



St Joseph's Catholic Primary School

Year 1's Medium Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant In this unit children will reflect on the story of Creation in Genesis 1:1-4,24-26 and retell this story in any form. They will recognise, in an age-appropriate way, that the Church teaches that everything created comes from God, our Father, who made heaven and Earth. They will realise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation. They will recognise that the Church teaches that God gave us the responsibility for taking care of the world and its 	Prophecy and Promise This unit will look at the significance of the Christmas story which reveals God's love by sending Jesus his Son.  The children will be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels. They will learn that angels are messengers of God. They will learn about the Annunciation and sequence accounts from the Annunciation through to the visit of the shepherds. The	Galilee to Jerusalem In this unit, the children will identify some of the people that encounter Jesus and recognise that he is special. They will retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke. The children will learn to make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today. They will ask and answer questions about the story of Zacchaeus and how he 	Desert to Garden This unit will require the children to make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. The children will recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent. They will correctly sequence the events of the last week of Jesus' life. They will recognise that the Church teaches that Jesus suffered, died, and rose again. They will also learn to recognise simple 	To the Ends of the Earth Within this unit the children will retell one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4). Through their learning the children will make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). The children will recognise that Catholics celebrate the Ascension of Jesus and Pentecost 	Dialogue and Encounter This unit will reflect on the children's understanding that Christian means follower of Jesus Christ. They will recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers. They will make simple connections between Jesus' life and message and how Christians live today. The children will also recognise that the cross is a symbol of Christianity, and the sign of the cross is a 

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people and in doing this, we show love for God and each other. The children will learn that that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation and the importance of taking care of the world as it is everyone's home. The unit will also remind the children of the importance of prayer bringing us closer to God.



children will understand that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. They will learn the Hail Mary and reflect on how the words of this prayer reflect the words of the Angel Gabriel.



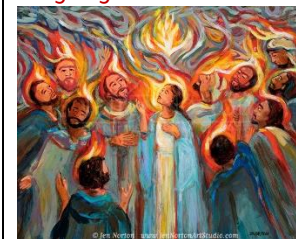
changed after meeting Jesus.



connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.



on special days called holydays.



prayer expressing Christian belief.



This unit will also look at

Judaism and the children will learn to use religious words and phrases about Jewish religious life and practice.

English

Labels, lists and captions

Children will begin with writing captions and labels and looking at sentence structure. Jasper's Beanstalk by Nick Butterworth followed by the **narrative** Puffin Peter by Petr Horacek



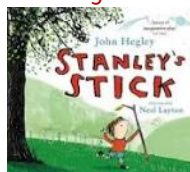
Instructions

This term we will be looking at instructional texts and 'bossy instructions' based on Gruffalo Crumble by Julia Donaldson.



Narrative

This term we start with the narrative Stanley's Stick by John Hegley. During which, the children will use the story to write their



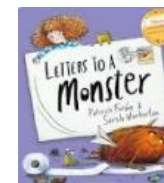
Narrative

Spring 2 term begins with the narrative Martha Maps it Out by Leigh Hodgkinson, during which the children create their own maps. We will then



Letter Writing

The summer term begins with letter writing based on the story Letters to a Monster by Patricia Forde



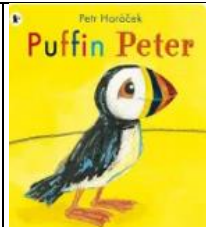
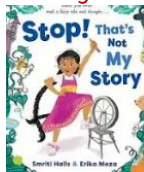
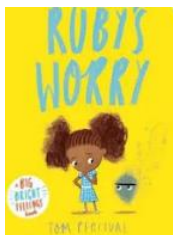
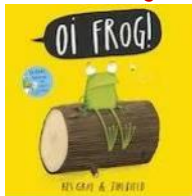
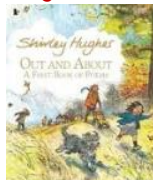
Explanation

Summer 2 begins with the **explanation non-fiction text**: 'The Big Book of Bugs' by Yuval Zommer.



