



**Spring Medium Term Plan – Year 1**  
**School Driver Focus**  
**Spring 1 – Effective Participator**  
**Spring 2 – Creative Thinker**

	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>Science</b>	Working scientifically	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>	Questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/ities, different/ces, beaker, pipette, syringe.	Know that you need to ask questions to be scientists. Know how to perform simple tests.
	Animals	<ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul>	<ul style="list-style-type: none"> <li>• Name a variety of animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Classification of animals based on their diet (carnivore, herbivore and omnivore).</li> <li>• Classification of animals into categories (including fish, amphibians, reptiles, birds and mammals.)</li> <li>• Describe common animals linking them to find common structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankles, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands</li> </ul>	Know the differences between a bird, mammal, reptiles, fish, amphibians. Know the names of some insects. Know that animals can be carnivores, herbivores or omnivores and what they eat Know what a pet needs- water, food, home
	Seasonal change	<ul style="list-style-type: none"> <li>• observe changes across the 4 seasons</li> <li>• observe and describe weather associated with the seasons</li> </ul>	Observe and comment on changes in the seasons.	Season, Spring, Summer, Autumn, Winter, weather, hot, warm, cool, cold, sunny, cloudy, windy, rainy, snowing, hailing,	Know Spring, Summer, Autumn and Winter and the type of weather.



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			Name the seasons and suggest the type of weather in each season.	sleet, frost, fog, mist, icy, rainbow, thunder, lightning, storm, light, dark, day, night.	Know how the length of day varies.
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>Computing</b>	E Safety	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	<ul style="list-style-type: none"> <li>To begin to use technology safely and respectfully.</li> <li>To discuss and help Digi- duck follow Safety rules</li> <li>To discuss the importance of being nice to people in the real world as well as online</li> </ul>	Choices, internet, equipment, buttons, movement, screen, mouse, images keyboard paint, technology, share, create, internet, collect, photos, organise, count,	Know the safety rules with Digi-Duck
	Information technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> <li>To use a trackpad on a laptop</li> <li>To begin to understand examples of where technology is used in local community.</li> </ul>	Rules Online Private information Email Instructions	Know four ways of using technology outside the home.
	Computer science	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 2. Create and debug simple programs 3. Use logical reasoning to predict the behaviour of simple programs	<ul style="list-style-type: none"> <li>To predict how a set of instructions will affect a machine e.g Beebot.</li> <li>To be able to give a machine a set of instructions to move e.g Beebot on a map.</li> </ul>	Buttons Robots Patterns Program	Know simple instructions for a 'Beebot' or similar. Know how to sequence instructions for movement eg left, right, up, down



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<b>Geography</b>	Geographical skills and fieldwork	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Geography – key stages 1 and 2 3.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<ul style="list-style-type: none"> <li>• To teach led enquiries, to ask and respond to simple closed questions.</li> <li>• To draw picture maps of imaginary places and from stories e.g Jack and the beanstalk</li> <li>• To use own symbols on imaginary map.</li> <li>• To use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> <li>• To draw around objects to make a plan.</li> </ul>	<p>Key Physical Geography vocabulary:            forest, hill, mountain, sea, ocean, river, soil, season, weather.</p> <p>Key Human Geography vocabulary: city, capital city, town, village, factory, farm, house, office, shop, Manchester</p> <ul style="list-style-type: none"> <li>• Use locational and directional language [e.g near, far, left, right]</li> </ul>	<p>Know what maps are from previous term</p> <p>Know what a key is.</p> <p>Know that symbols can be used on a map and they represent features.</p>



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<b>History</b>	Historical interpretation	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> <li>• To use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</li> <li>• To talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</li> </ul>	Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important	Know a timeline of their personal events
	Historical enquiry	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> <li>• To find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>• To ask and answer simple Historical questions.</li> </ul>	Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern	Know how to find information from artefacts Know the difference between fact and fiction
	Organising and presenting	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> <li>• To communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</li> <li>• To use simple terms to talk about the passing of time.</li> </ul>	Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember	Know the terms listed and use them accurately.



