

Medium Term Plan

Year/class: 1		Topic and subject: What if.....(traditional tales)				Duration: 5 1/2 Weeks	
Learning overview:							
Prior learning/questions from children:							
Content (NC) Overview and time dedicated							
Subject	Week 1 – What if fairy tales came to life?	Week 2 – BOOK WEEK – What if we were authors?	Week 3 - What if happens if you mix up a fairy tale?	Week 4 – What if happens if you mix up a fairy tale?	Week 5 – What if we were in a fairy tale?	Week 6 – (3 Days) Spring and Easter	
English	<i>Journalistic Writing</i> Mr Wolf’s Pancakes by Jan Fearnley – quotes from the different characters – what happened? <u>Guided Reading – Good Little Wolf by Nadia Shireen</u>	Author study TBC – Oliver Jeffers <u>Guided Reading – The Huey’s in Non the Number by Oliver Jeffers</u>	<i>Journalistic Writing</i> Mr Wolf’s and the Three Bears by Jan Fearnley - quotes from the different characters – what happened? <u>Guided Reading – Wolves by Emily Gravett</u>	<i>Traditional Tales – Fairy Tales (Structure)</i> Mixed up fairy tales by Hilary Robinson and Nick Sharratt – story map <u>Guided Reading – Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka</u>	<i>Traditional Tales – Fairy Tales (Structure)</i> Mixed up fairy tales by Hilary Robinson and Nick Sharratt – write <u>Guided Reading – Guided Reading – You Choose Fairy Tales</u>	<i>Poetry - Structure – rhyming couplets</i> <i>Recite familiar poems by heart</i> Spring by Clare Bevan from Poems about Seasons chosen by Brian Moses – learn by heart <u>Guided Reading – Spring in the City by Brian Moses from Poems about Seasons by Brian Moses</u>	
Time - Daily reference to class date, clock and time table							
Maths	Measure Pancake mix and capacity Additional: position and direction – linked to map work	Place value Number bonds to 20	Addition and subtraction Problem solving	Geometry 2D shapes	Geometry 3D shapes Additional: position and direction – linked to map work	Fractions Linked to shapes Additional: measure – an Easter recipe	
Science			Everyday materials - a new home for the three little pigs Which materials are the strongest? Which materials are the most absorbent? How are bricks made?		Signs of spring Planting a herb garden Revisit - What colours can we find outside? Does this change across the seasons?		
D.T.	Cooking and nutrition – Pancakes! End product- Building the pigs houses.		Strengthening Materials Testing materials	Strengthening Materials designing a sustainable home		Easter recipes	
Art		Illustrator study TBC			Landscapes – Hockney Seasonal art		
	End product- A landscape painting in the style of David Hockey.						

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Music	Charanga - Round and round					
History						
Geography End Product- To write a postcard from the different continents	Enchanted maps – exploring fairy tale land.				Enchanted maps – our school	
Computing End Product- Science: Create a text on seasonal changes.	Creating media – Digital writing					
P.E	Fundamentals	Fundamentals	Fundamentals	Fundamentals	Fundamentals	Fundamentals
	Net and wall					
R.E –	How and why do we celebrate special and sacred times? Easter	How and why do we celebrate special and sacred times? Easter	How and why do we celebrate special and sacred times? Easter	How and why do we celebrate special and sacred times? Easter	How and why do we celebrate special and sacred times? Easter	How and why do we celebrate special and sacred times? Easter

