

Medium Term Plan

Year 1		Topic Name Heroes		Term 1	
Overarching Question?	Do all heroes wear capes?				
Stunning Start	Crime Scene..... HELP Rescue needed				
Fantastic Finish	Hero Day				
Subject	Main Focus	NC Programme of study	Possible Tasks	Outcomes 'I can	
English Genres and Focus	Rescue stories Fairy stories Heroes and villains Knights	T4W Non-fiction: hero information Fiction: Little Red Riding Hood T4W Focus: Characterisation Plot Pattern: Defeating the monster Poetry: Onomatopoeic poetry	Top Trump Card Wanted Poster Create own story Story maps Bang Crash Pow poem Writing about emergency services. Role Play Speech bubbles.		
Maths	Number and Place Value within 10 Addition and Subtraction within 10	White Rose Maths	Place Value: Count to 10 forwards and backwards. Count, read and write number to 10 in numerals and words. Identify one more or one less. Identify and represent numbers using objects and pictorial representations. Addition and Subtraction: Represent and use number bonds and related subtraction facts within 10.	Place Value: I can count to 10 forwards and backwards. I can count, read and write number to 10 in numerals and words. I can identify one more or one less. I can identify and represent numbers using objects and pictorial representations. Addition and Subtraction: I can represent and use number bonds and related subtraction facts within 10.	
Science	The Seasons	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.	Daily weather checks. Seasonal walk. Autumn display. Classify trees. Pumpkin soup.	I can explain changes through autumn, winter, spring and summer. I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter	
PE	Basic PE Skills FUNdamentals scheme Keeping Healthy	Begin to identify ways of stopping harmful germs Identify the hazardous sign on bottles Understand that a doctor can help make them feel better and that I should follow the advice they give Identify and name some large bones Begin to understand how our body heals itself (bruising / scabs / etc.) Identify that exercise is good for our minds Recognise basic emotions in themselves and why these may happen Begin to set realistic goals to achieve Understand the term 'determination' Identify whether a target has been met	Listening games Ball skills Balance and coordination Hand-eye coordination	I know that I need to keep clean and healthy to help prevent germs spreading I know that there are symbols on a bottle or packet that tells me when it contains something that can harm me I know that a doctor has special knowledge and skills to help keep me fit and healthy I can name some of the bones in my body I know why, that if I injure my body it will bruise and if I have a cut, it will scab over as it heals I know that exercise has a positive effect on our minds I know that my feelings can change depending on what is happening around me I know what I would like to achieve and whether this is realistic or not I know determination means not giving up when things are difficult I know when I have achieved what I set out to do	
Art/DT	Using and exploring a variety of different media	Use art work to record ideas observations and experiences	Making castles Fantasy heroes	I can draw things I have seen using lines I can try out ways of mark making using different tools	

		<p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines</p> <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. I can draw things I have seen or imagined using lines</p> <p>Explore mark-making using a variety of tools</p> <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>Real life heroes: Emergency services</p> <p>Emergency Services</p> <p>Leaf rubbing and printing.</p> <p>Observational drawing of squashes</p> <p>Colour mixing</p>	<p>I can cut glue and trim materials 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 growing and changing	<p>That humans produce babies that grow into children and then into adults</p> <p>About some of the things that children can do for themselves that babies cannot</p> <p>About what animals and babies need to grow</p> <p>To identify some of the people who have helped them to grow, and what these people did to help them</p> <p>That we all have memories about being younger, and that these memories are special to us and our families</p> <p>How it feels to do something for the first time</p> <p>To celebrate their achievements</p> <p>That there are lots of things to learn as they grow up That they will need effort, practice and help to learn these skills</p>	<p>What was I like when I was a baby?</p> <p>Collection of photos and baby things</p> <p>Our Family – relationships</p>	<p>Identify some of the differences between babies and children</p> <p>Talk about things that have helped them to grow from babies into children</p> <p>Talk about some of the people who have helped them to grow</p> <p>Talk about what they remember about being born and growing</p> <p>Listen to others</p> <p>Talk about their memories of a time when they found they could do something for the first time</p> <p>Share their feelings demonstrate some strategies for learning new things, including asking for help and managing feelings</p>
RE	What do Christians believe God is like?	<p>What is a parable? What might this teach Christians about God? Is God like a father? How?</p> <p>How do Christians show their belief that God is loving and forgiving?</p> <p>How do Christians show love and forgiveness to others?</p> <p>How can the story help me to think about my life?</p>	<p>Bible stories</p> <p>Christian customs</p> <p>Visit the church</p> <p>Forgiveness and saying sorry</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>
Computing	Use subject specific software	<p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</p> <p>Predict the behaviour of simple programs</p>	Using subject specific software	<p>I know to tell an adult if I see anything worrying online</p> <p>I can predict the behaviour of a programmed toy</p> <p>I can explain that an algorithm is a step by step set of instructions</p>

		Understand what algorithms are and how they are implemented on digital devices		
Geography	Making and following simple maps and plans	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes Make simple maps and plans e.g. pictorial place in a story	Treasure maps BeeBot programmable toy	I can use words such as near and far, left and right to talk about where things are I can make simple maps and plans
History	Local History: smugglers, pirates, fisherman and life boats	Use common words and phrases relating to the passing of time Find answers to some simple questions about the past from simple sources of information Ask and answer relevant basic questions about the past Talk, draw or write about aspects of the past	Visit to the beach to find “historical” artefacts Stories about local heroes Visit the history rooms and museum in Hythe Library	I can use common words and phrases relating to the passing of time I can find answers to some simple questions about the past from simple sources of information I can ask and answer relevant basic questions about the past I can talk, draw or write about aspects of the past
Music	Listen to super hero music Harvest music.	Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture Work and perform together with others as an ensemble or as a group singing	Months of the year song. Harvest festival song. Listen to super hero music.	I can understand that tempo describes how fast or slow the music is I can perform rhymes, raps and songs I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently
Local focus	Local History: smugglers, pirates, fisherman and life boats			
Visitors or trips	RNLI visitor, visit to local museum			
Special Focus Days/Weeks	Hero day			
Key Vocabulary	Hero, rescue, help, save, good, evil, emergency Months, September, October, birthday Seasons, Autumn			
Language Enrichment Opportunities	Sharing birthday stories Super hero role play area Autumn walk and class collection			