

Medium Term Planning

Spring Term

Year 1	Spring 1	Spring 2
Theme / Topic	Durham Cathedral	
Visit / Visitors <i>When / where possible</i>	Visit to Durham Cathedral	Captain Chemistry
RE	<p>Local Church- Special people</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>Eucharist- meals</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>Lent/Easter – giving - change</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>	
RSE	<p>Ten Ten Life to the Full Module 2 Unit 2</p> <p>Special People</p> <p>Children will identify 'special people' (their parents, carers, friends, parish priest) and what makes them special;</p> <p>Children learn the importance of nuclear and wider family;</p> <p>Children learn importance of being close to and trusting special people and telling them if something is troubling them.</p>	

	<p>Treat others well</p> <p>Children learn how their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</p> <p>Children know the characteristics of positive and negative relationships;</p> <p>Children know different types of teasing and that all bullying is wrong and unacceptable.</p> <p>.....And say sorry</p> <p>Children recognise when they have been unkind and say sorry;</p> <p>Children recognise when people are being unkind to them and others and how to respond;</p> <p>Children know that when we are unkind to others, we hurt God also and should say sorry to him as well;</p> <p>Children know that we should forgive like Jesus forgives.</p>	
<p>PSHE</p>	<p>Children will explore the importance of perseverance, persistence, and resilience.</p> <p>Children will take part in 'We eat elephants' programme with Rob from The Piece of Mind Team</p> <p>Children will celebrate Children's Mental Health Week and Safer Internet Day focusing on coping with feelings, staying safe and practicing self-care, using BBC SuperMover resources and Mindfulness techniques.</p> <p>Children will make special people cards for Mother's Day on Sunday 27th March knowing all families are different and what makes a family is loving relationships.</p>	
<p>English Literature</p>	<p>RWI texts</p> <p>The Write Stuff Unit</p>	<p>RWI texts</p> <p>The Write Stuff Unit</p>
<p>Reading</p>	<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 word</p> <p>Blend sounds in unfamiliar words containing known GPC 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>
Writing	<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>
Spelling	<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>
<p>Grammar, Punctuation and Vocabulary</p>	<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>
<p>Speaking and Listening</p>	<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>
<p>Mathematics</p>	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Addition and subtraction (within 20) • Number and place value (numbers to 50) • Add and subtract one- and two-digit numbers to 20 including zero • Represent and use number bonds and related subtraction facts within 20 • Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems

Shape, Space and Measures			
<ul style="list-style-type: none"> • Measure and begin to record length and height, mass/weight and capacity and volume • Compare, describe and solve practical problems in measurement 			
Science	Computing	Design Technology	PE
<p>Content:</p> <p>Animals Including Humans</p> <p>Continuous: seasonal change</p> <p>Working Scientifically</p> <p>Success Criteria</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</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>Content:</p> <p>Content: IT sound - use technology purposefully</p> <p>Success criteria:</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>Digital Literacy: Keeping personal information private</p> <p>Look at the local environment for common uses of ICT outside school.</p> <p>Computer Science Use digital devices to program simple journeys –use maps/photos of the local area.</p>	<p>Content:</p> <p>'Cooking and Nutrition'</p> <p>Healthy food: fruit kebabs</p> <p>Success criteria:</p> <p>Understand that food ingredients should be combined 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>Content: Dance How does it feel?</p> <p>Success Criteria:</p> <p>Create and perform short dances, using rhythm, expressive and dynamic qualities to show different moods, ideas and feelings.</p> <p>Copy some moves</p> <p>Perform dances using simple movement patterns</p> <p>Move in time with music</p> <p>Games - Ten point hoops</p> <p>Practise different skills associated with this bean bag throwing game</p> <p>Skills/ success criteria:</p> <p>Throw underarm into a target with increasing accuracy</p> <p>Change speed and direction easily</p> <p>Change their approach in response to their</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>Observe and describe weather associated with the seasons and how day length varies</p> <p>Observe changes across the four seasons</p>	<p>Make sets of simple instructions e.g. left, right, forwards and backwards and correct obvious errors (debug)</p>		<p>opponents actions</p> <p>Explain what is successful or how to improve</p>
<p>Geography</p>	<p>History</p>	<p>Music</p>	<p>Art & Design</p>
<p>Content: Locational knowledge Durham City</p> <p>Map Skills</p> <p>Success criteria:</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>Content: Durham Cathedral</p> <p>Success criteria:</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>Content:</p> <p>Play un-tuned instruments musically</p> <p>Listen to Vivaldi's Winter and Spring</p> <p>Success Criteria:</p> <p>Chant and clap in time with a steady pulse</p> <p>Describe, name and group a variety of instruments</p> <p>Play instruments or use body percussion in different ways to create sound effects</p>	<p>Content:</p> <p>To use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Success Criteria:</p> <p>Work with different materials</p> <p>Begin to think what materials best suit the task</p> <p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Develop tearing, cutting and layering paper to</p>

		<p>and follow directions to 'perform' a story together</p> <p>Discuss what was good</p> <p>Suggest how it might be improved</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>create different effects</p> <p>Begin to collect ideas in sketchbooks</p> <p>Create and experiment with shades of colour and name some of these</p> <p>Recognise warm and cold colours</p> <p>Explore the relationship between mood and colour</p>
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