


Medium Term Planning

CYCLE A

Year 1

School Drivers

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

	Spring 1											
	<i>THEME-Our Wonderful World</i>											
Educational visits/visitors	<ul style="list-style-type: none"> • Great Fire of London Drama • Chinese New Year Dancing • Internet Safety Workshops • Visit to the Church 											
Science	<p><u>Year 1</u> <u>Focus-Everyday Materials (Recycling)</u></p> <ul style="list-style-type: none"> • To distinguish between an object and the material from which it is made. • To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. • To describe the simple physical properties of a variety of everyday materials. • To compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Reading link- Reading labels for different materials (Reading Rex) Maths links-measuring and recording results, sorting and comparing results using the language of more and fewer. (Tiny the turtle)</p> <table border="1" data-bbox="353 1289 2107 1477"> <thead> <tr> <th data-bbox="353 1289 792 1366">Lesson 1</th> <th data-bbox="792 1289 1232 1366">Lesson 2</th> <th data-bbox="1232 1289 1671 1366">Lesson 3</th> <th data-bbox="1671 1289 2107 1366">Lesson 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 1366 792 1477">Some materials can be recycled.</td> <td data-bbox="792 1366 1232 1477">Some materials can be recycled</td> <td data-bbox="1232 1366 1671 1477">Some materials are harmful for the environment.</td> <td data-bbox="1671 1366 2107 1477">Some materials are harmful for the environment.</td> </tr> </tbody> </table>				Lesson 1	Lesson 2	Lesson 3	Lesson 4	Some materials can be recycled.	Some materials can be recycled	Some materials are harmful for the environment.	Some materials are harmful for the environment.
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History	<p>Year 1 Pupils should be taught about:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London) <p>Reading Links-Reading facts about the Fire Maths link-Timeline, sequencing</p>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	<p>Skill focus-To be able to compare and contrast. To be able to listen to stories about events in the past.</p>			
	The Great Fire of London started in a bakery in 1666.	The Fire spread very quickly because the houses were made from wood and straw	When London was rebuilt, the houses were built out of brick.	Samuel Pepys wrote a diary about the Great Fire of London.
Art and Design	<p>Year 1 <u>Focus-Painting (The Great Fire of London)</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, 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>Food technology-Cheese Scones <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. <p>Reading link- Reading facts about the artist Vincent Van Gogh Maths links-Pattern Science links-Materials</p>			
	Lesson 1	Lesson 2	Lesson 3/4	Lesson 5

	Learn the primary/secondary colours. Create a colour wheel.	Learn about Vincent Vang Gogh, look at his work and practice painting in his style.	Paint the Great Fire of London landscape in the style of Vincent Van Gogh. End of session-WAGOLL and discussion	Evaluate their work against other's using success criteria
Computing	Year 1 <u>Focus- Year 1 Programming</u> <ul style="list-style-type: none"> To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To understand what an algorithm is. To program a Beebot.	To understand what an algorithm is. To program a Beebot.	To program a Beebot to move to a specific place.	To record a simple algorithm.
PE Teachers-Games (See separate PE Planning)	Year 1 <u>Focus: -Games-Unihoc</u> <ul style="list-style-type: none"> To participate in team games, developing simple tactics for attacking and defending. 			
	Lesson 1-5 (2 Forest Schools)			
	Follow lesson planning for Unihoc End of unit outcome To be hold and grip the stick correctly and move the puck under control. To be able to pass the puck by pushing it in practice.			
PE Express Coaching-Gymnastics (See separate Express Coaching PE Planning)	Year 1 <u>Focus- Gymnastics</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 1-5			
	Weekly lessons on See Express Coaching Planning End of unit outcomes To be able to travel, balance, roll and jump on the floor and apparatus safely and confidently			

RE	Year 1 Focus1.4-Symbols <ul style="list-style-type: none"> To understand the day to day lives and practices of various religions. 					
	Lesson 1		Lesson 2		Lesson 3	
	We are learning that churches are special places to Christians.		We are learning what you might find inside a church.		We are learning about Christian symbols.	
Music (See separate Charanga Planning)	Year 1 Focus- In the Groove <ul style="list-style-type: none"> To listen and respond to an action song about the interrelated dimensions of music / a rap focussing on pitch. To build on knowledge of the interrelated dimensions of music To perform the songs 					
	Lessons 1-5					
	Weekly lessons using CHARANGA planning.					
	End of unit outcome Record of In the Groove Song					
RHE through JIGSAW (See separate JIGSAW Planning)	Year 1 Focus- Dreams and Goals <ul style="list-style-type: none"> Use JIGSAW Scheme to plan from. 					
	Lesson 1		Lesson 2		Lesson 3	Lesson 4
	We are learning about things we are good at.		We are learning how to set a goal and how to achieve it.		We are learning how to work well with a partner.	
BRITISH VALUES	<u>FOCUS-RULE OF LAW</u> <ul style="list-style-type: none"> Display up in classroom. Watch PowerPoint Include photographs of children following the school rules on the display 					
SMSC FESTIVALS Cultural Capital	<ul style="list-style-type: none"> New Year celebration Chinese New Year RSPB Big School's Bird Watch (January) NSPCC Number Day Children's Mental Health Week Safer Internet Day 					

- Valentine's day