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<b>Art and Design</b>	Printing	KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none"> <li>• To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>• To experience impressed printing: e.g. printing from objects.</li> <li>• To use equipment and media correctly and be able to produce a clean printed image.</li> <li>• To explore printing in relief: e.g. String and card.</li> <li>• To begin to identify forms of printing: Books, posters pictures, fabrics.</li> <li>• To use printmaking to create a repeating pattern</li> </ul>	adhesive Carve Chalk Crayon Colours crumple dark dough environment fabric Felt tips fold Impressed print knead light man made natural	Know how to print a repeating pattern using a variety of materials
	Textiles	KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none"> <li>• To investigate textures by describing, naming, rubbing, copying.</li> <li>• To produce an expanding range of patterns and textures.</li> <li>• To begin to understand how colours can link to moods and feelings in art.</li> <li>• To use printmaking to create a repeating pattern.</li> </ul>	overlap pattern Pencil Poster paint plasticine Primary colours Relief print Repeating rollers Secondary colours	Know how to print in relief using string
	Responding to art	KS1 pupils should be taught about the work of a range of	<ul style="list-style-type: none"> <li>• To look at and talk about own work and that of other artists</li> </ul>	Shape Tools	Know that Haider Ali is famous for truck art



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		artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.	and the techniques they had used expressing their likes and dislikes. <ul style="list-style-type: none"> <li>To explore 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.</li> </ul>	Tone Rubbings Roll weave	Know that Monet is a famous artist. Know that watercolour is a type of art
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>PE</b>	Gymnastics	The main KS1 national curriculum aims covered in the Gymnastics units are: <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> </ul>	Health and Fitness <ul style="list-style-type: none"> <li>To describe how the body feels before, during and after exercise.</li> <li>To carry and place equipment safely.</li> </ul> Acquiring and Developing Skills in Gymnastics (General) <ul style="list-style-type: none"> <li>To create and perform a movement sequence.</li> <li>To copy actions and movement sequences with a beginning, middle and end.</li> <li>To link two actions to make a sequence.</li> <li>To move around, under, over, and through different objects and equipment.</li> </ul> Rolls	Along Direction Level Link Onto and Off Over Pike Posture Rolling: egg, log Forward, teddy bear rolls. Sequence Straddle Straight Tension Travel Tuck	



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			<ul style="list-style-type: none"><li>• To complete log roll (controlled)</li><li>• To complete curled side roll (egg roll) (controlled)</li><li>• To complete teddy bear roll (controlled)</li></ul> Vault <ul style="list-style-type: none"><li>• To straight jump off springboard</li></ul> Handstand, Cartwheels and Round-offs <ul style="list-style-type: none"><li>• To bunny hop</li><li>• To complete front support wheelbarrow with partner</li></ul> Travelling and Linking Actions <ul style="list-style-type: none"><li>• To tiptoe, step, jump and hop</li></ul> Hopscotch <ul style="list-style-type: none"><li>• To skip</li><li>• To gallop</li></ul> Shapes and Balance <ul style="list-style-type: none"><li>• To complete standing balances</li><li>• To complete kneeling balances</li><li>• To pike, tuck, star, straight, straddle shapes</li></ul> Compete/Perform <ul style="list-style-type: none"><li>• To perform using a range of actions and body parts with some coordination.</li></ul>		
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			<ul style="list-style-type: none"> <li>• To begin to perform learnt skills with some control.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To watch and describe performances.</li> <li>• To begin to say how they could improve</li> </ul>		
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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
<b>Music</b>	Singing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes;	<ul style="list-style-type: none"> <li>• To sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</li> <li>• To begin with simple songs with a very small range, mi-so and then slightly wider.</li> <li>• To sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.</li> </ul>	Body, percussion, ostinato, pizzicato,duration, free/arrhythmic, [no beat], drone, graphic, score, Melodic, phrase, notation,[dot/graphic], score, beater, claves, guiro, cabasa, woodblock, structure, timbre [sound quality], tuned percussion, untuned percussion, volume [dynamics], interlude, claves, maracas, chime bars, sustained [sounds], loud soft short [sounds], instrument voice	Know what a pentatonic scale is
	Listening	Listen with concentration and understanding to a	<ul style="list-style-type: none"> <li>• To develop shared knowledge and understanding of the stories, origins, traditions,</li> </ul>		