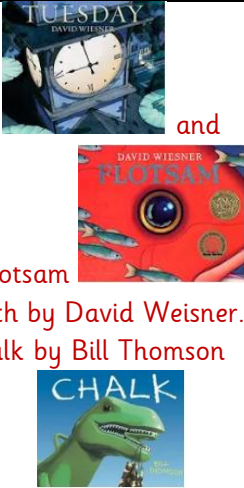
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	 poems.	. We will then look at poetry, creating our own colour poems.	We will look at a traditional tales' narrative, Stop! That's not my story!  by Smriti Halls and Erika Meza, The children with then look at letter writing based on the Jolly Christmas Postman by Janet and Allan Ahlberg  as we write our own letters to Father Christmas.	own stick based adventure story! We then look at Rules and Recount and the story of Ruby's Worrry by Tom Percival  Finally we look at Free Verse Poetry at the book Oi Frog by Kes Gray 	look at performance poetry.	Free Verse Poetry based on the book Out and About: A First Book of Poems by Shirley Hughes  Finally we will read the narrative Little Red and the Very Hungry Lion (by Alex T. Smith) 	Finally we will look at the narrative 'We're Going to Find the Monster.' 
Reading			Guided reading- whole class sessions. Begin with discussing books with no text. The 'Journey' series by Aaron Becker including Journey,	Guided reading- whole class sessions. Continue with discussing books with no text. Tuesday	Guided reading- whole class sessions. Begin to use VIPERS. Echo reading and independent reading of individuals to class	Guided reading- whole class sessions. Begin to use VIPERS. Echo reading and independent reading of individuals to class	

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			Return and Quest 	 and Flotsam both by David Weisner. Chalk by Bill Thomson Then begin with Year 1 age related texts, echo reading and retrieval questioning.	Retrieval and inference questions.	Retrieval and inference questions.
Phonics	Practise recognition and recall of Phase 2/3 graphemes and reading and spelling CCVC words. Alien and real word practise Year 1 common exception words taught.	Practise recognition and recall of Phase 2/3 graphemes and reading and spelling CCVC words. Alien and real word practise Year 1 common exception words taught.	Teaching and practise of phase 5 phonics- revision of phase 3. Alien and real word practise Year 1 common exception words taught.	Teaching and practise of phase 5 phonics- revision of phase 3. Alien and real word practise Year 1 common exception words taught.	Phase 3 and 5 Revision Alien and real word practise Screening test practise Year 1 common exception words taught.	Phase 3/5 Revision Year 1 common exception words taught. Alien and real word practise Screening test practise PHONICS SCREENING TEST
Maths	1LS1 – Geometry: positional language including ordinal numbers 1LS2 – Numbers to 10: finding patterns in numbers 1LS3 – Numbers to 10: counting and comparison	1LS8 – Numbers to 10: comparison 1LS9 – Numbers to 10: equality and balance 1LS10 – Numbers to 20: making '10 and some more'	1LS14 – Geometry: names and properties of 2-D and 3-D shape 1LS15 – Measures: the language of comparing length, height, mass and speed	1LS20 – Numbers to 20: part or whole unknown 1LS21 – Numbers to 20: language and problem solving (part or whole unknown	1LS26 – Multiplication and division: equal or unequal groups and remainders 1LS27 – Multiplication: repeated addition and arrays.	1LS32 – Fractions: sharing into equal groups 1LS33 – Fractions: equal or unequal parts of shapes

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	1LS4 – Numbers to 10: estimating and ordering 1LS5 – Numbers to 10: regrouping the whole 1LS6 – Numbers to 10: part whole addition and subtraction 1LS7 – Numbers to 10: solving problems using part or whole unknown	1LS11 – Numbers to 20: estimating and ordering, 1 more and 1 less 1LS12 – Numbers to 20: doubling and halving 1LS13 – Numbers to 20: odd and even numbers	1LS16 – Sequencing events: days of the week and months of the year 1LS17 – Numbers to 20: adding using ‘Think 10’ 1LS18 – Numbers to 20: subtraction using ‘Think 10’ 1LS19 – Numbers to 20: equality and balance	1LS22 – Numbers to 20: comparison (difference, more, less, fewer) including statistics 1LS23 – Measures: coins and combinations to 20p, ordering and comparing 1LS24 – Counting in 2s, 5s and 10s 1LS25 – Measures: non-standard measures and introducing simple standard measures	1LS28 -Multiplication: problem solving (identifying the number of groups and size of the group) 1LS29 – Multiplication: scaling and counting in 2s to 24 1LS30 – Division: sharing and grouping problems 1LS31 – Time: telling the time, o'clock and half past	1LS34 – Fractions of continuous quantities including capacity 1LS35 – Numbers to 20: review 1LS36 – Numbers to 100: place value and digits, making tens and some more 1LS37 – Place value: estimation, ordering and comparison
Science	Everyday Materials Within this topic, children will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. They will describe the simple physical properties of a variety of everyday materials and distinguish between an object and the material from which it is made.  Macintosh Tim Peake		Plants During this topic, children will identify and describe the basic structure of a variety of common flowering plants, including trees. They will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. The children will also grow, care for and measure their own sunflowers. 		Animals Including humans This topic will look at the differences between carnivores, herbivores and omnivores. Children will classify and compare various animal groups. They will label the parts of the human body and learn about the five senses. Children will conduct experiments using our senses- especially scents experiment- link to female scientist Linda Brown Buck.  Judith Kerr	

