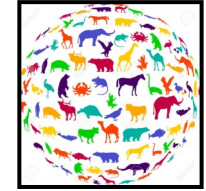




St. Anne's Catholic Primary School



Year 1 Medium Term Plan 'Animal Kingdom'

RE

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.

Change

The children will explore what we change and grow. To describe, retell and ask about Lent; a time to change in preparation for the celebration of Easter.

Maths

Time

- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Money

- Recognise and know the value of different denominations of coins and notes.

2D and 3D shapes

- Recognise and name common 2D and 3D shapes including:
- 2D shapes for example: rectangles, squares, circles and triangles.
- 3D shapes for example cuboids, cubes, pyramid's and spheres.

English

Fantasy Stories

- Say and hold in memory whilst writing, simple sentences which make sense.
- Punctuate simple sentences with capital letters and full stops.
- Use capital letters for names of people, places and days of the week.
- Identify and use question marks and exclamation marks.
- Use simple 'joining words' to link ideas.
- Pluralise nouns – build on using '-s' e.g. *dog, dogs*, as addressed in previous units, to using '-es', e.g. *wish, wishes*.
- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Sequence ideas/events in order.
- Use formulaic phrases to open and close texts.
- Use familiar plots for structuring the opening, middle and end of their stories.

Driver Subject - Science

Science Content - Living things and their habitats

- Animals are alive; they move, feed, grow, use their senses and reproduce.
- Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).
- Find out and describe how animals look different to one another.
- Group together animals according to their different features.
- Recognise similarities between animals:
- Structure: head, body, way of moving, senses, body covering, tail.

History

Events significant nationally/globally : The Titanic

Communication

- Describe special or significant events.
- Retell simple stories or events from the past.
- Use simple historical terms.

Events, People and Changes

- Retell some events from beyond their living memory which are significant nationally or globally.

Design Technology

Animal Sculpture

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

- Scientific Enquiry : Working Scientifically—Identifying and classifying
- Name / identify common examples and some common features.
- With help, decide how to sort and group objects, materials or living things.
- Name basic features of objects, materials and living things.
- Say how things are similar or different.

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

Weather patterns—Spring : Geographical Skills: Fieldwork

- Observe and describe daily weather patterns.
- Use simple fieldwork and observational skills when studying the geography of their school and its grounds.

Art & Design (Cross curricular with Design Technology)

Animal Sculptures—Sculptures

Become proficient in drawing, painting, sculpture and other art, craft and design techniques

- Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.
- Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.

PSHE

To understand:

- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- about the people whose job it is to help keep us safe
- about what rules are, why they are needed, and why different rules are needed for different situations
- how people and other living things have different needs; about the responsibilities of caring for them

Computing

Animated Stories

Digital Literacy

- Understand the rules and responsibilities outlined by the school's acceptable use policy and begin to understand where to go for help when they have concerns.
- Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully.

Information Technology

Use technology with support, to create, store and retrieve digital content such as text

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.

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

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

Travelling skills - running, hopping, skipping