

Medium Term Planning

CYCLE B

Year 1

School Drivers

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

Summer 1						
<i>THEME-Where The Wild Things Are</i>						
Educational visits/visitors	<ul style="list-style-type: none"> • Trip to Yorkshire Wildlife Park • Library visits • Allotment visits 					
Science	<u>Year 1</u> <u>Focus-Living things and their habitats</u> <ul style="list-style-type: none"> • To identify and name a variety of common animals that are carnivores, herbivores and omnivores. Investigation-Ant farm Reading link-Reading information about different animals and their habitats.					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	End of unit Quick Quiz-Spring 2 Living/Dead Sort	Introduce Habitats Investigate the school wildlife area	YWP Trip Set up ant farm	Design a habitat (Make in Forest School Session)	Sorting animals into their different habitats	Carnivore/Herbivore/Omnivore Sort
Geography	<u>Year 1</u> <u>Focus-Amazon Rainforest compare to Clipstone Woods</u> <ul style="list-style-type: none"> • To name and locate the world's seven continents and five oceans. 					

	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country (South America/Brazil) <p>Reading links-Reading information about The Amazon rainforest to include in their labels.</p>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>History End of unit Quick Quiz-Spring 2</p> <p>There are 7 continents and 5 oceans in the world.</p>	<p>Physical features are on the earth naturally. Human features are made or built by humans.</p> <p>WALK TO WOODS</p>	<p>The Amazon Rainforest is located in Brazil. This is in the continent of South America</p>	<p>There are 4 layers of The Amazon Rainforest. They are Forest Floor, Understory, canopy and Emergent.</p>	<p>The Amazon Rainforest is known as "The Lungs of the Earth".</p>
Art and Design	<p><u>Year 1</u></p> <p><u>Focus-Collage Tiger Picture (Henri Rousseau)</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space. To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines and making links to their own work. <p>Reading links-Reading information about Henri Rousseau.</p> <p>Maths links-Pattern</p> <p>Food technology-Tiger Muffin Pizzas (Skill focus-chopping, cutting, grating and presentation)</p> <p><u>Cooking and nutrition</u></p> <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
	<p>Introduce the picture. Learn about Henri Rousseau</p> <p>Whole class Mind Map</p>	<p>Watch National Gallery video about collage.</p> <p>Investigate techniques</p>	<p>Make own background using collage</p>	<p>Paint own Rainforest animal to go on the Rainforest background.</p>	
Computing	<p><u>Year 1</u></p> <p><u>Focus- Word Processing (using Google Docs)</u></p> <ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. 				

	Lesson 1	Lesson 2	Lesson 3	
	Using and exploring the chrome book-access google docs	Type in name on google docs, change font and size and save	Open document, edit, print and save in a folder	
PE Teachers- Dance- Where the wild things are (See separate PE Planning)	<u>Year 1</u> <u>Focus- Dance-Where the wild things are.</u> <ul style="list-style-type: none"> To perform dances using simple movement patterns. 			
	Lesson 1-5 (2 Forest Schools)			
	Follow lesson planning for <u>End of unit outcome</u> <ul style="list-style-type: none"> To use the theme (Where the Wild things are) to create a sequence of movements that they can remember and repeat, linking at least 3 moves together. 			
PE Express Coaching- striking and Fielding (See separate Express Coaching PE Planning)	<u>Year 1</u> <u>Focus- Games-Invasion Games</u> <ul style="list-style-type: none"> To participate in team games, developing simple tactics for attacking and defending. 			
	Lesson 1-5			
	Weekly lessons on See Express Coaching Planning <u>End of unit outcomes</u> <ul style="list-style-type: none"> To be able to play an invasion game where the teams attack and defend their goals. 			
RE (see English Medium term Planning)	<u>Year 1</u> <u>Focus-Beliefs and teaching-stories of Jesus</u>			
	<u>Year 1</u> A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. <u>Outcomes</u> <ul style="list-style-type: none"> Children to act out and record one of the stories. 			

Music (See separate Charanga Planning)	<p><u>Year 1</u> <u>Focus-Your Imagination</u></p> <ul style="list-style-type: none"> • To listen and appraise music about using your imagination • 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 compose with the song • To perform and share. <p>Lessons 1-5</p> <p>Weekly lessons using CHARANGA planning</p> <p><u>End of unit outcomes</u> Performance of ‘Your Imagination’</p> <p>Sung, with untuned instruments and movement to music</p>
RHE through JIGSAW (See separate JIGSAW Planning)	<p><u>Year 1</u> <u>Focus- RELATIONSHIPS</u> Use JIGSAW Scheme to plan from.</p> <p>Lessons 1-5</p> <p>Weekly lessons using JIGSAW planning</p> <p><u>End of unit outcome</u> Record lesson 5</p>
BRITISH VALUES	<p><u>Focus- Individual Liberty</u></p> <ul style="list-style-type: none"> • See lessons from Twinkl-Having rights
SMSC FESTIVAL S Cultural Capital	<ul style="list-style-type: none"> • May Day • Ramadan • Walk to school week

