

Medium Term Plan

Year 1		Topic Name Explorers		Term 3	
Overarching Question?	Are we there yet?				
Stunning Start	Video message, mystery trail around Hythe, find a suitcase				
Fantastic Finish	Explorer Day: tents on field, fire pit				
Subject	Main Focus	NC Programme of study	Possible Tasks	Outcomes 'I can'	
English Genres and Focus	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				
Maths	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.	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 add and subtract one-digit and two digit numbers to 20, including zero. 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>
Science	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>
PE	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>
Art/DT	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>
PSHE	Me and Keeping Safe	<p>Children learn to:</p> <ul style="list-style-type: none"> •to say who they are and where they live •safety rules to stop them from getting lost •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 •about possible dangers of household equipment 	<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"> •about rules and ways of keeping safe around household equipment •about possible dangers they might encounter during their outdoor activities, and rules for keeping safe around these •some key questions to ask themselves to help stay safe •about how to identify safe places and people •that they have a right not to be afraid or hurt •about people who might threaten their safety and strategies for staying safe 		
RE	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>Computing</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>Geography</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>
History	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>
Music	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>
Local focus	Following simple map around the school and around Hythe Traffic survey			
Visitors or trips	Seasonal walk Mystery trail around Hythe			
Special Focus Days/Weeks	Be explorers Tents on the school field			
Key Vocabulary	Explorer, vehicle, earth, the world, Hythe, England, Arctic, Australia			