



# St. Anne's Catholic Primary School

## Year 1 Medium Term Plan 'We Are Explorers!'



### RE

#### **Special People**

The children will explore that there are special people in our lives who are there to help us.

#### **Meals**

The children will recognise that on Sunday, in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus.

### Maths

#### **Number and Place Value**

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Read and write numbers from 1 to 20 in numerals and words.

Count, read and write numbers to 100 in numerals.

Begin to recognise the place value of numbers beyond 20 (tens and ones).

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of, twos, fives and tens.

#### **Addition and Subtraction**

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Represent and use number bonds and related subtraction facts within 20.

Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).

Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as  $7 = \square - 9$ .

### English

#### **Non-Fiction Information booklet (The Great Fire of London)**

- Understand and write labels
- Recognise and understand captions
- Write a caption correctly
- Use titles, headings and sub-headings
- Use question marks to ask questions
- To understand differences between fiction and non-fiction

### Driver Subject - History

#### **Changes beyond living memory—The Great Fire of London**

**Events, People and Changes:** Retell some events from beyond their living memory which are significant nationally or globally.

#### **Chronology**

Recognise the distinction between past and present.

Order and sequence some familiar events and objects.

Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.

Use sources to answer simple questions about the past.

Identify some of the basic ways in which the past can be represented.

Choose parts of stories and other sources to show what they know about the past.

## Science

### **Seasonal Changes**

Observe and describe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length and temperature varies.

### **Everyday materials**

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard.

Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their simple physical properties

## Design Technology

### **Moving Vehicle**

#### **Design**

Use pictures and words to convey what they want to design / make.

Explore ideas by rearranging materials.

Select pictures to help develop ideas.

Use mock-ups e.g. recycled material trial models to try out their ideas.

#### **Make**

Select materials from a limited range.

Explain what they are making.

Name the tools they are using.

#### **Evaluate**

Explore existing products and investigate how they have been made (including teacher-made examples).

Talk about their design as they develop and identify good and bad points.

## Scientific Enquiry

### Fair and Comparative Test

- With help, carry out a simple test / comparative test.
- With help, make a simple prediction or suggestion about what might happen.
- Begin to suggest some ideas e.g. choose which equipment to use, choose which materials to test from a selection.
- Talk about ways of setting up a test.

## RSE

**To focus on families and specially growing up in a loving, secure and stable home**

### **Social and Emotional**

To recognise signs that I am loved in my family

### **Physical**

To recognise how I am cared for and kept safe in my family.

### **Spiritual**

To celebrate ways that God loves and cares for us

## Geography

### Geographical Skills: Enquiry and Investigation

Ask and answer simple geographical questions.

Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.

### Human & physical geography

Describe some places and features using basic geographical vocabulary.

Express their views on some features of their environment

### Geographical Skills: Interpret a range of sources of Geographical Information

Use a range of sources such as simple maps, globes, atlases and images. .  
Know that symbols mean something on maps.

### Geographical Skills: Communicate Geographical Information

Use maps and other images to talk about everyday life .

Draw, speak or write about simple geographical concepts such as what they can see

## PSHE

To know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.

To talk about different feelings that humans can experience

To recognise and name different feelings

To talk about ways of sharing feelings; a range of words to describe feelings

To recognise risk in simple everyday situations and what action to take to minimise harm

To know that household products (including medicines) can be harmful if not used correctly

## Computing

### **Computer Science**

Understand what algorithms are and develop strategies to help find bugs in them.

Make very simple programs.

### **Information Technology**

Develop understanding of how simulations work through exploring simple examples.

## Music

### **Performing**

Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat

### **Listening and Reviewing**

Understand how sounds can be made in different ways and described using given and invented signs and symbols.

Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds

### **Creating and Composing**

Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (*drum*) and 'shaker' sounds .

## P.E.

### **Athletics**

Travelling skills - running, hopping, skipping.

Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (*for example gymnastic activities*).