

**Year 1 Term 3 Medium term plan**

<b>Term 3</b>	<b>Our Wonderful World and School Days</b>	<b>Literacy Focus</b>	CP	PE	PHSE	Trips/ Special Events
Week 1 3/1	<b>What is a map? STREET VIEW ART TOPIC</b>	Non fiction - description of houses.	Art Art Art	Dance Unit 1 Lesson 1	Citizenship	
Week 2 9/1	<b>Continents and Oceans - Geography</b>	Non Fiction- how to save our ocean poster.	Science Literacy Music	Dance Unit 1 Lesson 2	Citizenship	
Week 3 16/1	<b>RE- sacred places in Christianity</b>	Non fiction - poem	Geography Maths DT	Dance Unit 1 Lesson 3	Citizenship	Visit to Little seaside town
Week 4 23/1	<b>Supertato</b>	Fiction - character description	Art History Computing	Dance Unit 1 Lesson 4	Citizenship	
Week 5 30/1	<b>Real life superheroes</b>	Non fiction - diary entry	Literacy DT Geography	Dance Unit 1 Lesson 5	Citizenship	Visit from a superhero
Week 6 6/2	<b>Victorians</b>	Non fiction -	DT PHSE Music	Dance Unit 1 Lesson 6	Citizenship	Assembly to parents

	Literacy	Maths	Foundation subject Focus	Passport Challenges	Music and computing
Week 1: Street View Art Topic	<i>Write a sentence or sequence of sentences for a given purpose</i> Children are to look at aerial view of the local area.		<b>ART Focus</b> <i>Use drawing, painting and sculpture to develop and share their ideas,</i>	<i>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.</i>	<i>Computing- lego builders lesson 1&amp;2</i>

	Discuss the different types of home types, name them, and to write a simple description of their own home.		<p><i>experiences and imagination.</i></p> <p>Take the children outside to explore the range of buildings in the streets that surround the school. Provide cameras for the children to take photographs and a range of hard and soft pencils with which to draw thumbnail sketches</p>	<p>Print off examples of his work and ask the children to study the images. Invite them to offer their initial responses, describing aspects of the work, such as colour and composition. Direct the children to choose an image to study more closely, recreating a part or whole of it, on a small-scale.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Provide each child with a copy of the <a href="#">Colour wheel template</a> and primary colour powder paints. Model how to paint each labelled section of the colour wheel in a primary colour, then direct them to carefully mix pairs of primary colours to make the secondary colours.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Demonstrate the cardboard layering technique to the children using the <a href="#">Cardboard layering technique instructions</a> and the <a href="#">Colourful house cut outs</a>. Provide the children with the equipment listed in the instructions and invite them to practise the technique</p>	
Week 2: Continents and Oceans	Write a sentence or sequence of		<p><b>Geography focus</b></p> <p>Name and locate the world's seven</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language</p>	<p>Charanga</p> <p>In the groove lesson 1&amp;2</p>

	<p><i>sentences for a given purpose</i></p> <p>Creating a poster with information on how to protect our oceans from pollution.</p>		<p><b>continents and five oceans.</b></p> <p>Start by showing the children a view of the world on <u>Google Earth</u>. Explain that Earth is our home, and it is covered in areas of land and water. Use the cursor to rotate the world and explain to the children that the land is divided into seven continents and the water into five oceans. Reinforce the names and locations using the <u>Continents and oceans presentation</u>.</p>	<p><i>(e.g. near and far; left and right), to describe the location of features and routes on a map.</i></p> <p><i>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season</i></p> <p><i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p><i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p>	
<p>Week 3: Sacred places</p>	<p><i>Say out loud what they are going to write about.</i></p> <p>Poem?</p>		<p><b>Re focus</b></p> <p><i>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</i></p>	<p><i>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</i></p> <p><i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world</i></p>	

			<p>Children to identify objects from their visit to a church and describe their meaning to Christians.</p>	<p><i>in relation to the Equator and the North and South Poles.</i></p> <p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</i></p>	
<p>Week 4: Supertato</p>	<p><i>Say out loud what they are going to write about.</i> Children to write a character description of supertato.</p>		<p><b><u>Geography Focus</u></b> <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</i></p> <p>Children to make a map of the local area, including nearby shops</p>	<p><i>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</i> Show the children the location of the place they live and mark it on the map. Give children a <a href="#">United Kingdom map template</a></p> <p><i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p>Children will create a role play scenario for Supertato. Using junk modelling materials they will create a town or city.</p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and its</i></p>	<p><i>Computing- lego builders lesson 3</i></p>

				<p><i>grounds and the key human and physical features of its surrounding environment.</i></p> <p>Visit forest school and talk about the habitat it creates for animals.</p>	
<p>Week 5: real life superheroes</p>	<p><i>Sequence sentences to form short narratives.</i></p> <p>Write a diary entry as Florence Nightingale, describing the day to day activities of a nurse.</p>		<p><b>History Focus</b></p> <p><i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p> <p>Find out about real life superheroes, focus on Florence Nightingale. Find out what they did to make things better for others and discuss why they are real-life superheroes</p>	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about significant historical events, people and places in their own locality.</p> <p><i>Draw and write about some who is your hero - mum, dad, grandad etc</i></p>	<p><i>Charanga</i></p> <p><i>In the groove lesson 3&amp;4</i></p>
<p>Week 6: Victorian Schooling Week</p>	<p><i>Sequence sentences to form short narratives.</i></p> <p>Encourage the children to plan their autobiography</p>		<p><b>History Focus</b></p> <p><i>Know and understand the history of these islands as a coherent,</i></p>	<p><i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i></p> <p>Give construction kits and small world figures to the children. Direct them to make a 1850's street. Instruct</p>	<p><i>Computing-Wee</i></p>

	<p>and sequence events in time order. They should use their plan to write their autobiography in full sentences, speaking each sentence aloud before writing</p>		<p><i>chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</i>  <i>Ask the children to bring in a range of photographs of themselves as a baby, toddler and as they are now and compare to olden day photos. How were babies cared for differently?</i></p>	<p>them to make changes so the street represents the present day.  <i>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</i>  <i>Encourage the children to place the cards correctly on the timeline.</i>  <i>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</i>  Encourage them to describe what has changed and think about why this might be. Refer to previous learning about everyday life in the 1850s to help them make links to cause and effect of land use. For example, there are more car parks because more people own cars and there is a large supermarket rather than small shops. Give the children copies of the maps  <i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically</i></p>	
--	--	--	---	---	--

				<p>valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Children to sort school life events out into table of past and present.</p>	
--	--	--	--	---	--