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Year/class: 1		Topic and subject: Summer 1 – Great People Great Legacies				Duration: 6 Weeks	
Learning overview:							
Prior learning/questions from children:							
Content (NC) Overview and time dedicated							
Subject	Week 1 – Where do Kings and Queens live?	Week 2 – Who is Queen Elizabeth?	Week 3 - Who were the great Kings and Queens of England?	Week 4 – Great Queens – Elizabeth 1st Victoria	Week 5 – Kings who left legacies – Henry 8th, William the Conqueror	Week 6 – What King or Queen would you be?	
English	<i>Poetry - Vocabulary building - read, write and perform free verse</i> Castles by Colin Thompson – describing a castle with an adjective list <u>Guided Reading –</u> Princess Smartypants By Babette Cole	<i>Poetry - Vocabulary building - read, write and perform free verse</i> Castles by Colin Thompson – describing a castle with an adjective list <u>Guided Reading –</u> You Can't Eat a Princess By Gillian Rogerson	<i>Contemporary fiction</i> The Queen's Hat by Steve Anthony – storymap the story <u>Guided Reading – The Queen's Handbag by Steve Anthony</u>	<i>Contemporary fiction</i> The Queen's Hat by Steve Anthony – write the story <u>Guided Reading – The Queen's Knickers by Nicholas Allen</u>	<i>Persuasion</i> The Kiss that Missed by David Melling – persuade the knight to go after the kiss <u>Guided Reading – The Queen's Zoom by Steve Antony</u>	<i>Persuasion</i> The Kiss that Missed by David Melling – persuade the dragon not to eat you! <u>Guided Reading – The Princess and the Wizard By Julia Donaldson</u>	
Time - Daily reference to class date, clock and time table							
Maths	Place value : Within 100 Hundred square Arrow cards.	Measure: Money Recognise different coins and notes (link Queens head) Additional: Measure – capacity – tea party for the Queen.	Addition and subtraction Mixed problem solving - money (include number bonds to 20	Multiplication Mixed problem solving Additional: shapes – linked to castle design	Division Mixed problem solving Additional: measure – weight – linked to medieval baking	Measures: Time/length Linked to science investigations	
Science					Scientific inquiry-	Scientific inquiry- Trebuchet	
D.T.			Design your own castle		Medieval Baking		

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Art End product- A painting created using printing in the style of Paul Klee.	Castle art printing- Paul Klee	Portrait of Queen Elizabeth				What would your royal crest be? (Using paint)
Music	Charanga – Your Imagination	Charanga – Your Imagination	Charanga – Your Imagination	Charanga – Your Imagination	Charanga – Your Imagination	Charanga – Your Imagination
History		Who is our Queen? When was she coronated? – local celebrations	Local times when the Kings and Queens of England ruled and add to time line.	Queen Elizabeth 1st and Queen Victoria – Teacher and TA in role as arguing they are the best Queen of England ever!	Henry 8th and William the Conqueror	
Geography	What is a castle? Where are the castles? Countries and capital cities of the UK.	Where does the queen live? Where are her castles?		Which castles did they have/use? Where are they?		
Computing End Product- History: Kings and Queens animation.	Programming B – Introduction to animation	Programming B – Introduction to animation	Programming B – Introduction to animation	Programming B – Introduction to animation	Programming B – Introduction to animation	Programming B – Introduction to animation
P.E	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
	Ball Skills	Ball Skills	Ball Skills	Ball Skills	Ball Skills	Ball Skills
R.E –	What makes some places sacred?	What makes some places sacred?	What makes some places sacred?	What makes some places sacred?	What makes some places sacred?	What makes some places sacred?

