

Medium Term Planning

CYCLE A

Year 1

School Drivers

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

| Summer 1 | | | |
|------------------------------------|---|---|--------------------|
| | <h2><i>THEME-Where The Wild Things Are</i></h2> | | |
| Educational visits/visitors | <ul style="list-style-type: none"> • Minibeast activity • Grandad Wheels • Forest School | | |
| Maths | Numbers to 100 (2 weeks) | Addition and Subtraction to 20 (2 weeks) | Money (2 weeks) |
| English | <div style="text-align: center;"> Bug Girl (3 weeks) Poetry-Write a minibeast riddle </div> | <div style="text-align: center;"> Bug Girl (3 weeks) Non-Fiction-Write a factsheet about a minibeast </div> | |

| | | | | |
|-----------|--|--|---|--|
| Science | <p>Year 1 L1- Pupils should be taught to identify and name a variety of common wild and garden plants, including evergreen and deciduous trees. Focus-Seasonal Changes Pupils should be taught to; -observe changes across the 4 seasons. - observe and describe weather associated with the seasons and how day length varies.</p> | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
| | <p>Finish plant topic- identifying and naming evergreen and deciduous trees/ common wild/ garden plants NN- An evergreen tree keeps its leaves all year round and a deciduous tree loses its leaves each year.</p> | <p>Look closely at the 4 seasons and how they vary. Seasonal artifact sort along with sorting weather photo cards. NN- In a year there are 12 months and 4 seasons.</p> | <p>Oracy lesson- how day length varies across the seasons. NN- Weather and day length changes across the year because of the seasons.</p> | <p>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 the rainfall in the last week of Summer 2. Compare rainfall in Spring and Summer. Stand alone Science lesson in Summer 2 tracking rainfall. NN- Weather and day length changes across the year because of the seasons.</p> |
| Geography | <p>Year 1 Focus-Map skills. <ul style="list-style-type: none"> To devise simple maps and use and construct basic symbols in a key. </p> | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
| | <p>England, Wales, Scotland and Northern Ireland make up the UK.</p> | <p>A key tells us what the symbols mean on a map.</p> | <p>A key tells us what the symbols mean on a map.</p> | <p>A compass shows us the directions NORTH, SOUTH, EAST and WEST.</p> |

| | | | | |
|--------------------------------------|---|--|--|----------|
| Art and Design | <p><u>Year 1</u> <u>Focus-Design and make a car for The Bug Girl</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> To design products purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology. <p><u>Make</u></p> <ul style="list-style-type: none"> To select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> To evaluate their ideas and products against design criteria. | | | |
| | <p>Food technology-Ladybird 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. <p>Baking Session Ladybird Muffin Pizzas Skill focus-Chopping, grating and presentation</p> | | | |
| | 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. | |
| Computing | <p><u>Year 1</u> Focus Digital Music (Making Music)</p> <ul style="list-style-type: none"> To use technology purposefully to create, organise, store and retrieve digital content. | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | |

| | | | |
|---|---|--|---|
| | <p>Identify that there are patterns in music. To experiment with sounds using a computer.</p> <ul style="list-style-type: none"> • I can create a rhythm pattern • I can explain that music is created and played by humans • I can use a computer to experiment with pitch | <p>To use a computer to create a musical pattern.</p> <ul style="list-style-type: none"> • I can identify that music is a sequence of notes • I can explain how my music can be played in different ways • I can refine my musical pattern on a computer | <p>To create music for a purpose.</p> <ul style="list-style-type: none"> • I can create a rhythm which represents an animal. • I can create my animal's rhythm on a computer. • I can add a sequence of notes to my rhythm. |
| <p>PE Teachers-Sports Day Practice (See separate PE Planning)</p> | <p><u>Year 1</u> Focus-Sports Day Practice</p> | | |
| | <p>Lesson 1-4 (2 Forest Schools) Follow lesson planning for End of unit outcome To take part in Sports day.</p> | | |
| <p>PE Express Coaching-Athletics (See separate Express Coaching PE Planning)</p> | <p><u>Year 1</u> Focus- Athletics</p> <ul style="list-style-type: none"> • To develop practical skills in order to participate, compete and lead a healthy lifestyle • To develop and improve athletic technique in a variety of track and field events. • To understand the importance and value of teamwork, sportsmanship, and competition. | | |
| | <p>Lesson 1-6 Weekly lessons on See Express Coaching Planning End of unit outcomes</p> <ul style="list-style-type: none"> • To be able to take part in some athletics competitions. | | |
| <p>RE (see English Medium term Planning)</p> | <p><u>Year 1</u> Focus-Beliefs and teaching-stories of Jesus</p> <p><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.</p> | | |
| | <p>Lesson 1</p> | <p>Lesson 2</p> | <p>Lesson 3</p> |
| | <p>To learn about the miracle story-Jesus feeds the 5000.</p> | <p>To learn about the parable story-The lost coin.</p> | <p>ORACY lesson and quiz based on the necessary knowledge.</p> |

| | | | | |
|---|---|-----------------------------------|--|--|
| Music (See separate Charanga Planning) | Year 1 <u>Focus-Your Imagination</u> | | | |
| | <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. | | | |
| | Lessons 1-4 Weekly lessons using CHARANGA planning. <u>End of unit outcomes</u> Performance of ‘Your Imagination” | | | |
| RHE through JIGSAW (See separate JIGSAW Planning) | Year 1 <u>Focus- RELATIONSHIPS</u> | | | |
| | Use JIGSAW Scheme to plan from. | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
| | 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. |
| BRITISH VALUES | <u>Focus- Individual Liberty</u> | | | |
| | <ul style="list-style-type: none"> See lessons from Twinkl-Having rights | | | |
| SMSC FESTIVALS Cultural Capital | <ul style="list-style-type: none"> May Day Walk to school week | | | |