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		<p>range of high-quality live and recorded music;</p>	<p>history and social context of the music they are listening to, singing and playing.</p> <ul style="list-style-type: none"> <li>• To listen to recorded performances and opportunities to experience live music making in and out of school.</li> </ul>		
Composing		<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> <li>• To improvise simple vocal chants, using question and answer phrases.</li> <li>• To create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.</li> <li>• To understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>• To use music technology, if available, to capture, change and combine sounds.</li> <li>• To recognise how graphic notation can represent created sounds. Explore and invent own symbols.</li> </ul>		



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	Musicianship pulse/beat	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> <li>• To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• To use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> <li>• To respond to the pulse in recorded/live music through movement and dance.</li> </ul>		
	Musicianship pitch	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> <li>• To listen to sounds in the local school environment, comparing high and low sounds.</li> <li>• To sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• To explore percussion sounds to enhance storytelling</li> <li>• To follow pictures and symbols to guide singing and playing.</li> </ul>		



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<b>DT</b>	Textiles	Select from and use a wide range of textiles according to their characteristics	<ul style="list-style-type: none"> <li>• To measure, cut and join textiles to make a product, with some support</li> <li>• To choose suitable textiles</li> </ul>	<p>Cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish.</p>	<p>Know how to create an image using fabric.</p> <p>Know how to decoupage a model.</p>
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>	<b>Vocabulary</b>	<b>Knowledge</b>
<b>RE</b>	What makes some places sacred? (expressing)		<ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place of worship and be able to say what they are used for and what they mean.</li> <li>• Talk about ways stories, objects and symbols are used in places of worship to show what people believe.</li> </ul>	<p>Christianity            Christian, God, Creator, Christmas, disciple, Easter, Jesus, Church, altar, font, Bible, Gospel, Holy Spirit, baptism, Christening, faith, Harvest, holy, Hymn, prayer, priest, vicar, worship</p> <p>Islam</p>	<ul style="list-style-type: none"> <li>•</li> </ul>



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<p>Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur'an, moon and star.</p>
<p>Judaism Jewish, Synagogue, Torah, Bimah, Hanukkah, Ark, Judaism, Shabbat, Joseph, Kippah</p>
<p>Hinduism Murtis, Gods and Goddesses, puja, home shrine, devotion, Ganesha, Aum, Diwali, offering, Rama, Sita, worship, Vishnu</p>
<p>General religious vocabulary Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.</p>



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<b>PSHE</b>	Health and Wellbeing	1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing. 4. Ways of keeping physically and emotionally safe. 5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency. 8. To identify different influences on health and wellbeing.	Washing Hands - Meet Grub! • To learn to eradicate germs and the spread of diseases by washing hands • To understand how germs spread infections and diseases Healthy Eating - Vote Green! • To learn about where vegetables and fruit grow To learn to make simple choices that improve their health and well-being e.g. healthy eating Healthy Eating - Meat Eaters • To understand the need for protein as part of a balanced diet • To recognise which types of food are healthy Healthy Eating - Party Time! • To apply their knowledge of healthy eating to plan a menu for a themed party • To make positive real-life choices Physical Activity - Get Physical • understand the need for physical activity to keep healthy	rules •difference •expectations • community •environment •negative • harassment •self-respect •attitude •authority •responsibility • truthfulness •trustworthiness •kindness •generosity •decision making •collaborative • consideration • positive • feelings • nervous • surprise • fear	



