


Medium Term Planning

CYCLE A


Year 1

School Drivers

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

	Autumn 1					
	<i>THEME-Food Glorious Food</i>					
Educational visits/ visitors	<ul style="list-style-type: none"> • Life Tent-30.9.25 and 2.10.25 					
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. NN- The human body is made up of different body parts that have different purposes.	Children will name and label their drawing of the human body.	Children will learn about the five senses NN- The 5 senses are touch, taste, sight, smell and hearing.	Children will identify what they use each sense for, drawing and labelling examples. NN-Different body parts are linked to each sense.	Smelly pot investigation NN- An investigation is finding out what happens.	Crisps taste investigation

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	
	Florence Nightingale was alive over 200 years ago.	Florence Nightingale is known as the lady of the lamp because she carried a lamp when she checked on her patients.	Florence Nightingale was the founder of modern medicine.	Florence Nightingale was awarded the Red Cross for her work.	
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.) <i>Floor book- groups to record evidence of the different pencil skills.</i> <i>Table activity- sketch books practice pencil skills.</i>	Skills Pencil skills (using pencil crayons to create tone-pressing harder on the pencil to create a darker tone/ pressing lighter on the pencil to create a lighter tone) <i>Floor book- groups to record evidence of how to create tone.</i>	Skills Pencil skills (using pencil skills learnt in previous weeks to sketch realistic facial features). <i>Floor book- groups to record evidence of realistic facial features.</i> <i>Table activity- sketch books practice drawing realistic facial features</i>	The artist- Frida Kahlo Outcome Learn about Frida Kahlo e.g. what is she famous for, significant information about her life e.g. DOB, DOD, nationality, illness, near death experience etc <i>Floor book- groups to record facts/ information they have learnt about Frida Kahlo</i>	Outcome Create a self-portrait using some of the techniques taught using pencil and colouring pencils. <i>Floor book- photocopies of a range of portraits created by the children.</i> <i>Table activity- Create a self-portrait using some of the techniques taught using pencil and colouring pencils.</i>

		<p><i>Table activity- sketch books practice creating tone using coloured pencils.</i></p>		<p><i>Table activity- Create a self-portrait using some of the techniques taught using pencil and colouring pencils.</i></p>	
<p>Computing</p>	<p>Year 1 <u>Focus- Grouping Data</u></p> <ul style="list-style-type: none"> • Uses technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use technology safely and respectfully, keeping personal information private; identify where to go for support when they have concerns about content or contact on the internet or other online technologies. 				
	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>. Lesson 4</p>	
	<p>To use technology safely. To understand the SMART rules.</p>	<p>To count objects with the same properties.</p>	<p>To compare groups of objects.</p>	<p>To answer questions about groups of objects.</p>	
<p>PE Teachers</p>	<p>Year 1 <u>Focus- Bikeability</u></p>				
	<p>Lesson 1-5 (2 Forest Schools) Follow lesson planning for Bikeability</p>				
<p>PE</p>	<p>Year 1 <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. 				

Express Coaching (See separate Express Coaching PE Planning)	Lesson 1-6			
	Weekly lessons on See Express Coaching Planning End of unit outcomes <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. 			
RE	Year 1 Focus:- 1.2 Myself and Caring for Others <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. 			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To learn about caring for other people	To know that stories from the bible tell us about caring (The Lost Sheep)	To know that stories from the bible tell us about caring (The Good Samaritan)	
Music (See separate Charanga Planning)	Year 1 Focus- Hey You! <ul style="list-style-type: none"> To listen and appraise HipHop music. To sing, play instruments, improvise and compose. To perform a song 			
	Lessons 1-5			
	Weekly lessons using CHARANGA planning. End of unit outcomes Performance of Hey You!			
RHE through JIGSAW	Year 1 Focus- Being me in my world			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To feel safe and special in our class (Jigsaw Charter)	To feel safe and special in our class (Calm Me)	To know the rights and responsibilities as a member of our class	To know the rights and responsibilities as a member of our class

BRITISH VALUES	<p><u>Focus- Democracy</u></p> <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)
SMSC FESTIVALS Cultural Capital	<ul style="list-style-type: none">• Mental Health Awareness Day• British Food Fortnight• Harvest Festival-7.10.25