

## Medium Term Planning

### CYCLE A

#### Year 1

#### School Drivers

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

		Summer 1				
		<b><i>THEME-Where The Wild Things Are</i></b>				
<b>Educational visits/visitors</b>		<ul style="list-style-type: none"> <li>• White Post Farm visits with minibeasts</li> <li>• Vicar Water visit</li> </ul>				
<b>Science</b>		<p><b><u>Year 1</u></b>  <b><u>Focus-Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>• To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul> <p><b>Investigation-Ant farm</b>  <b>Reading link-Reading information about different animals and their habitats.</b></p>				
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
		End of unit Quick Quiz-Spring 2  <b>Some objects are living and some things are not living.</b>	Introduce Habitats Investigate the school wildlife area.  <b>Animals live in habitats appropriate to their needs.</b>	Visit from White Post Farm with minibeasts. Set up ant farm.  <b>Different habitats provide the basic needs for different animals</b>	Design a habitat. (Make in Forest School Session)  <b>Animals need food, shelter and a place for their young.</b>	Carnivore/Herbivore/Omnivore Sort  <b>Carnivores eat meat, Herbivores eat vegetables and Omnivores eat both.</b>

Geography	<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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key.</li> </ul>				
	Lesson 1	Lesson 2	Lesson 3 and 4	Lesson 5	
	John T Rice School is in Forest Town, Nottinghamshire which is in England.	Aerial photographs and maps show us more detail about where we are.	A key tells us what the symbols mean on a map.	A compass shows us the directions NORTH, SOUTH, EAST and WEST.	
Art and Design	<p><b><u>Year 1</u></b></p> <p><b><u>Focus-Printing and Painting with natural materials (Caroline Bell)</u></b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space.</li> <li>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.</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> <p>Skill focus-Chopping, grating and presentation</p>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	To learn about Caroline Belle and talk about her work.	Learn about primary and secondary colours. Create a colour wheel.	To know what shade and tone is.	Create a print picture in the style of Caroline Bell.	Evaluate work and compare it to the work of Caroline Bell.
Computing	<p><b><u>Year 1</u></b></p> <p><b><u>Focus- Word Processing (using Google Docs)</u></b></p> <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	<p><b>Exploring the Keyboard</b></p> <ul style="list-style-type: none"> <li>I can open a word processor</li> </ul>	<p><b>Adding and Removing Text</b></p>	<p><b>Making changes to Text</b></p> <ul style="list-style-type: none"> <li>I can use bold, italic and underline.</li> <li>I can type capital letters.</li> </ul>	<p><b>Making changes to Text</b></p> <ul style="list-style-type: none"> <li>I can select a word by double-clicking</li> </ul>	

	<ul style="list-style-type: none"> <li>I can recognise keys on a keyboard</li> <li>I can identify and find keys on a keyboard</li> </ul>	<ul style="list-style-type: none"> <li>I can enter text into a computer</li> <li>I can use letter, number, and space keys</li> <li>I can use backspace to remove text.</li> </ul>		<ul style="list-style-type: none"> <li>I can select all of the text by clicking and dragging</li> <li>I can change the font</li> </ul>
<p><b>PE Teachers- Dance- Where the wild things are.</b> (See separate PE Planning)</p>	<p><b><u>Year 1</u></b> <b><u>Focus- Dance-Where the wild things are.</u></b></p> <ul style="list-style-type: none"> <li>To perform dances using simple movement patterns.</li> </ul> <p>Lesson 1-6 (2 Forest Schools)</p> <p>Follow lesson planning for <b><u>End of unit outcome</u></b></p> <ul style="list-style-type: none"> <li>To use the theme (Where the Wild things are) to create a sequence of movements that they can remember and repeat, linking at least 3 moves together.</li> </ul>			
<p><b>PE Express Coaching- striking and Fielding</b> (See separate Express Coaching PE Planning)</p>	<p><b><u>Year 1</u></b> <b><u>Focus- Games-Invasion Games (Rounders)</u></b></p> <ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending.</li> </ul> <p>Lesson 1-6</p> <p>Weekly lessons on See Express Coaching Planning <b><u>End of unit outcomes</u></b></p> <ul style="list-style-type: none"> <li>To be able to play an invasion game where the teams attack and defend their goals.</li> </ul>			
<p><b>RE</b> (see English Medium term Planning)</p>	<p><b><u>Year 1</u></b> <b><u>Focus-Beliefs and teaching-stories of Jesus</u></b></p> <p><u>Year 1</u> <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.</p> <p><b><u>Outcomes</u></b></p> <ul style="list-style-type: none"> <li>Record 2 lessons in floor books</li> <li>Children to act out and record one of the stories.</li> </ul>			

<p><b>Music</b> (See separate Charanga Planning)</p>	<p><b><u>Year 1</u></b> <b><u>Focus-Your Imagination</u></b></p> <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> <p>Lessons 1-6</p> <p>Weekly lessons using CHARANGA planning.</p> <p><b><u>End of unit outcomes</u></b> Performance of ‘Your Imagination’</p> <p><b>Sung, with untuned instruments and movement to music</b></p>
<p><b>RHE through JIGSAW</b> (See separate JIGSAW Planning)</p>	<p><b><u>Year 1</u></b> <b><u>Focus- RELATIONSHIPS</u></b></p> <p>Use JIGSAW Scheme to plan from.</p> <p>Lessons 1-6</p> <p>Weekly lessons using JIGSAW planning.</p> <p><b><u>End of unit outcome</u></b> Record 2 lessons in floor books</p>
<p><b>BRITISH VALUES</b></p>	<p><b><u>Focus- Individual Liberty</u></b></p> <ul style="list-style-type: none"> <li>• See lessons from Twinkl-Having rights</li> </ul>
<p><b>SMSC FESTIVALS</b></p> <p><b>Cultural Capital</b></p>	<ul style="list-style-type: none"> <li>• May Day</li> <li>• Walk to school week</li> </ul>