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Year/class: 1		Topic and subject: Summer 2 – Where do I go next?				Duration: 7 Weeks	
Learning overview:							
Prior learning/questions from children:							
Subject	Content (NC) Overview and time dedicated						
	Week 1 – Where are we now? Summer!	Week 2 – Where are we now? Ellenbrook <i>Citizenship week?</i>	Week 3 - Where would you like to go? Summer holidays! <i>Citizenship week?</i>	Week 4 - Where would you like to go? Summer holidays!	Week 5 – TRANSITION WEEK	Week 6 – Where do we go next year? (year review/thinking about transition)	Week 7 – Where do we go next year? (year review/thinking about transition)
English	<i>Take one poet – poetry appreciation</i> <i>Personal responses to poetry</i> <i>Recite familiar poems by heart</i> Michael Rosen poems - each group learn one by heart to perform. <u>Guided Reading- Michael Rosen poem</u>	<i>Take one poet – poetry appreciation</i> <i>Personal responses to poetry</i> <i>Recite familiar poems by heart</i> Michael Rosen – which poem was your favourite and why? Write. Guided Reading – Michael Rosen poem	<i>Contemporary fiction</i> Bog Baby by Jeanne Willis – plan own Bog Baby adventure <u>Guided Reading</u> –	<i>Contemporary fiction</i> Bog Baby by Jeanne Willis – write Bog Baby story <u>Guided Reading</u> – The Last Tree in the City	<i>Contemporary fiction</i> Bog Baby by Jeanne Willis – read and share each others NO GUIDED READING (TRANSITION)	<i>Personal response</i>	<i>Personal response</i>
Maths	Time - Daily reference to class date, clock and time table						
	Place Value Within to and across 100	Additional and subtraction Mixed problem solving	Multiplication and division Mixed problem solving	Fractions Mixed problem solving	Year review – our maths fact challenges what do we need to know for year 2! shapes	Year review – our maths fact challenges what do we need to know for year 2! Number bonds Faction families	Year review – our maths fact challenges what do we need to know for year 2! Calculations Additional: Measure - Remeasure and compare on height chart (science link) – how much have we grown in Year 1?

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							Our year – chronological ordering	
<p>Science</p> <p>End Product: Make a model of a plant. Ask them to create different kinds of plants such as: garden plants, wild plants, vegetables and trees. This will help them to see the great variety which could lead to a great plant display of all kinds of plants.</p>	<p>Weather and signs of summer.</p> <p>Start local area plant study</p> <p>Revisit: What colours can we find outside? Does this change across the seasons?</p>	<p>Local area plant study Planting</p> <p><u>Text link:</u> A First Book of Nature by Nicola Davies</p> <p>Which leaf is the strongest/best shade cover/best at directing water? What do you notice about different leaves? Which tree has the biggest leaves? Revisit - What are the most common British plants and where can we find them?</p>	Science investigation - TBC					
D.T.						Textiles – our year’s memory blanket (to be taken to year 2 and then added to next year)		
Art	Seasonal art			Self-portraits me – how have I changed? How have my drawing skills changed?				
Music	Charanga: Rewind, reflect and replay	Charanga: Rewind, reflect and replay	Charanga: Rewind, reflect and replay	Charanga: Rewind, reflect and replay	Charanga: Rewind, reflect and replay	Charanga: Rewind, reflect and replay	Charanga: Rewind, reflect and replay	
History						Year review – sharing our historical timelines with Year 2 -What did we learn?	Our personal timelines – reflection on our year of learning.	
<p>Geography</p> <p>End Product- To write a non-chronological report.</p>		Local area study – Ellenbrook	Small area study Ellenbrook compared to Lytham Where are the hot and cold areas of the world?		Shared year 1 and 2 trip to Lytham			
<p>Computing</p> <p>End Product- Maths: Measuring data- Who is the... using class data from height chart over terms.</p>	Data and information – Grouping data	Data and information – Grouping data	Data and information – Grouping data	Data and information – Grouping data	Data and information – Grouping data	Data and information – Grouping data	Data and information – Grouping data	

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P.E	Striking and fielding						
	Sending and receiving						
R.E –	What makes some places sacred?						

