



Year Group: 1 Term: Autumn r 1 Topic: A tiger is coming to tea!

Launch: Tea with a tiger

Celebration Day: Trip to Yorkshire Wildlife Park

**Medium Term Planning**

Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
<b>PSHE</b> Physical health and wellbeing Fun times	<b>1.</b> Pupils learn about food that is associated with special times, in different cultures  Pupils <ul style="list-style-type: none"> <li>know about some of the food and drinks associated with different celebrations and customs</li> <li>can identify what makes their home lives similar or different to others including the food they eat</li> <li>understand why food eaten on special days may be different from everyday foods</li> </ul>		<b>2.</b> Pupils learn about active playground games from around the world  Pupils <ul style="list-style-type: none"> <li>can describe how to play different active playground games</li> <li>can recognise how active playground games make them feel</li> <li>can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</li> </ul>		<b>3.</b> Pupils learn about sun-safety  Pupils <ul style="list-style-type: none"> <li>know about some of the effects of too much sun on the body</li> <li>can describe what people can do to protect their bodies from being damaged by the sun</li> </ul> know what they will need and who to ask for help if they going out in strong sun				
<b>RE</b> Buildings and Special Places What do we use our church for? (Churches in the community)	<b>Engage</b>  Around the classroom or on the children's table put out pictures of artefacts/area of a church, close up views and full views. Get children to look at and discuss the details of the pictures, matching pairs of pictures.  Key questions to be discussed: What could this be used for? Have you seen this in real life?		<b>Investigate</b>  Children are presented with more clues about each picture- this could be another photograph, a video, a statement from a member of the Church. Children round up their findings. This could be done in a carousel format to give children opportunities to explore in an interactive way.  Children present their findings to the rest of the group.		<b>Evaluate</b>  Children think about if they have seen these artefacts/areas before what could they be used for? Take the photographs to church on a visit and get children hunt down the artefacts/places from the pictures. Are there any more clues to show you what they are used for?  This could be done for our church or another church within the community. Even better would be a visit to our church and another church such as Hope City, which is very different to our church. Give the children opportunities to discover what a church can be used for. Is it just a place for prayer? Do different types of churches do different things for the community?			<b>Express</b>  Children consider the purposes found for a Church and consider its use as a 'Thinking Place'. Children design/build their own 'Thinking place' and explain the purpose behind it. This thinking place could be built with materials/fabrics. Children should think carefully about how they structure their special place and what they will put inside it. Children need to be able to explain what makes this thinking place special to them. Get children to take other children on a tour of their thinking place and promote a sense of respect and appreciation about the designs of other children in the class.  Does God only hear prayers that are said in Church?	
<b>Maths focus</b>	<b>Number: Place value (within 10)</b>	<b>Number: Place value (within 10)</b>	<b>Number: Place value (within 10)</b>	<b>Number: Place value (within 10)</b>	<b>Number: Addition and subtraction (within 10)</b>	<b>Number: Addition and subtraction (within 10)</b>	<b>Number: Addition and subtraction (within 10)</b>	<b>Number: Addition and subtraction (within 10)</b>	
<b>Topic</b>	<b>English/ drama</b> LO: To sequence events from a story. Read story and children to sequence pictures and act out parts of the story.	<b>English/ science</b> LO: To label names of animals. Look at the big cats. Label their names and features.	<b>Science</b> LO: To sort animals into carnivore, herbivore or omnivore. Look at difference zoo animals. Discuss carnivore, herbivore and omnivore. Sort animals into groups using pictures and hoops.	<b>DT</b> LO: Use the basic principles of a healthy and varied diet to prepare dishes. Look at healthy and unhealthy food.  Look at a fruit salad is made. Make it in small groups and then eat it.	<b>Computing</b> LO: To use technology purposefully and know where work is saved/ how to retrieve it. Make a label for the healthy tiger food (fruit salad) and save it.	<b>Science</b> LO: To label different parts of the human body.	<b>Art</b> LO: I can create simple paintings choosing colours or patterns. Continue the patterns the create own pattern.	<b>English</b> LO: To write sentences by saying out loud what they are going to write about. Sentences about the trip to Yorkshire Wildlife Park.	
<b>Topic</b>	<b>English</b> LO: writing sentences by saying out loud what they are going to write about. Pictures stuck in books from the story.	<b>Science/ English</b> LO: To describe and compare big cats. Compare a tiger and leopard with similarities/ differences.	<b>English/ art</b> LO: To draw a picture and write a caption. Write a mini fact file. Draw a picture of an animal. .... is a		<b>Geography</b> LO: To name the 7 continents and 5 oceans. Look at the different continents and label them. Think about where	<b>Science</b> LO: To identify the different senses of the human body.	<b>Link to provision.</b>		

	Children to write a simple sentence for each picture.		carnivore etc.		different animals live. Stick pictures of animals on map.			
<b>Topic</b>	<b>Launch</b> – a tiger is coming to tea!! <b>English</b> LO: LO: write sentences by saying out loud what they are going to write about. To write sentences about their own tea party.	<b>Art</b> LO: I can develop a range of ideas through sketches and paintings. Outline of tiger – children to create the pattern.	<b>Computing</b> LO: Use technology to create digital date. Draw a picture of a chosen animal and label.	<b>English</b> LO: To label and write a sentence. Label a picture of the different fruits from the fruit salad. Write which fruit they liked the best.	<b>Geography</b> LO: To name the 7 continents and 5 oceans. Look at the different oceans and label them.	<b>Science/ English</b> LO: To compare a human body to a tigers' body. Look at the pictures and write similarities/ differences.	<b>Computing</b> LO: To follow school's safety rules. Talk about how to stay safe online. <b>Introduce YWP</b>	<b>English/ art</b> LO: To label and write a simple sentence. Create a mini book of animals they saw at the zoo. Label/ write simple sentences.
<b>Music</b>	<b>Sounds all around</b> Create a piece of hand music using the handy score poster.	<b>Sounds unusual</b> Listening to sounds and identifying their sources. (e.g. microwave, dripping etc).	<b>Choose an instrument</b> Explore different instruments and the sounds they make.	<b>Stop start sounds</b> Listen to the sounds in the story and add sound effects with voices and hands.	<b>Sounds on the move</b> Perform the wheels on the bus with different instruments.	<b>Sounds in the city</b> Listen to 'Sing a song of people' and identify where the story is set and which sounds make them think this (in the city).	<b>Sounds long or short</b> Sit in a circle. Pass a bean bag round. Whoever has the bean bag at the end makes a long or short sound.	<b>Firework night</b> Look at pictures of fireworks and make own sounds to represent them.