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		<p>To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p> <p>Personal Safety - Secret Surprises</p> <ul style="list-style-type: none"> <li>• To learn about the difference between secrets and surprises</li> <li>• To understand when not to keep adults' secrets</li> </ul> <p>To seek help from an appropriate adult when necessary</p> <p>Emotional Safety - Getting Help</p> <ul style="list-style-type: none"> <li>• To learn about who to go to for help and advice</li> <li>• To recognise that there are people who care for and look after them</li> <li>• To know how to keep safe and how and where to get help</li> </ul> <p>To recognise and respond to issues of safety relating to themselves and others and how to get help</p>	<ul style="list-style-type: none"> <li>• recognise</li> <li>• fear</li> <li>• sensitive</li> <li>• others</li> <li>• cooperative</li> <li>• listen</li> <li>• opinion</li> <li>• reflect</li> <li>• healthy eating</li> <li>• germs</li> <li>• infections</li> <li>• diseases</li> <li>• improve</li> <li>• health and well-being</li> <li>• positive life changes</li> <li>• benefits</li> <li>• exercise</li> <li>• fair</li> <li>• right</li> <li>• wrong</li> <li>• respect</li> <li>• similarities</li> <li>• differences</li> </ul>	
	Relationships	<p>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p>	<p>Compromises - All the Same</p> <ul style="list-style-type: none"> <li>• To learn about others</li> <li>• To reflect on the similarities and differences between people</li> </ul>	<ul style="list-style-type: none"> <li>• real-life choices</li> <li>• improve</li> <li>• impact</li> </ul>



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	<p>2. How to recognise and manage emotions within a range of relationships.</p> <p>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>4. How to respond to risky or negative relationships and ask for help.</p> <p>5. How to respect equality and diversity in relationships</p>	<p>To recognise and respect similarities and differences between people</p> <p>Definition - A Bully is ...</p> <ul style="list-style-type: none"> <li>• To learn about bullies and bullying behaviour</li> </ul> <p>To understand the difference between impulsive and considered behaviour</p> <p>Unkindness - Blame Game</p> <ul style="list-style-type: none"> <li>• To understand that name-calling is hurtful and avoidable</li> <li>• To recognise how their behaviour affects other people</li> </ul> <p>Behaviour - Bullying is ...</p> <ul style="list-style-type: none"> <li>• To understand what is and what is not bullying behaviour</li> </ul> <p>To understand the difference between impulsive and considered behaviour</p> <ul style="list-style-type: none"> <li>• To recognise the difference between good and bad choices</li> </ul> <p>Behaviour + and -</p> <ul style="list-style-type: none"> <li>• To recognise how their behaviour affects other people</li> <li>• To recognise how their behaviour affects other people</li> <li>• To recognise how attitude and behaviour, including bullying, may affect others</li> </ul>	<ul style="list-style-type: none"> <li>• bullying</li> <li>• name-calling</li> <li>• responsibilities</li> <li>• by-standers</li> <li>• impulsive</li> <li>• considered</li> <li>• peer pressure</li> <li>• positive</li> <li>• negative</li> <li>• secrets</li> <li>• surprises</li> <li>• risks</li> <li>• safety</li> <li>• attitude</li> <li>• behaviour</li> <li>• influence</li> <li>• positive</li> <li>• relationships</li> <li>• reflect</li> <li>• respect</li> <li>• rules</li> <li>• views</li> <li>• opinions</li> <li>• consideration</li> <li>• decision making</li> <li>• independently</li> </ul>	
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			To recognise how their behaviour and that of others may influence people both positively and negatively	<ul style="list-style-type: none"> <li>• collaboratively</li> <li>• responsibility</li> <li>• safety</li> <li>• risk</li> <li>• Green Cross Code</li> <li>• road safety</li> <li>• workplace</li> <li>• money</li> <li>• spending</li> </ul>	
	Living in the wider world	<ol style="list-style-type: none"> <li>1. About respect for self and others and the importance of responsible behaviours and actions.</li> <li>2. About rights and responsibilities as members of families, other groups and ultimately as citizens.</li> <li>3. About different groups and communities.</li> <li>4. To respect equality and to be a productive member of a diverse community.</li> <li>5. About the importance of respecting and protecting the environment.</li> <li>6. About where money comes from, keeping it safe and the importance of managing it effectively.</li> <li>7. How money plays an important part in people’s lives.</li> <li>8. A basic understanding of enterprise.</li> </ol>			