

Medium Term Planning – Year 1

Spring 1 Our Planet

English Text – BEEGU

Subject National Curriculum	Prior Learning	Year One
<p>Science</p> <p>Animals: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p><i>Scientific skills:</i> <i>Identifying and classifying</i></p>	<p>There has been no prior leaning in this area from year one so far. Children have taken part in sorting activities – identifying evergreen and deciduous trees and sorting pictures.</p> <p>Children have also named and talked about features of different animals in their learning in the foundation stage eg furry, 4 legs etc.</p>	<p>Lesson 1 – Mammals and birds - Introduce mammals and birds. Find out about the key features of mammals and birds. Sort and name common birds and mammals from the local area into a table.</p> <p>Lesson 2 - Recap on mammals and birds Introduce amphibians and fish, Find out about the key features of both amphibians and fish – label diagrams of amphibians and fish.</p> <p>Lesson 3 - Recap on mammals birds, amphibians and fish Introduce reptiles. Find out about the key features of reptiles. Record key features of a reptile.</p> <p>Lesson 4 – All classifications round up</p> <p>Lesson 5 – David Attenborough day</p>
<p style="text-align: center;">RE</p> <p>What do creation stories teach about God and human nature?</p> <p>Creation stories from different religions and worldviews</p> <p>The origin of good and evil</p> <p style="color: blue;">What does this learning mean to me?</p>	<p>In reception children will have learnt the importance and significance of different stories.</p> <p>Last term children developed their understanding of how stories contribute to and strengthen a sense of belonging and shared beliefs.</p>	<ul style="list-style-type: none"> • How stories form part of key religious beliefs • What stories teach about God e.g. the creator of the world • How stories can mean different things to different people • Why people have different views about how the world began <p>Spring 1 - Lesson 1 - The wonder of the universe - story / poem or video clip - lead to questions about how everything began.</p> <p>The Creation story - bible and Torah - Christianity and Judaism share a common creation story Introduce story of Creation from Genesis. Talk about being thankful (recap on thankful prayers). Godly play box</p> <p>Lesson 2: Retell the story. Look where the story comes in the Bible, sequence the pictures in order and say what was created on each day. How may it be seen in a different way?</p> <p>Lesson 3: (PSHE link) If God is 'creator', how does he want us to treat the world? If God made the world, how should people live? Do we need to follow rules? Write 'praise' and 'thanks' statements.</p> <p>Lesson 4 (PSHE link) Make the connection between Christian ideas of God as Creator and importance for everyone (not just Christians) of being grateful for what we have and looking after it - following the rules. How can Christians and others help to look after the world in the light of climate change? How are people from other faiths helping to combat climate change?</p> <p>Lesson 5 - What does the creation story teach us about God and people? Compare the sabbath day for Christians and Jewish people</p>

<p>Art</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space.</p> <p>Painting- artist Freidensreich Hundertwasser</p> <p>All units to include sketching and drawing</p>	<p>Children have explored other artists with a focus on portraits. This is a contrasting artist from one previous focus.</p>	<p>Lesson 1- Observational drawings and paintings -line drawings with pencils, Painting of flowers</p> <p>Lesson 2 – Hundervassen – spirals and bright colours - painting</p> <p>Lesson 3- looking at the artist, creating trees, large scale with oil pastels.</p> <p>Lesson 4 Creating landscapes with roads, buildings and houses.</p> <p>Lesson 5 - Save our planet posters (link to plastic free) (PSE 5)</p>
<p>Music</p> <p>Song of half term</p> <p>Circle of Life</p> <p>Wonderful world</p> <p>From the tiny ant</p>	<p>Sing Up!</p> <p>Colonel Hathi’s march - moving and counting in time to the music (keeping in time)</p> <p>Magical musical aquarium – creating their own musical piece (water in an aquarium)</p>	<p>Colonel Hathi’s march: Sing Up Music Year 1 Colonel Hathi's March Sing Up</p> <p>Lesson 1 - Keep in time with ‘Colonel Hathi’s march’ and listen to it played on brass instruments.</p> <p>Lesson 2 - Explore instruments found in marching bands. Compose and play simple marching music.</p> <p>Lesson 3 - Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it.</p> <p>Magical musical aquarium: Sing Up Music Year 1 Magical musical aquarium Sing Up</p> <p>Lesson 1 - Experiment with sounds to create aquarium-inspired music.</p> <p>Lesson 2 - Listen actively to ‘Aquarium’ and refine aquarium-inspired compositions.</p> <p>Lesson 3 - Learn a sea-themed song and combine it with aquarium-inspired compositions to create a ternary-shaped piece.</p>
<p>Geography</p> <p>Locational knowledge: name and locate the world’s seven continents</p> <p>Human and physical geography: identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork: use world maps, atlases and globes; use aerial photographs and plan perspectives</p>	<p>Last half term focus on the UK its countries and capital cities. Children have awareness of the city where they live. They know they live in England which is in the United Kingdom. They have learnt that England is one part of the UK and that Scotland, Wales, Northern Ireland and Southern Ireland are the other members of the United Kingdom.</p> <p>They have learnt the capital cities of these countries within these countries.</p> <p>Knowledge learnt in reception when focusing on different celebrations, world hello day and the lives of others.</p> <p>They are beginning to understand that they can use a globe or map to find different places or countries.</p>	<p>Session 1 – recap the UK and the countries / capital cities that it is made up of. Where in the world is the UK? Teach hemispheres, North and south pole and the equator. Look at a globe and locate other countries the children are family with on globe. Describe their location e.g. home countries Nigeria, Lithuania, poland – link to children in the class.</p> <p>Session 2 – continents - define a continent and name and locate the seven continents in relation to the equator. Name UK as part of Europe.</p> <p>Session 3 – recap continents and countries we know within in them The poles and cold climates – what continents are here? Link to science and how animals adapt to the cold climate. Hot and cold climates and the impacts on food and why. Text the world came to my place</p> <p>Focus on Africa and its location in relation to the equator. Why is it hotter here? How does their location make them different – compare UK and Nigeria – location and climate and what this means for the children here. Possible use of photographs from our Nigerian families.</p> <p>Session 4 – Computing link – Beebots – world map and traveling to and naming different continents.</p> <p>SPECIAL DAY - ALL AROUND THE 7 CONTINENTS – WITH PASSPORTS!</p>
<p>PE</p> <p>Real Pe – fundamental movement</p>	<p>Children will have experience of different types of movement and balance on one foot. They have worked on the personal skills of following instructions, not giving up and asking for help when appropriate.</p>	<p>2 sessions per week</p> <p>Real Pe – fundamental movement skills cognitive</p> <p>Dynamic Balance</p> <p>On a Line</p> <p>Static Balance</p>

