


Medium Term Planning

CYCLE B

Year 1

School Drivers

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

	<h2 style="margin: 0;">Autumn 1</h2>					
<h1 style="margin: 0;"><i>THEME-Food Glorious Food</i></h1>						
Educational visits/visitors	<ul style="list-style-type: none"> • Allotment visit • Life Space-My Wonderful Body • Walk around Clipstone • Forest Schools x2 • Black History week (WC 14.10.24) 					
Science	<p><u>Year 1</u> <u>Focus-The human body and their senses</u> <u>Year 1</u> Animals including humans.</p> <ul style="list-style-type: none"> • Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Investigation-Smelly Pots and Crisps investigations</p>					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6

Children will draw an outline of the human body. The human body is made up of body parts that have different purposes.	Children will name and label their drawing of the human body. The human body is made up of body parts that have different purposes.	Children will learn about the five senses The 5 senses are touch, taste, sight, smell and hearing.	Children will complete a categorising frame about the five senses/ SEN go on a five senses field walk Different body parts are linked to each sense.	Smelly pot investigation Smells can be described by using the words musty, floral, pungent	Crisps taste investigation Tastes can be described by using the words salty, sour, bitter.
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Geography	<p><u>Year 1</u> <u>Focus-Clipstone and The United Kingdom</u></p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> To use world maps, atlases and globes to identify the United Kingdom and its countries. <p>Reading links-Reading facts about the countries of the United Kingdom</p> <p>Maths links-Directional language</p>					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	<p>Walk around the local area (Clipstone Village) and identify key features.</p> <p>Introduce the children to the words physical and human.</p> <p>Clipstone is in Nottinghamshire, In England.</p>	<p>Draw pictures on large scale maps/roads of the features we saw.</p> <p>Identify Clipstone on a map of the UK.</p> <p>The Headstocks is a human feature of Clipstone.</p>	<p>Focus on the country of England. Look at capital city, foods, landmarks</p> <p>The capital city of England is London.</p>	<p>Focus on the country of Scotland. Look at capital city, foods, landmarks</p> <p>The capital city of Scotland is Edinburgh.</p>	<p>Focus on the country of Wales Look at capital city, foods, landmarks</p> <p>The capital city of Wales is Cardiff.</p>	<p>Focus on the country of Northern Ireland Look at capital city, foods, landmarks.</p> <p>The capital city of Northern Ireland is Belfast.</p>

Design Technology	<p><u>Year 1</u> <u>Focus-Designing and Making a Fruit Smoothie</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. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> To explore and evaluate a range of existing products. <p>To evaluate their ideas and products against design criteria.</p>			
	<p>Reading links-Reading instructions to make a fruit smoothie</p> <p>Food technology-Fruit Smoothie making</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. 			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To name and taste different fruit, using our senses and express likes and dislikes	Design own fruit smoothie using specific criteria (3 fruits)	Make own fruit smoothie using the different skills (cutting, peeling, chopping) to prepare food	Evaluate own fruit smoothie against the original criteria.
Computing	<p><u>Year 1</u> <u>Focus-Computing Systems and Networks/ Technology all around us</u></p> <ul style="list-style-type: none"> Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable. 			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	To identify technology. To be introduced to the SMART RULES	To identify a computer/i-pad and identify the main parts. To switch on/ log on to the computer/i-pad.	To use a mouse in different ways.	To use a keyboard to type on a computer.

PE Express Coaching	<u>Year 1</u> <u>Focus- Dance</u> <ul style="list-style-type: none"> To perform dances using simple movement patterns
	Lesson 1-6 Follow lesson planning for Express Coaching
	<u>End of unit outcome</u> <ul style="list-style-type: none"> To use the theme of “The circle of life” to retell the story of the Lion King through animal movements.
PE Teachers (See separate Express Coaching PE Planning)	<u>Year 1</u> <u>Focus- Multi Skills</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 1-6 (2 Forest Schools) Weekly lessons on See Express Coaching Planning
	<u>End of unit outcomes</u> <ul style="list-style-type: none"> To be able to move around safely and under control. To be able to prepare hands to catch a ball and do so successfully some of the time. To be able to increase distance of throw by using overarm. To be able to keep score and follow the rules of the game.
RE	<u>Year 1</u> <u>Focus:- 1.2</u> <u>Myself and Caring for Others</u> <ul style="list-style-type: none"> A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; C2. Find out about and respond with ideas to examples of co-operation between people who are different;
	<u>Outcomes</u> <ul style="list-style-type: none"> . An understanding of ‘who I am’ and ‘caring for others’.
Music (See separate Charanga Planning)	<u>Year 1</u> <u>Focus- Hey You!</u> <ul style="list-style-type: none"> To listen and appraise HipHop music. To sing, play instruments, improvise and compose. To perform a song
	Lessons 1-5 Weekly lessons using CHARANGA planning.
	<u>End of unit outcomes</u>

	Performance of Hey You!
RHE through JIGSAW (See separate JIGSAW Planning)	<u>Year 1</u> <u>Focus- Being me in my world</u> Use JIGSAW Scheme to plan from.
	Lessons 1-5
	Weekly lessons using JIGSAW planning <u>End of unit outcome</u> Record lessons using floor book activities
BRITISH VALUES	<u>Focus- Democracy</u> <ul style="list-style-type: none"> • Voting from school council members, Eco Warriors, Playground Pals • Voting for stories at the end of the day • Questions on a wedge outside classroom (lolly sticks) RECORD SOME SESSIONS IN FLOOR BOOKS
SMSC FESTIVALS Cultural Capital	<ul style="list-style-type: none"> • Mental Health Awareness Day • Harvest Festival • Black History week