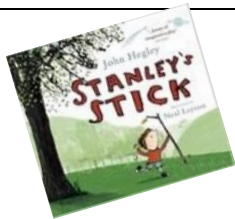





"I have set you an example that you should do as I have done." (John 13:15)

2023 – 2024 Medium Term Planning:

Term Dates	Spring 1 08.01.24 – 09.02.24 (5 weeks)	Spring 2 19.2.24 – 22.3.24 (5 weeks)
Learning Theme	 Magic and Imagination 	 Friends and Family 
English	<p>The Magic Paintbrush Thought bubbles, labels, oral re-telling, writing in role, thank you letters and an 'overcoming' tale.</p> <p>Stanley's Stick Re-telling, descriptions and own version narrative.</p> <p>Reception: Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others</p> <p>Year 1: Anticipate – where appropriate – key events in stories Sequencing short sentences to form a narrative Use the conjunction and to join sentences Segment words with adjacent consonants Write adverbs as sentence openers to sequence Adjectives to describe Use a comma in a list Know when to double a consonant before adding the suffix ed</p>	<p>I Will Never Ever Eat a Tomato Statements, writing in role, shopping lists and own story about a fussy eater.</p> <p>The Odd Egg Thought and speech bubbles, diary entry, letter, certificate and non-fiction report.</p> <p>Reception: Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others Respond to 'how' and 'why' questions in response to stories or events</p> <p>Year 1: Expanded noun phrases Extend sentences using the conjunction and Use because to explain or to give additional information Use full stops, question marks and exclamation marks Identify and use contracted words Use commas in a list Know how and when to use the est suffix Use a possessive apostrophe</p>
Mathematics (White Rose units)	<p>Reception: Find, subitise and represent 0-5 1 more, 1 less Subitising to 5 Compare and explore mass and capacity Find and represent 6, 7, 8 Odd and even pairs Double to 8 (find and make)</p> <p>Year 1: Count within and understand numbers to 20.</p>	<p>Reception: Explore and compare length and height Talk about, order and sequence time Find and represent 9 and 10 Subitise 10 Bonds to 10 Doubles to 10 (find and make) Explore odd and even Recognise, name and use 3D shapes Identify, copy and continue more complex patterns</p>

	<p>Use a number line to 20. Compare and order numbers to 20 Add by counting on Find and make number bonds to 20 Doubles and near doubles Subtraction using number bonds and counting back</p>	<p>Year 1: Count from 20 to 50 Count in tens by making groups Partition into tens and ones Number line to 50 Estimate on a number line to 50 Compare lengths and heights Measure length using objects and in centimetres</p>
Science	<p>Everyday Materials (Unit 2) / Reception Seasons</p> <p>Reception: Explain which material is the most absorbent Explain which material is good for different clothing Complete a simple test Explain how to build the perfect sandcastle Measure accurately to compare Understand how to make a mixture</p> <p>Describe what clothes you need to wear in the rain Explain the differences between rain, ice and water Understand the role of clouds Understand wind direction Describe what causes wind Recall that wind is the movement of air</p> <p>Year 1: Name some materials used to build a house and describe their properties Identify what materials are waterproof and why a roof needs to be waterproof Understand the word transparent and why glass is used for windows Know that the properties of fabric differ, and different fabrics are used for specific uses Identify a variety of materials, their properties and uses</p>	<p>Seasonal Changes</p> <p>Reception: Explain what snow is Understand that snow melts when the weather gets warmer Model and construct using different media Understand how a rainbow is formed Investigate how to make a rainbow Understand seasonal changes and explain what happens in each season Describe what clothes you might need for each season Describe what happens to a tree during the four seasons</p> <p>Year 1: Name the 4 seasons and understand what each season brings Understand the different weather that happens in Autumn, Winter, Spring and Summer. Know that in Autumn the days become shorter Compare Spring to Winter and Summer to Winter Make comparisons about the amount of rainfall over 5 weeks and draw a graph to show this, explaining results.</p>
Computing	<p><u>Safety and Privacy/ Lego Builders</u></p> <p>Reception: I can explain how my work on the computer belongs to me and other people's work belongs to them. I can explain what it means for something to be private.</p> <p>Year 1: Follow instructions in a computer program. Explain the effect of carrying out a task with no instructions. Know that computers need precise instructions to follow. Know that an algorithm written for a computer to follow is called a program. Understand how the order in which the steps of a recipe are presented affects the outcome. Know that correcting errors in an algorithm or program is called 'debugging'</p>	
RE	<p><u>Which places are special and why?</u></p> <p>Be aware that churches have special meaning for Christians. Be aware that mosques have special meaning for Muslims.</p>	<p><u>How and why do we celebrate special and sacred times?</u></p> <p>Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion</p>