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Seasonal Change is taught throughout the year

Throughout Year 1 children will learn about seasons and observe changes across the 4 seasons. They will observe and describe weather associated with the seasons and how day length varies, keeping a weather diary for a week. We will continue our knowledge of seasonal change and looking closely at spring and summer while comparing it to the other seasons.



Computing

Unit 1.1 Online Safety

This unit will teach children how to log in safely with their own log ins. They will learn how to locate saved work and the importance of logging out safely.

Unit 1.2 Sorting.

This unit will model how to sort objects in real life and online.

Unit 1.3 Pictograms

As part of this unit, children will learn that data can be represented in picture format. They will contribute to a class pictogram and use a pictogram to record the results of an experiment.

Unit 1.4 Lego Builders

During this unit, the children will compare the effects of adhering strictly to instructions to completing tasks without complete instructions. They will follow and create simple instructions on the computer and will consider how the order of instructions affects the result.

Unit 1.5 Maze Explorers

This unit will teach the children how to use the direction keys. They will understand how to create and debug a set of instructions (algorithm). Children will then use the additional direction keys as part of an algorithm. They will understand how to change and extend the algorithm list. They will also create a longer algorithm for an activity and learn how to set challenges for peers.

Unit 1.6 Animated Story Books

In this unit, the children will be introduced to e-books and the 2Create a Story tool. They will learn how to add animation and sound to a story, including voice recording and music that they have composed.

The children will also work on a more complex story, including adding backgrounds and copying and pasting pages.

Unit 1.7 Coding

Within this unit, children will be coding using the 2Code tool. They will learn to drag and drop to move code blocks around. Children will have the opportunity to explore program design and put computational thinking into practice. They will learn to design and plan a program before coding in some lessons. During the design process, children will be encouraged to clarify the characters (objects), what they will do (actions and events) and what order things will happen (the algorithm).

Unit 1.8 Spreadsheets.

During this unit the children will learn how to use 2Calculate to make simple spreadsheets. They will understand what a spreadsheet looks like. They will also learn how to navigate around a spread sheet and enter data.

**How Am I Making History?**

This unit will focus on the children's personal chronology. They will make timelines of their lives, adding photographs of themselves at different ages and celebrating a birthday.



They will learn how we remember events and make comparisons between childhood now and in the past.

How Have Toys Changed?

Within this unit, children will reflect on the toys they played with as a baby and those they play



with now. They will

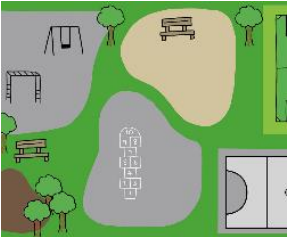
sequence toys into a physical timeline. They will investigate artefacts from the past and begin to pose questions. They will learn how teddy bears have changed and consider what toys may be like in the future.

How Have Explorers Changed the World?

During this unit, children will learn what explorers do. They will name equipment or transport an explorer would need. They will learn about important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley) including where they travelled and their achievements.

The children will sequence events on a timeline and use this to retell the story of an explorer. The children will describe what they can see in a photograph, making inferences about what a person in an image could be saying and ask questions to further their understanding. They will recall information about past and present exploration. They will



					also demonstrate an understanding of events in relation to present day making comparisons of how exploration has changed over time. They will learn how an explorer is significant and how they impacted events or people's ideas. 	
Geography		What is it like here?  This unit will help children to develop mapping skills including identifying features on aerial view photographs. The children will create maps of the classroom		What is the weather like in the UK? Within this unit the children will look at the countries and cities that make up the UK. They will keep a daily weather record and find out more about hot and cold places in the UK. The children will establish weather typical for each UK season and how people		What is it like to live in Shanghai?  This unit will look at the geography of China through focusing on the main human and physical features of the country, extending children's knowledge of the world. The



		and playground identify key features of both. They will investigate how they feel about the playground and discuss the ways in which they would improve its design.		prepare for the changes in weather. 		children will use an atlas to locate the UK and China, Europe and Asia on a world map. They will learn about the geographical similarities and differences between China and the UK. The children will continue to build on their map skills using atlases, world maps and globes and online mapping programmes.
Physical Education	Ball skills: Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.	Fundamentals: Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take-off and landing when jumping.	Sending and receiving. In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-	Invasion games. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided	Striking and fielding games. Sending and receiving: Striking and fielding: Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm.	Athletics: Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy. Net and wall games:



