

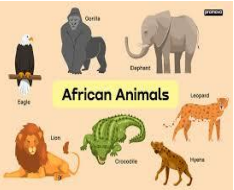
Medium Term Planning

CYCLE B

Year 1

School Drivers

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

Summer 1					
 <p style="text-align: center;">African Animals</p>	<h2 style="font-style: italic;">THEME-Where The Wild Things Are</h2>				
Educational visits/visitors	<ul style="list-style-type: none"> • Trip to Yorkshire Wildlife Park • Allotment visits 				
Science	<p><u>Year 1</u> <u>Focus-Animals including Humans.</u></p> <ul style="list-style-type: none"> • To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, • To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Investigation-Tadpoles-Frogs Reading link-Reading information about different animals and their groups.</p>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	. Lesson 5
	Mammals	TRIP	Birds and fish	Amphibians and Reptiles	Oracy lesson
				Comparison of different groups	

Geography	Year 1 Focus-Africa/Kenya <ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country 			
	Reading links-Reading information about the country and the animals that live there.			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Kenya is located in the continent of Africa.	Leopards, rhinos, buffalos and wildebeest are some of the animals you would see on a Kenya Safari.	The Kakamega rainforest is in Kenya.	The capital city of Kenya is Nairobi.
Art and Design	Year 1 Focus- To use a range of materials creatively to design and make products. <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, 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. 			
	Reading links-Reading information about Henri Matisse			
	Maths links-Pattern			
	Food technology-Home Made Pizzas (Skill focus-chopping, cutting, grating and presentation) <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
	Learning about artist and practicing the skill-Matisse	Making a collage in the style of Henri Matisse	Evaluation/ORACY	Baking
Computing	Year 1 Focus- Word Processing (using Google Docs) <ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. 			
	Lesson 1	Lesson 2	Lesson 3	

	Using and exploring the chrome book-typing on a word document. Recognising keys on a keyboard.	Enter text into a computer. Use letter, number and space keys. Use the backspace key to remove text.	Identifying that the look of text can be changed on a computer. Using capital letters, bold, italic and underline.
PE Teachers-Dance DDMIX-African Animals (See separate PE Planning)	Year 1 <u>Focus- Dance</u> <ul style="list-style-type: none"> To perform dances using simple movement patterns. 		
	Lesson 1-3 (1 Forest School) Follow lesson planning for <u>End of unit outcome</u> <ul style="list-style-type: none"> To use the theme to create a sequence of movements that they can remember and repeat, linking at least 3 moves together. 		
PE Express Coaching-Athletics (See separate Express Coaching PE Planning)	Year 1 <u>Focus- Athletics</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 <u>End of unit outcomes</u> <ul style="list-style-type: none"> To be able to demonstrate basic movements in a range of activities. 		
RE	Year 1 <u>Focus-Beliefs and teaching-stories of Jesus</u> Year 1 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.		
	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.

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 1-5			
	Weekly lessons using CHARANGA planning <u>End of unit outcomes</u> Performance of ‘Your Imagination’ Sung, with untuned instruments and movement to music			
RHE through JIGSAW (See separate JIGSAW Planning)	Year 1 <u>Focus- RELATIONSHIPS</u> Weekly lessons using JIGSAW planning			
	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 Ramadan Walk to school week 			