

MEDIUM TERM PLANNING FOR Y1

TERMLET 1	wb 6.09.21	wb 13.09.21	wb 20.09.21	wb 27.09.21
Science	<ul style="list-style-type: none"> observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways
	<p>Talk to the children about the different types of weather linking to their own experiences. Discuss weather patterns. Safety, ie don't look directly at the sun. Go through What is weather power point. Start to record daily weather. In books complete draw the weather sheets.</p>	<p>Discuss weather forecasts. Watch a weather report for the UK. Look at the four different countries of the UK. Is the weather the same/different?</p> <p>Complete sheet to show the weekly weather from our daily chart. HA's can they write a sentence to describe what we observed.</p>	<p>Discuss four seasons and how the season of Autumn will begin on 22.09.20. Use pp. Take the children outside and talk about: What signs of Autumn can they see? What do the trees look like? What might they wear in Autumn? What weather is associated with Autumn? Children to write a sentence (MA/HA) or fill in missing words (LA) in books to answer each question.</p>	<p>Learn about what being a scientist is about. Think about vocabulary scientists use. Talk about the scientist Mae Jemison. What did she do? What questions would the children like to ask her if they met her? Use role play and 'hot seat' approach.</p> <p>Take photos for books.</p> <p>Children to complete sheet If I was a scientist I would...</p>
History				
Geography	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries. 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	<p>Introduction to the four countries that make up the UK. Use a globe to locate the UK then Children to label a map of the UK.</p> <p>Talk about where we live.</p> <p>Capital letters for places.</p>	<p>England:</p> <ul style="list-style-type: none"> -Locate on a map -Flag -Capital city -Key information and features -Landmarks 	<p>Wales:</p> <ul style="list-style-type: none"> -Locate on a map -Flag -Capital city -Key information and features -Landmarks -Learn to count to 10 in welsh. 	<p>Scotland:</p> <ul style="list-style-type: none"> -Locate on a map -Flag -Capital city -Key information and features -Landmarks -Loch Ness Monster
P.E.	<p>See Get Set 4 PE for full lesson information</p> <p>Net and Ball (Monday)</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>			
	<p>Fundamentals (Friday)</p> <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>			
Art		<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
		<p>Read 'The Queen's Knickers'.</p> <p>Children to design a new pair of knickers for her and write a sentence to describe them.</p>		<p>Children to draw their own interpretation of what the Loch Ness Monster might look like</p>

D & T			<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] build structures, exploring how they can be made stronger, stiffer and more stable 	
			<p>Using construction equipment investigate and evaluate making bridges. Design a new bridge for the three billy goats gruff.</p> <p>See POAP Sheet - Structures</p>	
R.E.	<p>Lincolnshire Locally Agreed Syllabus for Religious Education God – Christianity <i>Believing</i> <i>[What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc.</i> <i>What do stories in the New Testament tell Christians about Jesus?]</i></p>			
	<p>Introduce Abbey Owl</p> <p>New Learning/Recap on EYFS</p> <p>What is Christianity? What can you tell me? Vocab: God, Christian, Believe, Vicar, Church, Creation, cross.</p>	<p>The Bible – Look at and discuss old and new testament. What does the bible mean to Christians?</p>	<p>Creation (Discovery RE), Children to create something during Child-Initiated Learning and reflect on what they have created during the following RE session. Qu: Who created this? How did it feel to create it? How do I want my creation to be treated? Who would I trust to look after it? How would I feel if it was disrespected/ damaged?</p>	<p>Read and discuss the story ‘Wonderful Earth!’ by Nick Butterworth and Mick Inkpen (Creation Story - Genesis chapter 1), using large sequencing pictures to order/ illustrate what happened on each day. When exploring each day say that Christians believe that God created this. Discuss how Christians believe that God created the world and everything in it. Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world?</p> <p>Children to draw the pictures in sequence.</p>
PSHE	<p>See Jigsaw PSHE, Being Me in My World, for lesson plans.</p>			
	<p>Introduce Jigsaw Jack and how school is a safe place. Use letter from JJ</p> <p>Introduce and discuss Class Charter/Rights respecting school/7 C’s</p> <p>Make hands for wall.</p>	<p>Piece 2 – Learning well with friends.</p>	<p>Piece 3 – Rights and responsibilities</p>	<p>Piece 4 – Feeling Proud</p>
Music	<ul style="list-style-type: none"> play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 			
	<p>Charanga – Hey you (Adapted)</p> <p>Step 1</p>	<p>Charanga – Hey you (Adapted)</p> <p>Step 2</p>	<p>Charanga – Hey you (Adapted)</p> <p>Step 3</p>	<p>Charanga – Hey you (Adapted)</p> <p>Step 4</p>
Computing				
General	<p>Introduce role play area and continuous provisions.</p> <p>Common exception words assessments</p> <p>Letter formation assessments</p> <p>Raindrops – What I would like to learn in Year 1</p>			

