


## Medium Term Planning

### CYCLE A

### Year 1

#### School Drivers

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

Summer 1				
 <h2 style="text-align: center;"><i><b>THEME-Where The Wild Things Are</b></i></h2>				
<b>Educational visits/visitors</b>	<ul style="list-style-type: none"> <li>• Minibeast activity</li> <li>• Grandad Wheels</li> <li>• Forest School</li> </ul>			
<b>Science</b>	<p><b><u>Year 1</u></b>  <b>L1- Pupils should be taught to identify and name a variety of common wild and garden plants, including evergreen and deciduous trees.</b>  <b><u>Focus-Seasonal Changes</u></b>  <b>Pupils should be taught to;</b>  <b>-observe changes across the 4 seasons.</b>  <b>- observe and describe weather associated with the seasons and how day length varies.</b></p>			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Finish plant topic- identifying and naming evergreen and deciduous trees/ common wild/ garden plants <b>NN- An evergreen tree keeps its leaves all year round and a</b>	Look closely at the 4 seasons and how they vary. Seasonal artifact sort along with sorting weather photo cards. <b>NN- In a year there are 12 months and 4 seasons.</b>	Oracy lesson- how day length varies across the seasons. <b>NN- Weather and day length changes across the year because of the seasons.</b>	Set up rain gauges (1 for the 10 children in Parrots, 1 for the 10 children in Orangutans. 1 per table group in Lemurs). Track rain fall everyday for the last week in Summer 1 and compare to

	<p><b>deciduous tree loses its leaves each year.</b></p>			<p>the rainfall in the last week of Summer 2. Compare rainfall in Spring and Summer. Stand alone Science lesson in Summer 2 tracking rainfall.</p> <p><b>NN- Weather and day length changes across the year because of the seasons.</b></p>
<p><b>Geography</b></p>	<p><b><u>Year 1</u></b></p> <p><b><u>Focus-Map skills.</u></b></p> <ul style="list-style-type: none"> <li>To devise simple maps and use and construct basic symbols in a key.</li> </ul>			
	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>
	<p><b>England, Wales, Scotland and Northern Ireland make up the UK.</b></p>	<p><b>A key tells us what the symbols mean on a map.</b></p>	<p><b>A key tells us what the symbols mean on a map.</b></p>	<p><b>A compass shows us the directions NORTH, SOUTH, EAST and WEST.</b></p>
<p><b>Art and Design</b></p>	<p><b><u>Year 1</u></b></p> <p><b><u>Focus-Design and make a car for The Bug Girl</u></b></p> <p><u>Design</u></p> <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> <p><u>Make</u></p> <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> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>To evaluate their ideas and products against design criteria.</li> </ul>			
	<p><b>Food technology-Ladybird Muffin Pizzas (Skill focus-chopping, cutting, grating and presentation)</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>Baking Session</b></p> <p>Ladybird Muffin Pizzas</p>			

	Skill focus-Chopping, grating and presentation			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Teach the skills of wheels and axles	Design a car for The Bug Girl using specific criteria.	Make a car using the specific skills taught.	Evaluate the car based on the design criteria.
<b>Computing</b>	<u>Year 1</u> Focus Digital Music (Making Music) <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store and retrieve digital content.</li> </ul>			
	Lesson 1	Lesson 2	Lesson 3	
	<b>Identify that there are patterns in music.</b> <b>To experiment with sounds using a computer.</b> <ul style="list-style-type: none"> <li>I can create a rhythm pattern</li> <li>I can explain that music is created and played by humans</li> <li>I can use a computer to experiment with pitch</li> </ul>	<b>To use a computer to create a musical pattern.</b> <ul style="list-style-type: none"> <li>I can identify that music is a sequence of notes</li> <li>I can explain how my music can be played in different ways</li> <li>I can refine my musical pattern on a computer</li> </ul>	<b>To create music for a purpose.</b> <ul style="list-style-type: none"> <li>I can create a rhythm which represents an animal.</li> <li>I can create my animal's rhythm on a computer.</li> <li>I can add a sequence of notes to my rhythm.</li> </ul>	
<b>PE Teachers-Sports Day Practice</b> (See separate PE Planning)	<u>Year 1</u> <b>Focus-Sports Day Practice</b>			
	Lesson 1-4 (2 Forest Schools)			
	Follow lesson planning for <b>End of unit outcome</b> To take part in Sports day.			
<b>PE</b>	<u>Year 1</u> <b>Focus- Athletics</b> <ul style="list-style-type: none"> <li>To develop practical skills in order to participate, compete and lead a healthy lifestyle</li> <li>To develop and improve athletic technique in a variety of track and field events.</li> <li>To understand the importance and value of teamwork, sportsmanship, and competition.</li> </ul>			

<b>Express Coaching-Athletics</b> (See separate Express Coaching PE Planning)	Lesson 1-6		
	Weekly lessons on See Express Coaching Planning <b>End of unit outcomes</b> <ul style="list-style-type: none"> <li>To be able to take part in some athletics competitions.</li> </ul>		
<b>RE</b> (see English Medium term Planning)	<b>Year 1</b> <b>Focus-Beliefs and teaching-stories of Jesus</b>		
	Year 1 <b>A2.</b> 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. <b>C3.</b> Find out about questions of right and wrong and begin to express their ideas and opinions in response.		
	Lesson 1	Lesson 2	Lesson 3
	To learn about the miracle story-Jesus feeds the 5000.	To learn about the parable story-The lost coin.	ORACY lesson and quiz based on the necessary knowledge.
<b>Music</b> (See separate Charanga Planning)	<b>Year 1</b> <b>Focus-Your Imagination</b> <ul style="list-style-type: none"> <li>To listen and appraise music about using your imagination.</li> <li>To learn and/or build on knowledge and understanding about the interrelated dimensions of music.</li> <li>To learn to sing the song.</li> <li>To play instruments with the song</li> <li>To improvise with the song (voices and instruments)</li> <li>To compose with the song</li> <li>To perform and share.</li> </ul>		
	Lessons 1-4		
	Weekly lessons using CHARANGA planning. <b>End of unit outcomes</b> Performance of ‘Your Imagination’		
<b>RHE through</b>	<b>Year 1</b> <b>Focus- RELATIONSHIPS</b> Use JIGSAW Scheme to plan from.		

<b>JIGSAW</b>	Lesson 1	Lesson 2	Lesson 3	Lesson 4
(See separate JIGSAW Planning)	To learn about different types of families.	To learn how to be a good friend.	To learn appropriate ways to greet friend.	To learn about our personal qualities.
<b>BRITISH VALUES</b>	<p><b><u>Focus- Individual Liberty</u></b></p> <ul style="list-style-type: none"> <li>• See lessons from Twinkl-Having rights</li> </ul>			
<b>SMSC FESTIVALS</b>  <b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• May Day</li> <li>• Walk to school week</li> </ul>			