









# Medium Term Planning 2022-2023

<p>Year Group: 1 Term: Summer</p>						
<p><b>RE</b> Spread the Word Prayer at Home Rules Treasures</p> <p>To recognise religious stories. To retell, in any form, a narrative that corresponds to the scripture source used.</p> <p>To describe some religious beliefs. To recognise that people act in a particular way because of their beliefs.</p> <p>To describe some of the actions and choices of believers that arise because of their belief.</p> <p>To recognise key figures in the history of the People of God.</p> <p>To describe different roles of some people in the local, national and universal Church. To recognise religious signs and symbols used in worship.</p> <p>To describe some religious symbols and the steps involved in religious actions and worship, including the sacraments.</p>	<p><b>English</b></p> <p><u>Writing:</u> Inform: Explanation (3 weeks) Entertain: Description (2 weeks) Entertain: Poetry - Take one Poet (1 week)</p> <p>Inform: Book Review (2 weeks) Inform: Narrative (3 weeks)</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To leave spaces between words.</p> <p>To begin to punctuate sentences using a capital letter and full stop, exclamation mark or question mark.</p> <p>To use the prefix un-.</p> <p><u>Reading:</u> Reading for Pleasure Read, Write Inc. Phonics</p>	<p><b>Maths</b> Number and Place Value (within 100) Addition and Subtraction Multiplication and Division Fractions Position and Direction Money Time</p> <p>To count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>To represent and use number bonds and related subtraction facts.</p> <p>To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>To recognise, find and name a half and a quarter of an object, shape or quantity.</p> <p>To describe position, direction and movement, including whole. Half, quarter and three quarter turns.</p>	<p><b>Science</b> Animals and their offspring</p> <p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>To identify and classify.</p> <p>To gather and record data to help in answering questions.</p>			



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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 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 re-read books to build up their fluency and confidence in word reading.</p> <p>To read words with contractions.</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>To recognise and know the value of different denominations of coins and notes.</p> <p>To tell the time to the hour, half past the hour and draw the hands on a clock face to show these times.</p> <p>To use reasoning and problem- solving skills to solve practical problems.</p>	
<p><b>History</b> Who made History in our area?</p> <p><u>Chronology</u> To have a chronological development from living to beyond living memory with key terms and features of life.</p> <p><u>Historical knowledge</u> To begin to think about simultaneous events/people.</p>	<p><b>Geography</b> Why is my world wonderful?</p> <p><u>Knowledge of locations, places and their features, human and physical processes and key terminology:</u> To know the locations of the continents and the oceans.</p> <p>To know North, South, East and West.</p> <p>To know major mountains and rivers of the world.</p>	<p><b>Art</b> Artist Focus: Norman Cornish</p> <p>To learn about the work of a range of artists, 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><b>DT</b> Food and Nutrition – Summer (Creating Summer very berry smoothies)</p> <p><u>Design</u> To design purposeful, functional, appealing products based on design criteria.</p> <p>To generate, develop, model and communicate ideas.</p> <p><u>Make</u></p>



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<p>To use information texts to gather historical knowledge.</p> <p><u>Explain/analyse second order concepts</u> To begin to consider significance as impact rather than well known.</p> <p>To compare features of life beyond living memory with modern life.</p> <p><u>Primary source use</u> To use primary source photographs, simple written sources to observe, describe and infer using images.</p>	<p><u>Understanding of similarities and differences, interaction of people, processes and places.</u> To identify simple similarities and differences.</p> <p><u>Working like a geographer: use of geographical information from maps, atlases, globes etc.</u> To use simple world maps showing continents, oceans, mountains, rivers and the equator.</p>	<p>To become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p>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><b>Music</b> Durham Charanga – Friendship song; Reflect, rewind, replay</p> <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><b>PE</b> Games: Piggy in the middle Athletics: Off up and away</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To master basic movements including running, jumping, throwing and catching.</p>	<p><b>Computing</b> Online safety Creating pictures Making music Presenting ideas</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><b>MFL (Spanish)</b> European day of languages Basic greetings Numbers to 30 Months Days Colours Birthdays To listen to and repeat basic greetings, numbers and days of the week. To join in with rhymes and songs.</p>



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