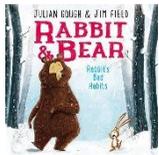


# MEDIUM TERM PLANNING

**KS1**

**YEAR GROUP: 1**

**KS1**

| CENTRAL TEXT:   | LEARNING JOURNEY TITLE:                       | SUPER START:   | FANTASTIC FINISH :  |
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|  | <p>Wonderful Weather and Terrific Travels</p> | <p>Paddington's Postcards<br/>(JM to send into school addressed to each class)</p> | <p>Online gallery of pupils' artwork<br/><br/>&amp;<br/><br/>Class Book as a World travel guide for class character</p> |

|          | <b>COMPUTING</b><br><i>SoW: We are Painters</i> | <b>PSHE</b><br><i>SoW: Mental Wellbeing, Physical health and fitness and Health and prevention</i> | <b>SCIENCE</b>   | <b>HISTORY</b> | <b>GEOGRAPHY</b>   | <b>ART/DT</b>   | <b>PE</b><br><i>SoW: Gymnastics</i>                        | <b>MUSIC</b><br><i>SoW: In the Groove</i>                       | <b>RE</b><br><i>SoW: The stories Jesus told: Parables</i>   |
|----------|---|--|--|----------------|--|---|--|---|---|
| <b>1</b> | Use technology purposefully.                    | Mental Health and Emotional Wellbeing  | Name the four seasons.   | Not taught     | What is the weather like?<br><br>Explain how weather changes throughout the year and name the seasons, knowing which is the hottest and the coldest. | Name the primary colours.   | Refine gymnastic shapes and jumps to improve coordination. | Use pulse, rhythm and pitch together.                           | Identify what suitable and unsuitable activities should take place in a place of worship.                       |
| <b>2</b> | Use technology purposefully to create           | Talk about our thoughts and feelings.  | Observe and record daily weather patterns<br><br>Record and discuss simple data. |                | <b>What seas surround the UK?</b><br><br>Name the 3 main seas, which surround the UK.  | Name the secondary colours.   | Keep ourselves safe during PE.                             | Perform with pulse, rhythm and pitch.                           | Explain who Jesus was to Christians.  |
| <b>3</b> | Use technology purposefully create and store    | Identify different ways to protect teeth by maintaining good oral hygiene.                         | Observe and record day length over time.<br><br>Record and discuss simple data.  |                | <b>Are countries closer to the equator hot or cold?</b><br><br>Know where the equator, the North Pole and South Pole are on a globe.                 | Experiment with different materials to design.<br><br><i>(Eng, Sci and Geog cross link)</i> | Use muscle tension to hold gymnastic shapes.               | Use tuned and untuned instruments to play in a range of styles. | Explain what parables are and understand that parables are stories found in the New Testament (in the Gospels). |

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|                 |   |   |  |  | Identify some hot and cold locations in the world in relation to the equator and the North and South Poles.   |   |   |   |  |
| <b>4</b>        | Use technology purposefully to retrieve and manipulate. | Identify different ways to protect teeth by maintaining good oral hygiene.            | Understand how animals adapt to changing seasons   |  | <p><b>What are the features of hot and cold places in the world?</b></p> <p>Explain some of the features of hot and cold countries.</p> <p>Explain some of the main things that are in hot and cold places.</p> <p>Know features of hot and cold places in the world.</p> | Cut, roll and coil materials.   | To take off and land in gymnastic sequences with control.                             | Apply an understanding of pulse, rhythm and pitch to different styles of music. | Discuss and suggest possible meanings for some of the key parables.<br><i>(Parable of the Lost Son, The Good Samaritan, Sermon on the Mount)</i> |
| <b>5</b>        | Use technology safely and respectfully.                 | Children's Mental Health Week<br><br>Identify an enjoyable form of physical activity. | <p><b>What should I wear when I travel?</b></p> <p>Understand how the seasons and associated weather affect our daily life.</p> <p>Experiments about appropriate clothing choice.<br/><i>Geog Link</i></p> |  | <p><b>What should I wear when I travel?</b></p> <p>Explain what wear, so that clothing is appropriate to hot or cold locations.</p> <p>Explain the clothes that I would wear in hot and cold places.<br/><br/><i>(Science Link)</i></p>                                   | Experiment with different materials to make products.<br><br>Show how people feel in paintings and drawings.<br><br><i>(Links to Eng/ Geog)</i> | Apply body tension and control during travel.<br><br>Link ways of travelling together | Apply imagination to an improvised composition.                                 | Describe how and why in the Christian faith people's lives changed after listening to Jesus' stories.  |
| <b>6</b>        | Recognise common uses of technology.                    | Understand why it is important to be physically active.                               | Explain the changes in the seasons and weather   |  | <p><b>What would I see when I travel the globe?</b></p> <p>Name, describe and compare dissimilar places.<br/><br/><i>(Links to Eng/ Geog)</i></p>   | Experiment with different materials to make products. show how people feel in paintings and drawings.<br><br><i>(Links to Eng/ Geog)</i>        | Link a series of gymnastic shapes and jumps.  | Consolidate our learning and apply the language of music to a composition.      | Describe how the parables are relevant to the way Christians try to live their lives today.  |
| <b>END GOAL</b> | Pupils to create a piece of electronic artwork          | Pupils will be able to confidently discuss their emotional,                           | Pupils to be able to create a window display showing the four  |  | Pupils to create a travel guide for a hot and cold place.   | Pupils to create a quilled image of Rabbit or Bear on an appropriately  | Pupils to be able to choose three like actions (travelling actions)                   | Pupils will play a piece of music using tuned and untuned                       | Pupils explain why and how the Parables influence  |

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|  |  | physical and mental wellbeing. They will be able to name strategies to help them calm down and respond appropriately. They will perform the PANTS song and explain ways of keeping themselves safe. | seasons, including scientific language |  |  | themed background using Pri/ Sec colour knowledge to create. | and link them together to make a short movement pattern, using two shapes as a start and finish. | instruments and they will begin to compose a simple piece of music, applying their knowledge of musical terms. | Christian's lives past and present. |
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| <b>BRITISH VALUES:</b>   |   |  |                                  |   |  |
| <b>TOLERANCE :</b>   | <b>INDIVIDUAL LIBERTY:</b>                                      | <b>DEMOCRACY:</b>  | <b>MUTUAL RESPECT:</b>           | <b>RULE OF LAW:</b>                                     |   |
| We all have the responsibility to protect and promote the well-being of others | We can make our own choices and under rewards and consequences. | We have a say in what happens throughout the school using our pupil voice. | Evaluating each other's art work | We develop fair rules for our classroom and playground. |   |

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| <b>CODES:</b>                    |   |  |
| <b>CROSS CURRICULAR WRITING:</b> | In foundation subjects, please highlight the square yellow if the outcomes link to your genre focus in English. You <b>need</b> to ensure that each week you have <b>at least one piece</b> of cross curricular writing in your topic sessions. | <b>SCIENTIFIC ENQUIRY:</b><br>Each term you need to plan for at least one investigation. |