	<p>Talk about the things that are special and valued in a church/mosque. Identify some significant features of churches/mosques. Recognise a church. Recognise a mosque. Talk about somewhere that is special to you, saying why. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place.</p>	<p>Re-tell stories connected with Christmas/Easter/Harvest/ Pentecost and a festival in another religion and say why these are important to believers Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p>
History		<p><u>How have toys changed?</u></p> <p>Reception: To order 2 events in past and present. To comment on images of familiar situations in the past. To identify past and present in stories. To describe how things have changed over time, making comparisons between the past to present day. To ask questions to find out more. To contribute to discussions about significant historical events. Comment on images of familiar situations in the past.</p> <p>Year 1: Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time.</p>
Geography	<p><u>What is it like to live in Shanghai?</u></p> <p>Reception: To draw simple information on a map. To recognise some similarities and differences between life in this country and life in other countries. To recognise some environments that are different to the one in which they live. To talk about what it is like to live in this country. To talk about what it is like to live in another country. To recognise that different places have different features. To match simple information on a map with symbols to find out information. To make some comparisons about what it is like to live in this country with another country. To be able to make some comparisons between our physical features in the UK to those in other countries.</p> <p>Year 1: Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features.</p>	

	<p>Draw simple pictures or symbols on a sketch map.</p> <p>Draw compass points.</p> <p>Name the continent they live in.</p> <p>Use an atlas to locate the UK and China on a world map.</p> <p>Use an atlas to locate Europe and Asia on a world map.</p> <p>Identify China's physical and human geography.</p> <p>Sort physical and human features using photographs.</p> <p>Identify physical and human features in images of Shanghai.</p> <p>Compare Shanghai to their locality.</p> <p>Identify similarities and differences between human and physical features.</p>	
<p>Art & Design (Following Kapow)</p>	<p>Painting and Mixed Media</p> <p>Reception:</p> <p>Explore finger painting, describing the textures and colours they paint</p> <p>Decide whether their work is abstract or figurative</p> <p>Create natural paintbrushes to paint mud</p> <p>Respond to music through the medium of paint</p> <p>Use paint to express ideas and feelings</p> <p>Make collages using mixed media</p> <p>Use loose parts to create a piece of transient art</p> <p>create landscape collages inspired by the work of Megan Coyle</p> <p>Create a large piece of group artwork based around fireworks</p> <p>Experiment with colour, design and painting techniques</p> <p>Year 1:</p> <p>Investigate how to mix secondary colours</p> <p>Apply knowledge of colour mixing when painting</p> <p>Explore colour when printing</p> <p>Apply painting skills when working in the style of an Artist</p>	
<p>Design Technology (Following Kapow)</p>		<p>Textiles</p> <p>Reception:</p> <p>Develop threading and weaving skills</p> <p>Practise and apply weaving skills to a specific material e.g. paper</p> <p>Practise and apply threading skills with specific materials e.g. hessian and wool</p> <p>Use threading or sewing to design a product</p> <p>Create a textiles product following their own design</p> <p>Reflect on how they have achieved their aims</p> <p>Year 1:</p> <p>Join fabrics together using different materials</p> <p>Use a template to create a design</p> <p>Join 2 pieces of fabric together</p> <p>Embellish design using joining methods</p>

Music <i>(following Charanga/stand-alone)</i>	<p style="text-align: center;"><u>Pitch and Tempo</u></p> <p>Reception: Explore instruments independently and in a group Sing in a group increasingly matching the pitch Discuss change/ patterns as the music develops Move in time to a piece of music with a pulse and respond</p> <p>Year 1: Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work.</p>	<p style="text-align: center;"><u>Music and Movement/Pulse and Rhythm</u></p> <p>Reception: Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Year 1: Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse.</p>
PE	<p style="text-align: center;"><u>Dance</u></p> <p>Respond imaginatively to a range of stimuli. Move confidently and safely in own and general space, using changes of speed, level and direction. Perform movement phrases using a range of different body actions and body parts – with control and accuracy. Create linked movements, combining different ways of travelling, with beginnings, middles and ends</p> <p style="text-align: center;"><u>Throwing and Catching</u></p> <p>Show increased control when catching a ball. Show increasing control over an object, pushing, passing, throwing, catching or kicking it. Move freely and with pleasure and confidence in a range of skilful ways.</p>	<p style="text-align: center;"><u>Ball skills</u></p> <p>Play in a group, extending and elaborating play ideas within the group. Accept the needs of others and can take turns to share. Show increasing control when throwing and catching a large ball.</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p>To move with purpose and accuracy. To copy, create and explore different ways of travelling and link a range of movements and shapes, safely. To develop balance and coordination. Perform basic jumps with quality and control. Remember and repeat sequences of gymnastic actions. Safely demonstrate flowing movement when travelling in different ways. Jump and land safely, and with control, when performing off the floor and apparatus. Create floor and apparatus sequences on your own and with a partner. Perform and link movements with control using a range of body actions and body parts. Remember and repeat sequences of gymnastic actions.</p>
PSHE <i>(most units taken from our federation scheme: Coram Life Education SCARF)</i>	<p style="text-align: center;"><u>Keeping Myself Safe</u></p> <p>Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p>	<p style="text-align: center;"><u>Rights and Respect</u></p> <p>Name the special people in their lives. Understand that our special people can be different to those of others. Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community.</p>

	Identify simple bedtime routines that promote healthy sleep.	Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment. Recognise how a person's behaviour (including their own) can affect other people.
Topic Enrichment Activities (which may take place as topic launch activities or end of topic celebration activities)	Musuem – old toys/past and present (History trip)? Play Village – linked to Magic and Imagination topic? Mosque visit – Coventry (RE trip)? Hadsham Farm – lambing in March linked to science work on seasons, there is also a nature walk which would link to materials topic? Invite family and friends in to share work (linked to Family and Friends topic?)	