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Year/class: 1		Topic and subject: Autumn 2 – Did it really happen?				Duration: 7 Weeks	
Learning overview:							
Prior learning/questions from children:							
Content (NC) Overview and time dedicated							
Subject	Week 1 – Fire!	Week 2 –Conflict!	Week 3 – What happened?	Week 4 – What happened?	Week 5 – What happened?	Week 6 – Christmas	Week 7 – Christmas
English	<i>Poetry – reciting poetry</i> Fireworks! By Judith Nicholls from Poems about Festivals chosen by Brian Moses – find rhymes, learn by heart to perform <u>Guided Reading – Remember Remember the 5th of November</u>	<i>Poetry – rhyming couplets</i> Poppy Poppy (see below) / BBC Remembrance Day Cartoon – group write own version using rhyming couplets based on rabbit. Rabbit Rabbit what do you see? Rabbit Rabbit what do you hear? <u>Guided Reading – Remembrance Day comprehension/ Floppy the Hero.</u>	<i>Non-fiction – Information Texts</i> Tidy by Emily Gravett – making an information text to teach Badger all about the seasons. Reading about Autumn and planning. <u>Guided Reading - Tree – Seasons Come; Seasons Go by Patricia Hegerty and Britta Teckentrup</u>	<i>Non-fiction – Information Texts</i> Tidy by Emily Gravett – making an information text to teach Badger all about the seasons. Writing our book. <u>Guided Reading</u> Autumn non-fiction	<i>Narrative –predictable phrasing</i> Little Robin Red Vest by Jan Fearnley – planning a similar story <u>Guided Reading</u> Christmas at the Toy Museum – David Lucas	<i>Narrative –predictable phrasing</i> Little Robin Red Vest by Jan Fearnley – writing own page of the story <u>Guided Reading</u> The Polar Express – Chris Van Allsburg	Polar Express – imaginative writing <u>Guided Reading</u>
Time - Daily reference to class date, clock and time table							
Maths	N.B Assessment week Geometry (linked to firework patterns) Recognise and name common 2D shapes Additional: measure science investigation	Addition and Subtraction (within 10) Addition	Addition and Subtraction (within 10) Subtraction	Addition and Subtraction (within 10) Comparing the facts Additional: Measure - Length (comparing Autumn leaves)	Number: Place Value (within 20) Counting, reading and writing Comparing and ordering	Number: Place Value Counting in 2s, 5s and 10s Additional: Measure – weight – Christmas biscuits	Geometry – (linked to Christmas gifts) Recognise and name common 3D shapes

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<p>Science</p> <p>End product (throughout the year):</p> <ul style="list-style-type: none"> Set up rainfall gauges up in the playground and record the rainfall over a period of time. Make a windsock to measure wind direction and a wind vane to measure the direction of the wind Make a thermometer box to use outside to measure temperature 	Science investigation – fire works!		<p>Autumn</p> <p>Set up weather station to keep track of seasonal weather –</p> <p>In which season does it rain the most? Does the wind always blow the same way?</p> <p>Sow or plant <u>garlic and onions, broad beans in pots</u> Plant bulbs in pots.</p> <p>How does al bulb change over the year?</p>	<p>Autumn – weather and seasons – refer to trees learnt in autumn 1</p> <p>Tree: Seasons Come, Seasons Go (Patricia Hegarty and Britta Teckentrup)</p> <p>One Year with Kipper (Mick Inkpen)</p> <p>After the Storm (Nick Butterworth)</p> <p>Are there plants that are in flower in every season? What are they? What purpose do leaves serve for a tree?</p> <p>What colours can we find outside? Does this change across the seasons? How can we sort the leaves that we collected on our walk? Do trees with bigger leaves lose their leaves first in autumn?</p>				
<p>D.T.</p> <p>End product- Make a moving story book</p>						Cards and gifts - mechanisms	Cards and gifts - mechanisms	
Art	Fire work art		Van Gogh – season picture					
Music	Charanga- Rhythm in the way we move	Charanga- Rhythm in the way we move	Charanga- Rhythm in the way we move	Charanga- Rhythm in the way we move	Charanga- Rhythm in the way we move	Charanga- Rhythm in the way we move	Charanga- Rhythm in the way we move	
History	Gun Powder Plot!	Conflict – WW1 – Remembrance day.						
Geography	Where did the Gun Powder Plot take place? - London							
<p>Computing</p> <p>End Product- Art: Create a digital painting of a Starry Night.</p>	Creating media – Digital painting	Creating media – Digital painting	Creating media – Digital painting	Creating media – Digital painting	Creating media – Digital painting	Creating media – Digital painting	Creating media – Digital painting	
P.E	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	
	Yoga/Body awareness master basic movements including running, jumping, throwing and catching, as well as	Yoga/Body awareness master basic movements including running, jumping, throwing and catching, as well as	Yoga/Body awareness master basic movements including running, jumping, throwing and catching, as well as	Yoga/Body awareness master basic movements including running, jumping, throwing and catching, as well as developing	Yoga/Body awareness master basic movements including running, jumping, throwing and catching, as well as developing	Yoga/Body awareness master basic movements including running, jumping, throwing and catching, as well as developing balance,	Yoga/Body awareness master basic movements including running, jumping, throwing and catching, as well as developing	

