



**Garlinge Primary School & Nursery – Year 1 Medium Term Planning Map - Term 4 2023**

All learning covers article 28

	WEEK 1 19/2/24 Hall Display Science	WEEK 2 26/2/24 All Reports on Drive	WEEK 3 4/3/24	WEEK 4 11/3/24 Mother's Day Cards	WEEK 5 18/3/24 Mother's Day Reports home Data due Monday	WEEK 6 25/3/24 Science Week Pupil Progress Meeting
<b>LEAD TEXT/TOPIC</b>	We're Going On A Bearhunt Landscapes	We're Going On A Bearhunt Landscapes	We're Going On A Bearhunt Landscapes	We're Going On A Bearhunt Landscapes	We're Going On A Bearhunt Landscapes Parent's Celebration Afternoon	We're Going On A Bearhunt Landscapes Parent Evening
<b>ENGLISH</b>	To introduce the story writing about onomatopoeic words related to landscape in the story	To write We're Going on a Bear Hunt using descriptive language and connective words related to landscape and character.	To write a version of a story supported by teacher and plan own story	<b>Assessed writing</b> To be able to change a story and write independently.	To write about different landscapes using descriptive language Physical Features (Town Mouse & Country Mouse)	To write about different landscapes using descriptive language. Human Settlements Town Mouse & Country Mouse)
<b>MATHS</b> Refer to Maths Hub weekly Planning	<b>Place value (within 50)</b>  Count from 20 to 50 20, 30, 40 and 50  Count by making groups of tens	<b>Place value (within 50)</b>  Count by making groups of tens  Making groups of tens and ones  Partition into tens and ones	<b>Place value (within 50)</b>  Partition into tens and ones  <b>White Rose Spring Assessments</b>	<b>Place value (within 50)</b>  Understanding the number line to 50  Estimate on a number line to 50  Finding 1 more and 1 less within 50	<b>Shape</b>  Recognise and name 3-D shapes  Sort 3-D shapes  Recognise and name 2-D shapes  Sort 2-D shapes  Patterns with 2-D and 3-D shapes	<b>Length and Height</b>  Compare lengths and heights  Measure length using objects  Measure length in centimetres



<p><b>SCIENCE</b> <b>Materials</b> <b>Article 2</b> <b>Article 12</b> <b>Article 13</b> <b>Article 24</b></p>	<p>The Seasonal Change</p> <p>To be able to observe and describe weather associated with the seasons.</p> <p>To be able to observe closely, using simple equipment.</p> <p>To be able to gather data to answer a question.</p> <p><b>What do we mean by seasons and weather?</b></p>	<p>The Seasonal Change</p> <p>To be able to observe and describe weather associated with the seasons.</p> <p>To be able to observe closely, using simple equipment.</p> <p><b>Simple test – How do we find out how warm the water is?</b></p>	<p>To be able to gather data to answer a question.</p> <p><b>What is the temperature outside in the shade in the different seasons?</b></p>	<p>To be able to observe and describe weather associated with the seasons.</p> <p>To be able to observe closely, using simple equipment.</p> <p><b>How bright is the Sun in different seasons?</b></p> <p>Health and Safety – NEVER look directly at the Sun.</p>	<p>To be able to observe and describe how day length varies.</p> <p>To be able to gather data to answer a question.</p> <p><b>Research – How much daylight is there in the different seasons</b></p>	<p><b>British Science Week</b></p> <p>Outdoor Learning</p> <p>To be able to observe changes across the four seasons.</p> <p>To be able to gather and record data to help answer a question.</p> <p><b>What happens to nature in the different seasons?</b></p>
<p><b>HISTORY</b></p> <p><b>Article 2</b> <b>Article 4</b> <b>Article 7</b> <b>Article 14</b> <b>Article 24</b> <b>Article 27</b> <b>Article 28</b></p>	<p>Focus on Geography this term</p>					
<p><b>GEOGRAPHY</b></p>			<p><b>Outdoor Learning</b></p> <p>To use simple compass directions to move around the school</p>	<p><b>Outdoor Learning</b></p> <p>To use simple fieldwork and observational skills to study the geography of their school to make a map</p>	<p><b>Town Mouse &amp; Country Mouse</b></p> <p>To know basic geographical vocabulary to refer to: key physical features,</p>	<p><b>Town Mouse &amp; Country Mouse</b></p> <p>To know basic geographical vocabulary to refer to: key human features,</p>
<p><b>COMPUTING</b></p> <p><b>Articles 26, 36 &amp; 38</b> <b>Article 17</b></p>	<p><b>Coding-</b> To use BeeBots to move around a map.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p>To use technology purposefully to create digital content</p> <p>Landscape pictures</p> <p><u>Digital safety</u></p> <p>To keep personal information private (ongoing when using the internet)</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p>To use technology purposefully to create digital content</p> <p>Landscape pictures</p>		<p><b>Digital Literacy-</b>To put a name and date on a picture</p> <p>Mother's Day Cards</p>	



