

Medium Term Planning

Spring Term

Year 1	Spring 1	Spring 2
Theme/Topic	Durham Cathedral	
Visit/Visitors	Visit to Durham Cathedral	Captain Chemistry
RE	<p><b>Local Church- Special people</b></p> <p>Children will know and understand that there are special people in our lives who are there to help.</p> <p>Children will also recognise that on Sunday in church, we meet people who do special jobs as we gather to celebrate the good news of Jesus.</p> <p><b>Eucharist- meals</b></p> <p>Children will understand that families and groups share special meals.</p> <p>Children will recognise that during mass we receive Jesus' special meal.</p> <p><b>Lent/Easter – giving - change</b></p> <p>Children will learn that we change and grow.</p> <p>Children will understand that Lent is as time to change in preparation for the celebration of Easter.</p>	
English Literature	<p>Why do elephants have big ears?</p> <p>Local area topic box</p> <p>Traditional Tales</p> <p>The four singers</p> <p>The Boy Who cried Wolf – Class set</p> <p>The Ugly Sharkling</p>	
Reading	<p>Read simple sentences with some fluency</p> <p>Respond with the correct sound to known graphemes</p> <p>Apply phonic knowledge and skills as the route to decode words</p>	

	<p>Bled sounds in unfamiliar words containing known GPC</p> <p>Read known Common Exception Words (Y1)</p> <p>Begin to read words containing known GPS and –s, -es, -ing, -ed and –est endings.</p> <p>Begin to read words with contractions.</p> <p>Re-read books to develop confidence and fluency.</p> <p>Use pictures to read and understand text.</p> <p>Retells key stories in simple sentences</p> <p>Distinguishes between fact and fiction</p> <p>Checks texts make sense, correcting inaccurate reading</p> <p>Makes simple predictions</p>
<p><b>Writing</b></p>	<p>Says out loud what is going to be written about</p> <p>Composes sentences and begins to write them</p> <p>Compose sentences orally before writing them</p> <p>Begins to write short narratives based on real and fictional experiences</p> <p>Write using sentences with capital letters and full stops most of the time</p> <p>Re-reads what has been written to check it makes sense</p> <p>Read aloud writing clearly</p>
<p><b>Spelling</b></p>	<p>Words with consonant digraphs and some vowel digraphs / trigraphs.</p> <p>Alternative vowel phonemes.</p> <p>New consonant spellings ph and wh.</p> <p>Words ending in –y</p> <p>Spells correctly; Common Exception Words/ High Frequency Words (Y1)</p> <p>Begin to spell the singular plural of words.</p> <p>Divides words into syllables.</p> <p>Spelling rules: focus on words containing long vowel sounds and split digraphs. (Spelling Shed)</p>

<b>Grammar, Punctuation and Vocabulary</b>	<p>Compose phrases and sentences orally and attempt to replicate them in writing with mediation.</p> <p>Use capital letters and full stops accurately.</p> <p>Begin to use capital letters for names.</p> <p>Recognise basic punctuation, question marks, and exclamation marks in print.</p> <p>Understand that 'and' can be used to join sentences.</p>		
<b>Speaking and Listening</b>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates</p>		
<b>Mathematics</b>	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>• Addition and subtraction (within 20)</li> <li>• Number and place value (numbers to 50)</li> <li>• Measurement - length, weight and volume</li> <li>• Add and subtract one- and two-digit numbers to 20 including zero</li> <li>• Represent and use number bonds and related subtraction facts within 20</li> <li>• Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems</li> </ul> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> <li>• Measure and begin to record length and height, mass/weight and capacity and volume</li> <li>• Compare, describe and solve practical problems in measurement</li> </ul>		
<b>Science</b>	<b>Computing</b>	<b>Design Technology</b>	<b>PE</b>
<p><b>Content:</b></p> <p>Humans and other Animals</p> <p>Seasonal Change</p> <p><b>Working scientifically</b></p> <p>Humans and other animals</p>	<p><b>Content:</b></p> <p>IT sound - use technology purposefully</p> <p><b>Success criteria:</b></p>	<p><b>Content:</b></p> <p>'Cooking and Nutrition'</p> <p>Healthy food: fruit kebabs</p> <p><b>Success criteria:</b></p>	<p><b>Content:</b></p> <p>Multi skills</p> <p>Gymnastics</p> <p>Dance</p> <p>Athletics – Honeypot</p>

<p><b>Success criteria:</b></p> <p>Gather and record data to help in answering simple questions</p> <p>Identify and classify</p> <p>Use observations to suggest answers to questions</p> <p>Identify and name a variety of common animals</p> <p>Identify carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals</p> <p>Identify, name, draw and label basic parts of the human body and say the associated sense</p> <p><b>Seasonal Change</b></p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Observe changes across the four seasons</p>	<p>Using IPADS /Easispeaks to record/playback to create simple stories to use in writing.</p> <p>Using cameras – taking photographs of the local area.</p> <p>Learning how to create store and retrieve.</p> <p><b>Digital Literacy:</b> Keeping personal information private</p> <p>Look at the local environment for common uses of ICT outside school.</p> <p><b>Computer Science</b></p> <p>Use digital devices to program simple journeys –use maps/photos of the local area.</p> <p>Make sets of simple instructions e.g. left, right, forwards and backwards and correct obvious errors (debug)</p>	<p>Understand that food ingredients should be combines according to sensory characteristics</p> <p>Know that everyone should eat at least five portions of fruit and vegetables a day</p> <p>Prepare simple dishes safely and hygienically without using a heat source</p> <p>Use techniques such as cutting</p>	<p><b>Success criteria:</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>
<p><b>Geography</b></p>	<p><b>History</b></p>	<p><b>Music</b></p>	<p><b>Art &amp; Design</b></p>
<p><b>Content:</b></p> <p>Locational knowledge Durham City</p> <p>Map Skills</p> <p><b>Success criteria:</b></p>	<p><b>Content:</b></p> <p>Durham Cathedral</p> <p><b>Success criteria:</b></p>	<p><b>Content:</b></p> <p>Use percussion instruments to add to songs</p> <p><b>Success criteria:</b></p>	<p><b>Content:</b> Sculpture – Fenwick Lawson</p> <p><b>Success criteria:</b></p> <p>Use sculpture to develop and share ideas, experiences and imagination</p> <p>Learn about the work of a range of artists and describe the differences and similarities</p>

<p>Use basic geographical vocabulary to refer to key physical and human features</p> <p>Use simple directional language</p> <p>Draw basic maps including appropriate symbols or pictures to represent features or places</p>	<p>Understand some ways we find out about the past including artefacts, pictures, stories and websites</p> <p>Talk about important places and who was important and why</p> <p>Focus on significant historical events, people and places in their own locality.</p>	<p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Skills:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
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