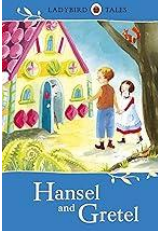
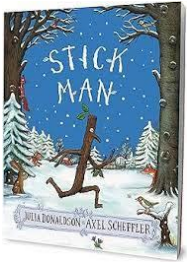


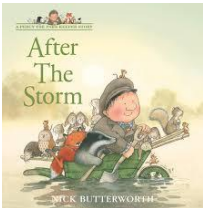
Year 1 Term 5 Medium term plan

Term 5	Enchanted Woodland and Every Day Materials	Literacy Focus	CP	PE	PHSE	Trips/ Special Events
Week 1	Science- name common plants and evergreen/deciduous trees Structure of a plant	Fiction - re writing the story	Maths Art DT	Hit, Catch, Run Unit 1 lesson 1	Economic wellbeing	
Week 2	FUNNY FACES ART TOPIC		Art Geography Maths	Hit, Catch, Run Unit 1 lesson 3	Economic wellbeing	Wild Wood Trip
Week 3	Every Day Materials		Literacy Geography Music	Hit, Catch, Run Unit 1 lesson 4	Economic wellbeing	Kearsney Abbey
Week 4	Every Day Materials		Art Science Computing	Hit, Catch, Run Unit 1 lesson 5	Economic wellbeing	
Week 5	RE - Belonging to a Faith and Community What does it mean to belong to a faith community? RE Coverage		PHSE Music Art	Hit, Catch, Run Unit 1 lesson 6	Economic wellbeing	Topic Based Assembly Church/ Community walk

	Literacy	Maths	Foundation subject Focus	Passport Challenges	Music and computing
<p>Week 1: Hansel and Gretel</p>	<p>Block 1: Fiction – Alternative ending narrative – Hansel and Gretel</p> 		<p>Science Focus <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i></p> <p>Children to be able to name a variety of common garden flowers. Learn that some trees are deciduous and some are evergreen. Look at pictures of both types of tree and read their names.</p> <p>Science focus <i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p> <p>Children to label the basic structure of a sunflower.</p>	<p>Gather and record data to help in answering questions.</p> <p>Use binoculars to watch birds. Children to answer questions relevant to what they see.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Make a crown out of woodland treasures.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Children to plant and grow seeds and bulbs.</p>	<p><i>Music</i> Your imagination lesson 1&2</p>
<p>Week 2:</p>			<p>Art Focus <i>Use drawing, painting and sculpture to</i></p>	<p><i>Use drawing, painting and sculpture to develop and share</i></p>	

			<p><i>develop and share their ideas, experiences and imagination.</i></p> <p>Offer a variety of drawing materials for the children to draw a self-portrait using simple lines and shapes. Invite the children to share and compare their self-portraits and to evaluate them.</p>	<p><i>their ideas, experiences and imagination.</i></p> <p>Demonstrate how to create a funny face collage using the Background templates and Face parts cut outs. After demonstrating, allow the children to use the same resources to create individual compositions using glue as a joining medium.</p> <p><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></p> <p>Invite the children to describe what they can see, including reference to the use of colour and composition. Ask the children to explain how the portraits are similar or different to each other and pick out special features such as unusual placement of facial features or expressions. Invite the children to choose a picture and use coloured paints, pencils or pastels to draw a version.</p> <p><i>Select from and use a range of tools and equipment to perform practical tasks (for example,</i></p>	
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				<p><i>cutting, shaping, joining and finishing).</i></p> <p>Support the children to practice using simple running or isolated stitches to join materials. Where children are able, provide sequins and buttons for them to add to their fabric and paper swatches</p>	
<p>Week 3: Into the Forest</p> <p>Everday materials</p>	<p>Block 2: Fiction – Poetry – stickman</p> 		<p>Identify and name a variety of everyday materials</p> <p>Children to be given a group of a variety of objects and to sort them into groups based on what they are made of.</p>	<p><i>distinguish between an object and the material from which it is made</i></p> <p>label 4 classroom objects with their material.</p> <p><i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i></p> <p>sort trees into evergreen and deciduous on a chart.</p> <p><i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p>Children to junk model a tree. What material works best?</p>	<p>Computing Animated stories lesson 3&4</p>
<p>Week 4:</p>			<p>describe the simple physical properties of a variety of everyday materials</p>	<p><i>Gather and record data to help in answering questions.</i></p> <p>Use venn diagram to compare materials and answer some questions.</p>	<p>Computing Animated stories lesson 5</p>

				<p><i>Observe closely, using simple equipment.</i></p> <p>Use magnifying glasses to observe properties of different materials.</p> <p><i>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p>	
<p>Week 6: RE Belonging</p>	<p>Block 3: Non-fiction – Instructions – How to build a home for animals</p> <p><u><i>After The Storm</i></u></p> <p><u><i>Nick Butterworth</i></u></p> 		<p>What does it mean to belong to a faith community?</p> <p>Children to make a list of groups they belong to and think about how Christians belong.</p>	<p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1)</p> <p>Find out about times when people from different religions and non-religious people might work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or Remembrance Day on 11th November.</p>	<p><i>Music</i></p> <p><i>Your imagination lesson 5&6</i></p>