



Medium Term Planning 2022-2023

Year Group: 1
Term: Spring



RE

Books
Thanksgiving
Opportunities

To recognise religious stories.
To retell, in any form, a narrative that corresponds to the scripture source used.

To describe some religious beliefs.
To recognise that people act in a particular way because of their beliefs.

To describe some of the actions and choices of believers that arise because of their belief.

To recognise key figures in the history of the People of God.

To describe different roles of some people in the local, national and universal Church.
To recognise religious signs and symbols used in worship.

To describe some religious symbols and the steps involved in religious actions and worship, including the sacraments.

English

Writing:

Entertain: Description (2 weeks)
Inform: Letter (3 weeks)
Entertain: Poetry - Senses (1 week)

Entertain: Narrative (3 weeks)
Inform: Information Text (3 weeks)

To form lower-case letters in the correct direction, starting and finishing in the right place.

To consider what they are going to write before beginning.

To read aloud what they have written with appropriate intonation to make the meaning clear.

To leave spaces between words.

To begin to punctuate sentences using a capital letter and full stop.

Maths

Addition and Subtraction (within 20)
Number and Place Value (within 50)
Length and Height
Weight and Volume

To count, read and write numbers from 1 to 20 in numerals and words.

To identify and represent numbers.

To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

To represent and use number bonds and related subtraction facts.

To add and subtract one digit and two-digit numbers to 20.

To measure and begin to record the following: lengths and heights and mass/weight.

To compare, describe and solve practical problems for: lengths and heights, mass/weight and capacity and volume.

Science

Living things and their habitats

To explore and compare the differences between things that are living, dead, or have never been alive.

To identify that most things live in habitats to which they are suited.

To describe how different habitats, provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

To identify and name a variety of plants and animals in their habitats, including micro-habitats.

To describe how animals, obtain their food from plants and other animals, using the idea of a simple food chain.

To identify and name different sources of food.



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<p>To use religious words and phrases.</p> <p>To say what they wonder about.</p> <p>To ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer.</p> <p>To talk about their own feelings, experiences and the things that matter to them.</p> <p>To ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p><u>Reading:</u> Read, Write Inc. Phonics Reading for Pleasure</p> <p>To develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To respond speedily the correct sound to graphemes for all taught phonemes.</p> <p>To re-read books to build up their fluency and confidence in word reading.</p> <p>To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p>	<p>To use reasoning and problem- solving skills to solve practical problems.</p>	
<p><u>History</u> History on my doorstep Local site visit</p> <p><u>Chronology</u></p>	<p><u>Geography</u> What is our country like?</p>	<p><u>Art</u> Formal elements of art: shape, line & colour</p>	<p><u>DT</u> Textiles - Easter celebrations (Stitching bunting)</p> <p><u>Design</u></p>



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<p>To develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework.</p> <p><u>Historical terms</u> To begin to use a vocabulary of historical terms such as recently, younger, years, decade.</p> <p><u>Enquiry</u> To ask questions about events, begin to understand some ways we find out about the past.</p> <p><u>Continuity and Change</u> To discuss change in an aspect of life.</p> <p><u>Similarity and difference</u> To identify similarities and differences between ways of life in different periods.</p> <p><u>Significance</u> To talk about what was important at a particular time.</p> <p><u>Primary source use</u> To ask questions about sources and artefacts, begin to understand some ways we find out about the past from objects/buildings in the historic environment.</p>	<p><u>Knowledge of locations, places and their features, human and physical processes and key terminology:</u> To develop locational and place knowledge of the United Kingdom to include: the four countries which make up the United Kingdom, their capital cities, the names of the surrounding seas, key characteristics of the four countries.</p> <p>To develop knowledge of weather as a physical process.</p> <p><u>Understanding of similarities and differences, interaction of people, processes and places.</u> To know some basic similarities of and differences between different parts of the UK.</p> <p><u>Working like a geographer: use of geographical information from maps, atlases, globes etc.</u> To use globes, basic atlases and UK maps.</p> <p>To record on their own map.</p> <p><u>Working like a geographer: use of fieldwork and observational skills to observe, measure and record.</u> To identify daily weather patterns in the UK.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know 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.</p> <p>To evaluate and analyse creative works using the language of art, craft and design.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>To design purposeful, functional, appealing products based on design criteria.</p> <p>To generate, develop, model and communicate ideas.</p> <p><u>Make</u> To select and use a range of tools and equipment, materials and components.</p> <p><u>Evaluate</u> To evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria.</p>
<p>Music Durham Charanga - I wanna play in a band, Ho ho ho</p>	<p>PE Gymnastics: Families of actions Multi-skills: SAQ</p>	<p>Computing Online safety Questioning (Data handling)</p>	<p>MFL (Spanish) European day of languages Basic greetings</p>



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<p>To use voices expressively.</p> <p>To play tuned and untuned instruments.</p> <p>To listen with concentration and understanding.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To master basic movements and develop balance, agility and co-ordination.</p>	<p>Effective searching</p> <p>To use technology safely and respectfully, keeping personal information private.</p> <p>To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>To recognise common uses of information technology beyond school</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To use technology safely and respectfully.</p>	<p>Numbers to 30</p> <p>Months</p> <p>Days</p> <p>Colours</p> <p>Birthdays</p> <p>To listen to and repeat basic greetings, numbers and days of the week.</p> <p>To join in with rhymes and songs.</p>
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