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	developing balance, agility and co-ordination, and begin to apply these in a range of activities	as developing balance, agility and co-ordination, and begin to apply these in a range of activities	developing balance, agility and co-ordination, and begin to apply these in a range of activities	balance, agility and co-ordination, and begin to apply these in a range of activities	balance, agility and co-ordination, and begin to apply these in a range of activities	agility and co-ordination, and begin to apply these in a range of activities	balance, agility and co-ordination, and begin to apply these in a range of activities
R.E	<p>Who is Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>Who is Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1) 	<p>Who is Christian and what do they believe? • Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <ul style="list-style-type: none"> • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>Who is Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>Who is Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>Who is Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>Who is Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1).

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Poppy Poppy



Poppy poppy what do you say?
Wear me on Remembrance Day.

Poppy poppy what do you tell?
Many soldiers in battle fell.

Poppy poppy what should we
know?

That peace on earth should
grow, grow, grow.

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Year/class: 1		Topic and subject: Autumn 1 – Where Do I Belong?				Duration: 8 Weeks		
Learning overview:								
Prior learning/questions from children:								
Content (NC) Overview and time dedicated								
Subject	Week 1 – Who am I?	Week 2 – Who am I?	Week 3 - Where am I?	Week 4 - Where am I?	Week 5 – Where am I?	Week 6 – When am I?	Week 7 – When am I?	Week 8 – Where do we belong?
English	<p><i>Poetry – Free Verse</i></p> <p>Happy to be Me by Emma Dodd – writing Thank You poem for a body part of choice</p> <p>Guided Reading – I’m Being Eaten by a Boa Constrictor</p>	<p><i>Poetry – Free Verse</i></p> <p>Happy to be Me by Emma Dodd – each group to write a verse for one sense.</p> <p>Guided Reading – Wonder by Penny Kent (from Poems About Emotions chosen by Brian Moses)</p>	<p><i>Narrative – repetitive stories – predictable phrasing</i></p> <p>Home by Carson Ellis - Writing Home is... sentences using knowledge of their own home</p> <p>Guided Reading – House for Sale (ORT)</p>	<p><i>Narrative – repetitive stories - predictable phrasing</i></p> <p>Home by Carson Ellis - Writing Home is... sentences using knowledge of local area</p> <p>Guided Reading – Little red riding hood – search and find</p>	<p><i>Poetry – national poetry day</i></p> <p>Using senses to describe Ellenbrook?</p> <p>Guided Reading – Chocolate cake by Michael Rosen</p>	<p><i>Non-fiction – recount</i></p> <p>Dogger by Shirley Hughes – recount as Lost Report – when was Dogger last seen</p> <p>Guided Reading – Major Glad and Major Dizzy by Jan Oke</p>	<p><i>Non-fiction – recount</i></p> <p>Dogger by Shirley Hughes – recount finding Dogger in role as Dave</p> <p>Guided Reading – Transport - Fireflies</p>	<p><i>Non-fiction – recount</i></p> <p>Recount – our museum day</p> <p>Guided Reading – My Week</p>
Maths	<p>Data / Time</p> <p>Birthday Balloons</p> <p>Months of the year and days of the week – set up daily date.</p> <p>Additional - How does my height change over the year? – set up for measuring each half term (science link)</p>	<p>Measure</p> <p>Mass/weight – linked to our sensory feast</p>	<p>Number: Place Value (within 10) assess chn push to within 20 if able.</p> <p>Sort / Count / Represent Objects</p>	<p>Number: Place Value (within 10) assess chn push to within 20 if able.</p> <p>Count / read and write forwards / backwards one more / one less</p>	<p>Number: Place Value (within 10) assess chn push to within 20 if able.</p> <p>Comparing groups Ordering groups The number line</p>	<p>Number: Addition and Subtraction (within 10)</p> <p>Number bonds</p> <p>Discuss the symbols + and = (for number bond work)</p>	<p>Number: Addition and Subtraction (within 10)</p> <p>Part-whole model Addition symbol Fact families</p>	<p>Time</p> <p>Sequencing events in chronological order</p> <p>Tell the time to the hour and the half hour – set up class clock and time tabled to be used daily.</p>