TERMLET 1	4.10.21	wb 11.10.21	wb 18.10.21	
Science	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests using their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> observing closely, using simple equipment using their observations and ideas to suggest answers to questions observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> observe and describe weather associated with the seasons and how day length varies. observing closely, using simple equipment using their observations and ideas to suggest answers to questions 	
	Refer back to what being a scientist is about. Introduce making gloop science experiment. Allow the children to examine and describe the two different ingredients, water and cornflour. How are they different? Then ask the children to predict what will happen when the water and corn flour are mixed together. Conclude what did happen: On white boards children to write words to describe observations and texture.	Introduction to thermometers and using them to find out the temperature. Children to label a thermometer and record the temperature each day on a graph.	Rain cloud in a jar. Talk about what each item represents (Foam-cloud, water-air, colouring-rain). See link: https://funlearningforkids.com/rain-cloud-jar-science-experiment/ Children to predict what will happen then carry out experiment with a conclusion. End of topic assessment - Weather	
History		<ul style="list-style-type: none"> events beyond living memory that are significant nationally significant historical events, people and places in their own locality. 		
		Queen Elizabeth II Add to timeline when she became queen. Her role. Where she lives.		
Geography	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	
	<p>Northern Ireland:</p> <ul style="list-style-type: none"> -Locate on a map -Flag -Capital city -Key information and features -Landmarks <p>Learn to count to 10 in Gaelic.</p>	<p>What is a landmark?</p> <p>Find out about London landmarks and write a sentence about them. Can the children locate them on a map of London?</p>	<p>Colour and label seas around the UK.</p> <p>North Sea English Sea English Channel Irish Sea Atlantic Ocean</p> <p>What if I lived in a different part of the UK?</p>	
P.E.	<p>See Get Set 4 PE for full lesson information</p> <p>Net and Ball</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>			
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Art		<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		

		to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		
		Children to choose a landmark and sketch into their books.		
D & T	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] build structures, exploring how they can be made stronger, stiffer and more stable		<ul style="list-style-type: none"> understand where food comes from. <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] build structures, exploring how they can be made stronger, stiffer and more stable 	
	Make and test bridges for the three Billy goats gruff. Need: scissors, paper, tape, glue, art straws, boxes, tubes, pipe cleaners. See POAP Sheet - Structures		Talk to the children about Harvest and the collection of food. Evaluate bridge structures. What worked? What didn't? What would you change?	
R.E.	Lincolnshire Locally Agreed Syllabus for Religious Education God – Christianity Believing <i>[What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?]</i>			
	Read and discuss the story 'Wonderful Earth!' by Nick Butterworth and Mick Inkpen (Creation Story - Genesis chapter 1), using large sequencing pictures to order/illustrate what happened on each day. When exploring each day say that Christians believe that God created this. Discuss how Christians believe that God created the world and everything in it. Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world? Children to draw the pictures in sequence.	What is a moral to a story? Does the creation story have a moral or just an account? Read an Aesop's story and discuss the moral.	What do Christians believe God wants to see in the world. Children to draw pictures. HA to write a sentence.	
PSHE	See Jigsaw PSHE – Being Me in My World			
	Little Red Hen – Helping hands sheet.	Piece 5 – Consequences	Harvest – Healthy eating. Exploring and sorting Vegetables.	
Music	<ul style="list-style-type: none"> play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 			
	Charanga – Hey you (Adapted) Step 5	Charanga – Hey you (Adapted) Step 6	Charanga – Hey you (Adapted) Recap	
Computing			<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	
			Use <i>photobooth</i> on iPad to manipulate a photo of a London Landmark.	