<p><b>ART &amp; DESIGN</b></p>		<p><b>Outdoor Learning</b></p> <p>To know about the work of a range of artists</p> <p>Painting landscapes</p>		<p><b>Outdoor Learning</b></p> <p>To know about the work of a range of artists</p> <p>Painting landscapes</p>	<p>Making Mother's Day cards</p> <p>To use a range of materials creatively to design and make products</p>	
<p><b>DESIGN &amp; TECNOLOGY</b></p>		<p>Planning models based on landscape pictures.</p>		<p>To design and make maps and model landscapes of the school</p>		<p>To explore and evaluate a range of existing products for example a model</p>
<p><b>MUSIC</b></p>	<p>Music Express Weather</p> <p>To explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments</p>	<p>Music Express Weather</p> <p>To Improve descriptive music</p> <p>To control duration and dynamics using voices, body percussion and instruments</p>	<p>Music Express Weather</p> <p>To identify a sequence of sounds (structure) in a piece of music</p> <p>To respond to music through movement</p>	<p>Music Express Water</p> <p>To create a picture in sound</p>	<p>Music Express Water</p> <p>To understand musical structure by listening and responding</p>	<p>Music Express Water</p> <p>To perform a simple repeated pattern</p>
<p><b>PE</b></p> <p><b>PE STAFF LEAD</b></p> <p><b>Article 31</b></p>	<p>Infant Agility</p> <p>Introduction to rackets</p> <p>Perform FMS – Running, jumping,etc individually</p>	<p>Infant Agility</p> <p>Introduction to rackets</p> <p>Perform FMS – Running, jumping,etc individually</p>	<p>Infant Agility</p> <p>Introduction to rackets</p> <p>Perform FMS – Running, jumping,etc individually</p>	<p>Infant Agility</p> <p>Introduction to rackets</p> <p>Perform FMS – Running, jumping,etc individually</p>	<p>I</p> <p>Infant Agility</p> <p>Introduction to rackets</p> <p>Perform FMS – Running, jumping,etc individually</p>	<p>Infant Agility</p> <p>Introduction to rackets</p> <p>Perform FMS – Running, jumping,etc individually</p>
<p><b>RE</b></p>	<p><b>How &amp; why do we celebrate special and sacred times</b></p> <p>What do you celebrate and why? What stories do your family tell?</p>	<p><b>How &amp; why do we celebrate special and sacred times</b></p> <p>What happened at Easter and how does it make people feel?</p>	<p><b>How &amp; why do we celebrate special and sacred times</b></p> <p>What happened at Easter and how does it make people feel?</p>	<p><b>How &amp; why do we celebrate special and sacred times</b></p> <p>How do Christians celebrate Easter?</p>	<p><b>How &amp; why do we celebrate special and sacred times</b></p> <p>What matters most at Easter?</p>	<p><b>Easter</b></p> <p><b>Making Easter Cards</b></p>



<b>PSHE</b> Articles 14 & 30 Article 20 Article 23 Article 33	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>
	<b>Family and Relationships</b>  Lesson 1:  What is family?  <u>LI</u> To understand that families look after us.	<b>Family and Relationships</b>  Lesson 2:  What are friendships?  <u>LI</u> To begin to understand the importance and characteristics of positive friendships.	<b>Family and Relationships</b>  Lesson 3:  <u>LI</u> To recognise how others show feelings and how to respond.	<b>Family and Relationships</b>  Lesson 4:  <u>LI</u> Recognising other people's emotions.	<b>Family and Relationships</b>  Lesson 5:  <u>LI</u> To begin to understand how friendships can make us feel.	<b>Family and Relationships</b>  Lesson 6:  Friendship Problems  <u>LI</u> To understand that friendships can have problems but that we can overcome them.

**LOTG** to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning