

Medium Term Plan

Year 1		Topic Name Explorers		Term 3	
<b>Overarching Question?</b>	Are we there yet?				
<b>Stunning Start</b>	Video message, mystery trail around Hythe, find a suitcase				
<b>Fantastic Finish</b>	Explorer Day: tents on field, fire pit				
<b>Subject</b>	<b>Main Focus</b>	<b>NC Programme of study</b>	<b>Possible Tasks</b>	<b>Outcomes 'I can .....</b>	
<b>English Genres and Focus</b>	The Story of Pirate Tom T4W	Poetry: Preposition poems	On top of the mountain..... Over the river.....		
		Fiction: Settings	Create an explorer story in different settings		
		Non-fiction: recount	Recount a "mystery" trip		
<b>Maths</b>	Addition and Subtraction within 20	White Rose Maths	Represent and use number bonds and related subtraction facts within 20	I can represent and use number bonds and related subtraction facts within 20	
	Place Value within 50		Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	
	Multiples of 2,5,and 10		Add and subtract one-digit and two digit numbers to 20, including zero.	I can add and subtract one-digit and two digit numbers to 20, including zero.	
			Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	I can solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	
			Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.	I can count to 50 forwards and backwards, beginning with 0 or 1, or from any number.	
			Count, read and write	I can count, read and	

			<p>numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos, fives and tens.</p>	<p>write numbers to 50 in numerals.</p> <p>Given a number, I can identify one more or one less.</p> <p>I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>I can count in multiples of twos, fives and tens.</p>
<b>Science</b>	The Seasons	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Daily weather checks</p> <p>Seasonal walk</p> <p>Winter display</p>	<p>I can explain changes through autumn, winter, spring and summer.</p> <p>I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.</p>
<b>PE</b>	ABC 1 Invasion Games 1	<p>Hold a balance whilst walking along a straight line</p> <p>Zig zag through a series of markers spaced evenly, about 2m apart</p> <p>Hop on the spot using the same foot</p> <p>Jump for distance I can jump a long distance using my arms and legs to help push me forward and land safely</p> <p>Jump for height me higher</p>	<p>Ball games</p> <p>Bean game</p> <p>Team games</p> <p>Dodge Ball</p>	<p>I can walk along a straight line without swaying to one side or another</p> <p>I can run in between posts placed in a long line bending my legs and body to help me change direction</p> <p>I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down</p> <p>I can jump high, bending my knees and swinging my arms to help move</p>

		<p>Catch a bean bag</p> <p>Throw a small ball underarm, using the correct technique</p>		<p>I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag cannot fall out</p> <p>I can throw a small ball underarm accurately so that it reaches its target</p>
<b>Art/DT</b>	Making vehicles	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Explore mark-making using a variety of tools</p> <p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns</p>	<p>Sort and classify vehicles</p> <p>Moving parts: making wheeled vehicles</p> <p>Floating vehicles</p>	<p>I can draw things I have seen or imagined using lines</p> <p>I can try out ways mark-making using different tools</p> <p>I can cut, glue and trim material to create new pictures</p> <p>I can make marks in print using different objects and basic tools and use these to make repeating patterns</p>
<b>PSHE</b>	Me and Keeping Safe	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>•to say who they are and where they live</li> <li>•safety rules to stop them from getting lost</li> <li>•safe ways of getting help when lost, including: managing their feelings, learning how to identify safe people in their community and ask them for help</li> <li>•about possible dangers of household equipment</li> </ul>	<p>Learn address</p> <p>Safety rules and posters</p> <p>People who help us</p> <p>Dangers around the home</p>	<p>I can tell you my address</p> <p>I know how to avoid getting lost and what to do if I get lost.</p> <p>I know who to ask for help if I need it.</p> <p>I can identify dangers around the home</p> <p>I know how to stay safe when I am out side.</p>

		<ul style="list-style-type: none"> <li>•about rules and ways of keeping safe around household equipment</li> <li>•about possible dangers they might encounter during their outdoor activities, and rules for keeping safe around these</li> <li>•some key questions to ask themselves to help stay safe</li> <li>•about how to identify safe places and people</li> <li>•that they have a right not to be afraid or hurt</li> <li>•about people who might threaten their safety and strategies for staying safe</li> </ul>		
<b>RE</b>	What is the good news Jesus brings?	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to</p>		<p>I can tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>I can recognise that Jesus gives instructions to people about how to behave.</p> <p>I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity,</p>

		<p>the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>		<p>confession).</p> <p>I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>
<p><b>Computing</b></p>	<p>Google Earth</p>	<p>Recognise common uses of information technology in the home and school environment</p>	<p>Use Google Earth to "travel" to other places in the world.</p>	<p>I can recognise how I use technology in my home and at school</p>
<p><b>Geography</b></p>	<p>Seasonal weather changes Making and following simple maps and plans</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc.</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and</p>	<p>Map making, treasure trails, orienteering</p>	<p>I can ask simple geographical questions</p> <p>I can understand how some places are linked to other places e.g. roads, trains</p> <p>I can use simple observational skills to study the geography of the school and its grounds</p> <p>I can use simple maps of the local area</p> <p>I can use words such as near and far, left and</p>

		<p>routes</p> <p>Make simple maps and plans e.g. pictorial place in a story</p>		<p>right to talk about where things are</p> <p>I can make simple maps and plans</p>
<b>History</b>	Explorers from the past	<p>Find answers to some simple questions about the past from simple sources of information</p> <p>Talk, draw or write about aspects of the past</p> <p>Understand key features of events</p>	Sir Edmund Hilary	<p>I can find answers to some simple questions about the past from simple sources of information</p> <p>I can talk, draw or write about aspects of the past</p> <p>I can understand key features of events</p>
<b>Music</b>	Travelling Songs with action	<p>Understand that tempo describes how fast or slow the music is</p> <p>Understand that dynamics describe how loud or quiet the music is</p> <p>Learn and perform chants, rhythms, raps and songs</p>		<p>I can understand that tempo describes how fast or slow the music is</p> <p>I can understand that dynamics describe how loud or quiet the music is</p> <p>I can perform rhymes, raps and songs</p>
<b>Local focus</b>	Following simple map around the school and around Hythe Traffic survey			
<b>Visitors or trips</b>	Seasonal walk Mystery trail around Hythe			
<b>Special Focus Days/Weeks</b>	Be explorers Tents on the school field			
<b>Key Vocabulary</b>	Explorer, vehicle, earth, the world, Hythe, England, Arctic, Australia			