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<p>Science</p> <p>End Product (Humans):</p> <ul style="list-style-type: none"> Classify different stimulating items into sensory groups on a sensory board <p>End Product (Animals):</p> <ul style="list-style-type: none"> Create a visual record of their observations in drawings and photographs and annotate to show their understanding and learning 	<p>Parts of the body</p> <p>What are the names for all the parts of our bodies?</p>	<p>Senses</p> <p>Is our sense of smell better when we can't see?</p> <p>Do all animals have the same senses as humans?</p>			<p>Identifying common plants and animals</p> <p>What are the most common British plants and where can we find them?</p> <p>Text link: A First Book of Nature by Nicola Davies</p>			
<p>D.T.</p> <p>End product: Dogger puppet</p>		<p>Cooking a sensory feast</p>				<p>Puppet making- Dogger (Toys)</p>		
<p>Art</p> <p>End product: Self-portrait.</p>	<p>Self-portraits</p>				<p>Textured pictures of local area/plants/ animals.</p>			
<p>Music</p>	<p>Charanga- Hey You!</p>	<p>Charanga- Hey You!</p>	<p>Charanga- Hey You!</p>	<p>Charanga- Hey You!</p>	<p>Charanga- Hey You!</p>	<p>Charanga- Hey You!</p>	<p>Charanga- Hey You!</p>	<p>Charanga- Hey You!</p>
<p>History</p>				<p>Set up timeline – to keep up and be added to all year – introduce topic vocab.</p> <p>Local event – building of the school</p>		<p>Changes – toys</p> <p>Text link - Lost in the Toy Museum by David Lucas</p>	<p>Changes - transport</p>	<p>Reflect with year 2 – sharing what we have learnt about changes in recent history (classroom museums)</p>
<p>Geography</p>			<p>Set up UK map display – to keep up and add to all year.</p> <p>Identify countries and capital cities – which country are we in?</p>	<p>Local geographical study – human and physical features.</p>				

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Computing End Product- Geography: Identifying countries and capital cities in Google maps.	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us
P.E	Invasion Games							
	Target Games							
R.E – include local walk to St Mary’s	What does it mean to belong to a faith community?	What does it mean to belong to a faith community?	What does it mean to belong to a faith community?	What does it mean to belong to a faith community?	What does it mean to belong to a faith community?	What does it mean to belong to a faith community?	What does it mean to belong to a faith community?	What does it mean to belong to a faith community?