		<p>Stance</p> <p>Gymnastics physical unit 1</p> <p>Gym Skills</p> <p>Shape</p> <p>Travel</p>	
<p>PSHE</p> <p>Living in the wider world</p> <p>Belonging to a community</p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>Media literacy and digital resilience</p> <p>Using the internet and digital devices; communicating online and screen time</p>	<p>Relationships</p> <p>Families and friendships</p> <p>Roles of different people; families; feeling cared for</p> <p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p> <p>Anti-Bullying week</p>	<p>Lesson 1 - Natterhub: Balance it lesson 2 – sensible screen use (computing link)</p> <p>Lesson 2 – Natterhub: Balance it lesson 3 – alternatives to screen (computing link)</p> <p>Lesson 3 – Lets Talk Pants! To know who are my trusted adults are and how they can help</p> <p>Lesson 4 - What rules are. Recap our school rules. Rules in the community, rules of the road, who helps to uphold the rules in the community? The Police. How do we care for the needs of others? People live in different environments, but we all have needs, shelter, food, clothes and we have a responsibility to care for people.</p> <p>Lesson 5 - How do we look after the environment? The Messy Magpie story on Twinkl. (link to RE 3 and 4)</p> <p>Lesson 6 - Why do we need to recycle? Recycling. - sorting activity. Fundraising – endangered species link - (link to climate change) Planting a tree – LINK TO ART</p>	
<p>Handwriting</p> <p>Penpals handwriting scheme, extended to suit needs of year group.</p> <p>This is personalised as needed for different classes.</p>	<p>Following on from Penpals in Reception. Correct formation was taught now focusing on positioning and size.</p>	<p>Pen pals -</p> <p>Week 1 – recap of c based letters c, a, d, o, g, s, e, f</p> <p>Week 2 – unit 12 – zig zag monster letters – wvxz, save, wish, extra, very</p> <p>Week 3 – unit 13 – zz, zz, buzzing bee, sizzling pizza, fizzy drink</p> <p>Week 4 – unit 14 – all letter families, here, there, come, some, spider, fly, ladybird, queen bee</p> <p>Week 5 – unit 15 – Practising all capital letter A - M</p> <p>Week 6 -unit 15 – Practising all capital letters N – Z</p>	
<p>Reading for Pleasure texts</p>	<p>Why these?</p> <p>High quality texts chosen using Pie Corbett's reading spine, CLPE (Centre for Literacy in Primary Education) suggested texts and Reading reconsidered by Doug Lemov. The text support the topic, aim to develop further discussion and deepen knowledge and vocabulary.</p>	<p>Lost and found</p> <p>The odd fish</p> <p>Clean Up!</p> <p>The world came to my place today</p> <p>The way back home</p> <p>Free-range Freddie</p> <p>Where the wild things are</p> <p>A first Book of Poetry</p> <p>Wriggle and Roar</p>	<p>Tidy</p> <p>The snail and the whale</p> <p>Here we are – Oliver Jeffers</p> <p>What we'll build</p> <p>The Go-away bird</p>
<p>Other ideas</p>	<p>Adventure club</p> <p>Story telling – next phase</p> <p>Story telling week</p> <p>Handwriting day</p> <p>David Attenborough day – animals around the world</p>		

All around the world event including food tasting

Finger print mysteries

WWF fundraising