

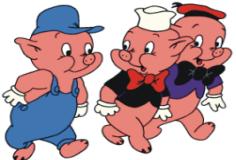
## Medium Term Planning

### CYCLE A

### Year 1

#### School Drivers

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

AUTUMN 2									
 <p style="text-align: center;"><b><i>THEME-Once upon a time.....</i></b></p>									
<b>Educational visits/visitors</b> <ul style="list-style-type: none"> <li>• Anti Bullying drama session</li> <li>• Visit from Princess Parties-Christmas week</li> </ul>									
<b>Year 1</b> <b><u>Focus-Everyday Materials</u></b> <ul style="list-style-type: none"> <li>• To distinguish between an object and the material from which it is made.</li> <li>• To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>• To describe the simple physical properties of a variety of everyday materials.</li> <li>• To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Reading link- Labels for sorting, descriptions for properties</b>  <b>Maths link-Comparisons and sorting of different materials</b></p>									
Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5	
Introduction to materials and children to distinguish between object it is made from. Intro to Materials song		Describing properties of materials. <b>NK- Materials have properties that describe</b>		Sorting materials using sorting circles <b>NK- Materials have properties that describe</b>		Introduce the investigation- Designed a roof for the 3 little pigs. <b>NK-Different materials have different properties.</b>		Complete investigation <b>NK-Waterproof means that water cannot go through it.</b>	

	NK-Wood, Plastic, glass, rock, metal and water are all materials. Objects are things that we can touch and see and are made from different materials.	what they look and feel like.	what they look and feel like.		
<b>Geography</b>	<u>Year 1</u> <b><u>Focus-Our Local area</u></b> Human and physical geography <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to: *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	<b>Skill Focus-To be able to observe key features of a place and make comparisons.</b>				
	Learn about our local area of Clipstone.  Look at different types of maps.  <b>NK-Clipstone is located in Nottinghamshire.</b>	Learn about the key features that make a village, town and city.  <b>NK-Clipstone is a village.</b>	Learn how to draw a route from our school to a significant place in the village e.g shops, library, allotment, Newlands School  <b>NK-A route is the path you travel along with a starting point and an end point.</b>	<b>Fieldwork Question</b>  Which is the most popular form of transport to drive past school?  <b>NK-Fieldwork is when we investigate our surroundings.</b>	
<b>Design Technology</b>	<u>Year 1</u> <b><u>Focus-Design and make a car to escape the big bad wolf.</u></b>				
	<u>Design</u> <ul style="list-style-type: none"> <li>To design products purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</li> </ul> <u>Make</u> <ul style="list-style-type: none"> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</li> <li>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>				

	<u>Evaluate</u> <ul style="list-style-type: none"> <li>To evaluate their ideas and products against design criteria.</li> </ul> <p><b>Food technology-Reindeer Biscuits (skill focus-weighing and mixing)</b></p> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>To use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>To understand where food comes from.</li> </ul> <p><b>Maths links-Measuring when making houses.</b></p> <p><b>Reading link-Read the recipe when baking</b></p>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Teach the skills of wheels and axles	Design a car to escape the big bad wolf. using specific criteria.	Make a car using the specific skills taught.	Evaluate the car based on the design criteria.
<b>Computing</b>	<p><b>Year 1</b></p> <p><b><u>Focus- Preparing for Programming</u></b></p> <ul style="list-style-type: none"> <li>To understand what algorithms are.</li> <li>To follow and create a simple algorithm.</li> </ul>			
	Lesson 1	Lesson 2	Lesson 3	. Lesson 4
	Understand what algorithms are.	Follow a simple algorithm.	Create a simple algorithm.	Create a simple algorithm.
<b>PE Teachers-Games</b> (See separate PE Planning)	<p><b>Year 1</b></p> <p><b><u>Focus-Balance Bikes</u></b></p> <p>To participate in team games, developing simple tactics for attacking and defending.</p>			
	Lessons 1-6			
	<p>Alternate week lessons on parachute games, concentrating on developing team game skills and techniques.</p> <p><b>See Balance Bikes Weekly Planning</b></p> <p>Alternate weekly FOREST SCHOOL SESSIONS</p> <p><b>See Forest School sessions planning</b></p>			

<b>PE</b> <b>Express Coaching-Dodgeball</b> (See separate Express Coaching PE Planning)	<b>Year 1</b> <b><u>Focus-Games (Dodgeball)</u></b> To participate in team games, developing simple tactics for attacking and defending. <b>End of unit outcomes</b> To be able to understand the basic skills of dodgeball (throw, catch, dodge, block). To be able to use skills associated with simple games (co-ordinating throwing and catching)			
	Lesson 1-5		Lesson 6	
	Weekly lessons on dodgeball, concentrating on developing specific skills and techniques. <b>See Express Coaching Planning and Dodgeball weekly planning</b>		Glow in the Dark Dodgeball	
<b>RE</b>	<b>Year 1</b> <b><u>Focus-1.1 Celebrations and Festivals (CHRISTMAS)</u></b>  <b>A1.</b> 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. <b>B2.</b> Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To be able to name the festival of Christmas and explain it's significance.	To be able to retell the Christmas story.	To be able to retell the Christmas story.	To be able to discuss their own experiences of Christmas.
<b>Music</b> (See separate Charanga Planning)	<b>Year 1</b> <b><u>Focus-Charanga Music- Rhythm in the way we walk and Banana Rap</u></b> <ul style="list-style-type: none"> <li>To listen with concentration to music</li> <li>To experiment with the inter-related dimensions of music</li> <li>To use their voices to sing songs</li> </ul>			
	<b>End of unit outcome</b> Performance of 'Rhythm in the way we walk' or 'The Banana Rap'			
<b>RHE through JIGSAW</b> (See separate JIGSAW Planning)	<b>Year 1</b> <b><u>Focus-Celebrating Difference and Anti-Bullying</u></b>			

		<b>WK2</b> (Lesson 1)	Lesson 2	Lesson 3
		Anti-Bullying lessons	Learning about ways we are the same as friends	Learning about ways we are different from our friends
<b>BRITISH VALUES</b>	<u><b>FOCUS-RESPECT</b></u> <ul style="list-style-type: none"> <li>• Having respect for children and adults at school</li> <li>• Having manners.</li> <li>• Saying please and thank-you</li> </ul>			
<b>SMSC FESTIVALS</b>  <b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Bonfire Night</li> <li>• Remembrance Day</li> <li>• St Andrews Day</li> <li>• Christmas</li> </ul>			