Hopping: begin to explore hopping in different directions.
Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.

Gymnastics.

In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions

manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.

Dance:

Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.

Dynamics: explore varying speeds to represent an idea

Space: explore pathways within my performance.

Relationships: begin to explore actions and pathways with a partner.

Performance: perform on my own and with others to an audience.

games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.

Yoga:

Balance: perform balances and poses making my body tense, stretched and curled.

Flexibility: explore poses and movements that challenge my flexibility.

Strength: explore strength whilst transitioning from one pose to another.

•Mindfulness: recognise my own feelings in response to a task or activity.

Catching: develop co-ordination, technique and catching.

Target games:

Throwing: overarm: explore technique when throwing overarm towards a target.

Throwing underarm: explore technique when throwing underarm towards a target.

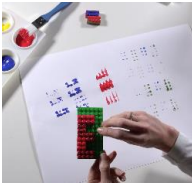
Hitting: explore hitting a dropped ball with a racket.

Feeding: throw a ball over a net to land in the court area.

Rallying: explore sending a ball with hands and a racket.

Footwork: use the ready position to move towards a ball.



		and shapes when travelling and balancing.				
Music	Using voices and singing	Musical elements	Percussion instruments	Tuned percussion	Performing from simple notations	Composing
Art	Drawing: Exploring line and Shape In this unit, children will explore control and pressure to explore different types of lines. They will practise creating lines while using music as a stimulus. They will connect lines to create shapes and then explore lines and shapes in pictures to create self-portraits.  		Painting and Mixed Media: Colour Splash  This unit will enable the children to explore colour mixing through paint play, using a range of tools to paint on different surfaces. The children will also create artwork inspired by Clarice Cliff and Jasper Johns. 		Sculpture and 3D: Paper Play.  On the theme of the natural world, children create sculptures, collages, 3D models of creatures and a giant spider sculpture, inspired by Louise Bourgeois. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction 	

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Mechanisms: wheels and Axles

During this unit the children will practise and develop their cutting skills to cut and shape wheels. They will evaluate and compare the designs of various wheels before designing, then making, their own pull along toy.

Textiles: Puppets

Within this unit the children will explore methods of joining fabric. They will design and make a character-based hand puppet using pre-holed puppet shapes and simple running stitch technique to join their puppet, before decorating

**Cooking and Nutrition: Smoothies**

This unit will look at fruits and vegetables. Children will describe the basic characteristics and then explain why they are a fruit or a vegetable. Children will name a range of places that fruits and vegetables grow. Prepare fruits and vegetables to make a smoothie.



PSHE / RSE

Being in my World

In this topic the children will celebrate what makes them unique and special. Children will understand that they are a part of my class. They will look at Rights & Responsibilities in class and in the wider community. They will learn about rewards & feeling

Celebrating Difference

This topic encourages children to identify their talents. The children will celebrate being special. They will share their families and about where they live. We will discuss making friends and what it

Dreams and Goals:

This topic will help children think about their hopes and dreams, their steps to achieving their goals, how they can achieve together as a class, stretch their learning, overcome obstacles and celebrate their successes. We will

Healthy Me:

During this topic, the children will learn about being healthy and making healthy choices. They will learn about medicine safety and road safety. We will also develop their understanding of being a happy, healthy individual.

Relationships:

Within this topic, children will look at different families and talking about the importance of our own family relationships. Children will understand that families are founded on belonging, love and care. We will be learning

RSE

Our RSE curriculum will look at special people in our lives, how to treat others well and the importance of saying sorry. Children will learn about good and bad Secrets, physical

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	proud, consequences and they will construct their own our Learning Charter	means to be a good friend. Standing up for yourself.	also look at the 'treasure chest of success'.		ways to make friends and what make a good friend. Children will also learn about the different people in the school community and how they help us.	contact and harmful substances.
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