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Year/class: 1		Topic and subject: Spring 1 – Let’s Go Explore!			Duration: 6 Weeks	
Learning overview:						
Prior learning/questions from children:						
Content (NC) Overview and time dedicated						
Subject	Week 1 – Let’s explore Winter in Ellenbrook	Week 2 – Let’s explore animal groups	Week 3 - Let’s explore herbivores, carnivores and omnivores	Week 4 – Let’s explore animals around the world	Week 5 – Let’s explore animals around the world	Week 6 – Let’s explore animals around the world
English	<p><i>Poetry - Vocabulary building - read, write and perform free verse</i></p> <p>Sounds Like the Winter by Chris White (from Poems about Seasons chosen by Brian Moses) – writing own Winter is... poems</p> <p><u>Guided Reading</u> – Mr Snowman by Debra Bertulis (from Poems about Seasons chosen by Brian Moses)</p>	<p><i>Poetry - Vocabulary building - read, write and perform free verse</i></p> <p>Oi Frog! (and other Oi! Books) by Kes Gray – writing Oi poem using rhyming couplets</p> <p><u>Guided Reading</u> – Animal Farewells by Kate Snow (from Poems about Animals chosen by Brian Moses)</p>	<p><i>Traditional tales – Fairy Tales</i></p> <p>The Three Little Pigs (Pie Corbett)</p> <p><u>Guided Reading</u> – The Tiger Who Came to Tea by Judith Kerr</p>	<p>The Three Little Pigs – rewrite adding in adjectives</p> <p><u>Guided Reading</u> – Brenda is a Sheep by Morag Hood</p>	<p><i>Instructions / Explanations</i></p> <p>The Great Explorer by Chris Judge – instructions for what to take on your expedition using picture</p> <p><u>Guided Reading</u> – Never Tickle a Tiger by Pamela Butchart</p>	<p><i>Instructions / Explanations</i></p> <p>The Great Explorer by Chris Judge – explanation of how to be great explorer</p> <p>OR</p> <p>When Grandad was a Penguin by Morag Hood– explanation of how to tell your Grandad apart from given animal (using what we know about animals)</p> <p><u>Guided Reading</u> – A recipe (e.g. from Gruffalo Crumble and Other Recipes by Julia Donaldson)</p>
Time - Daily reference to class date, clock and time table						
Maths	<p>Number and place value</p> <p>The hundred square</p> <p>Arrow cards and place value</p> <p>Additional: Measure - Remeasure and compare on height chart (science link)</p>	<p>Addition</p> <p>Within 20</p>	<p>Subtraction</p> <p>Within 20</p>	<p>Multiplication</p>	<p>Division</p>	<p>Fractions</p> <p>(Zoo link - organising food for the animals)</p> <p>Additional: Measure – weight – link; a meal for an explorer</p>
Science	<p>Signs of winter – including trees</p> <p><u>Text link: Tree – Seasons Come; Seasons Go by Patricia Hegerty and Britta Teckentrup</u></p>	<p>Identifying common animals including animal groups</p> <p>Describing and comparing the structure of common animals</p>	<p>Identify and name a variety of animals which are herbivores, carnivores and omnivores.</p> <p><u>Text link: A First Book of Animals by Nicola Davies</u></p>	<p>Identifying common animals including animal groups</p> <p>Describing and comparing the structure of common animals</p> <p>Identify and name a variety of animals which are herbivores, carnivores and omnivores.</p> <p><u>Text link: A First Book of Animals by Nicola Davies</u></p>	<p>How can we organise all the zoo animals? (using what we’ve learnt)</p>	

Medium Term Plan

	Revisit - What colours can we find outside? Does this change across the seasons?	<u>Text link: A First Book of Animals by Nicola Davies</u>				
D.T. End product- Fruit salad for an explorer					Shelters for an explorer (scientist link - Charles Mackintosh Waterproof coat)	Meal for an explorer
Art End product- A clay, textured sculpture of an animal of their choice.	Seasonal art	Sculpture – animal parts		Colours and pattern – Kandinsky		
Music	Charanga – In the groove	Charanga – In the groove	Charanga – In the groove	Charanga – In the groove	Charanga – In the groove	Charanga – In the groove
History						
Geography	Weather			World maps atlases and globes – introducing the continents Looking at where our favourite animals live. Book link: The Lonely Beast by Chris Judge		
Computing End Product- Geography: Programming a Beebot to move around the map of the U.K.	Programming A – Moving a robot	Programming A – Moving a robot	Programming A – Moving a robot	Programming A – Moving a robot	Programming A – Moving a robot	Programming A – Moving a robot
P.E	Dance	Dance	Dance	Dance	Dance	Dance
	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness
R.E –						