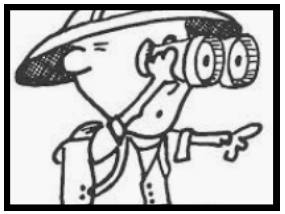
St. Anne's Catholic Primary School

EYFS and Year One Medium Term Plan—Spring 1

'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
- Mass/Weight
- 2D and 3D Shape
- Counting and Money
- Multiplication
- Division

English

Stories with Fantasy setting: Christopher Columbus – Finding a New Land
Where the Wild Things Are by Maurice Sendack

Information booklets: The Great Fire of London

Poems to learn by heart: London's Burning

Driver Subject—Geography

Hot and Cold Places/Weather Patterns: Winter

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 e.g. what they do or do not like.
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
e.g. where they live, journeys to school etc.
Draw, speak or write about simple geographical concepts such as what they can see where.

History (Cross Curricular with Literacy)

Chronology—Changes beyond living memory—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'.

Science

Everyday Materials/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.

Music

In the Groove

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

Inter-Related Dimensions:

(Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)

Collaborative Learning

Linked to our work in 'We Are Explorers,' we will design and make our moving vehicles and share our work with our friends in a special EYFS/Key Stage One Assembly on

Wednesday 12th February.

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.

Computing

Lego builders/Maze Explorers

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.

Design Technology

Moving vehicle (Design, make & evaluate)

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. Say what they like and do not like about items they have made and attempt to say why.

Technical Knowledge

Start to use technical vocabulary. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways. Decorate using a variety of techniques. Know some ways of making structures stronger. Show how to stiffen some materials. Know how to make a simple structure more stable. Attach wheels to a chassis using an axle. Know some different ways of making things move in a 2-D plane.