesson 5
					Planting a sunflower seed investigation. How did our sunflower grow?

	Plants have roots, a stem, leaves and petals	A sunflower seed needs water, soil and sunlight to grow.		The stem moves water around the plant.	Seeds grow into plants if they have all the things they need.
History	Year 1 <u>Focus-Robin Hood</u> <ul style="list-style-type: none"> To learn about significant historical events, people and places in their locality. Reading links-Reading information about Sherwood Forest and Robin Hood				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Robin Hood is a Legend who lived in Sherwood Forest, Nottingham.	Robin Hood was an outlaw.	Trip to Sherwood Forest	He stole from the rich and gave to the Poor.	Robin Hood had a band of Merry Men.
Design Technology	Year 1 <u>Focus-Robin Hood Sash</u> Design <ul style="list-style-type: none"> To design products purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology. Make <ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, and finishing) To select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. Evaluate <ul style="list-style-type: none"> To evaluate their ideas and products against design criteria. 				
	Food technology-Honey Cakes <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. Reading link-Reading instructions for making cakes				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	To learn what a sash is, practice making holes in fabric and threading.	To design and label a sash.	To make, join and decorate their own sash.	To evaluate their sash against a success criteria.	

Computing	Year 1 <u>Focus-Moving a robot- Teach Computing Programming A</u> <ul style="list-style-type: none"> To create sequences and programmes. To use logical reasoning to find solutions to problems. 			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Investigating Bee-Bots and explaining what the different commands will do.	Combining four direction commands to make sequences using Bee-Bots	Planning a simple program and testing using Bee-Bots	Finding more than one solution to a problem by planning two programs.
PE Teachers- Dance- Knights, Castles and Dragons (See separate PE Planning)	Year 1 <u>Focus-Let's Move! Knights, Castles and Dragons Dancing</u> <ul style="list-style-type: none"> To perform dances using simple movement patterns. 			
	Lesson 1-6 (3 Forest Schools)			
	Follow lesson planning for Knights, Castles and Dragons Dancing <u>End of unit outcome</u> <ul style="list-style-type: none"> To perform a sequence of steps in time to music To perform for others 			
PE Express Coaching- Athletics (See separate Express Coaching PE Planning)	Year 1 <u>Focus-Athletics</u> <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. 			
	Lesson 1-6			
	Weekly lessons on See Express Coaching Planning <u>End of unit outcomes</u> <ul style="list-style-type: none"> To be able to run, jog and sprint with control and the ability to stop safely. To be able to aim to roll and throw underarm in the direction intended. 			
RE	Year 1 <u>Focus-Increasing pupils' understanding of Easter -Celebration and festivals (cont.)</u> A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.			
	<u>Outcomes</u> <ul style="list-style-type: none"> Floor book activities Children to retell the Easter story by drawing pictures and labels and a few sentences. 			

<p>Music (See separate Charanga Planning)</p>	<p><u>Year 1</u> <u>Focus-Round and Round</u></p> <ul style="list-style-type: none"> • To listen and appraise Bossa Nova and various other styles of music. • To learn and/or build on knowledge and understanding about the interrelated dimensions of music. • To learn to sing the song. • To play instruments with the song • To improvise with the song (voices and instruments) • To perform and share. <p>Lessons 1-6</p> <p>Weekly lessons using CHARANGA planning.</p> <p><u>End of unit outcome</u></p> <ul style="list-style-type: none"> • Performance of 'Round and round'. <p>Sung, with untuned instruments.</p>
<p>RHE through JIGSAW (See separate JIGSAW Planning)</p>	<p><u>Year 1</u> <u>Focus- HEALTHY ME</u></p> <p>Use JIGSAW Scheme to plan from.</p> <p>Lessons 1-6</p> <p>Weekly lessons using JIGSAW planning</p> <p><u>End of unit outcome</u></p> <p>Record lessons in Floorbooks</p>
<p>BRITISH VALUES</p>	<p><u>Focus- MUTUAL TOLERANCE</u></p> <ul style="list-style-type: none"> • Tolerance of people who have different faiths/religions. • Tolerance of people from different cultures.
<p>SMSC FESTIVALS</p> <p>Cultural Capital</p>	<ul style="list-style-type: none"> • Mother's Day • St Patrick's day • St David's day • World Book Day • Holi • National Pet Month • Easter • World Autism Awareness Day • Earth Day • St George's day

