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**ST CHARLES’ CATHOLIC PRIMARY SCHOOL**

**YEAR ONE MEDIUM TERM PLANNING**

**SPRING**

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| **RE** | **Local Church – Community – Special People****What makes a person special?****Prior learning:** how the parish family celebrates**This Topic: learning outcomes:** Know and understand:That there are special people in our lives who are there to help us – **Explore**That on Sunday, in church, we meet people who do special jobs as we gather to celebrate theGood News of Jesus – **Reveal**Acquire the skills of assimilation, celebration and application of the above – **Respond****Vocabulary**Special people, greeters, Sunday, holy, Jesus, Presentation, church, community, temple, altar servers, Extraordinary ministers, readers, choir, cleaners, priest, collectors, musicians | **Eucharist – Relating – Meals****What makes some meals special?****Prior learning:** the joy of gathering together to celebrate at Mass**This Topic: learning outcomes:** Know and understand:Families and groups share special meals **– Explore**Mass as Jesus’ special meal **– Reveal**Acquire the skills of assimilation, celebration and application of the above **– Respond****Vocabulary**family, meal, Mass, share, blessing, bread, host, wine, altar, Last Supper, Holy Communion, Preparation of the Gifts, litany, chalice | **Lent/Easter – Giving – Change****How and why do some things change?****Prior learning:** Lent: a time to grow more like Jesus and look forward to Easter**This Topic: learning outcomes:** Know and understand:That we change and grow – **Explore**Lent; a time to change in preparation for the celebration of Easter – **Reveal**Acquire the skills of assimilation, celebration and application of the above – **Respond****Vocabulary**change, seasons, spring, growth, Lent,Ash Wednesday, Good Friday, Easter Sunday,Alleluia, Cross, Resurrection |
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| **PSHE/RSHE** | **Belonging to the community**Children will learn about examples of rules in different situations e.g. class rules, rules at home, rules outside. They will explore how to care for people, animals and other living things in different ways. They will understand how they can look after the environment e.g. recycling. Children will celebrate ways that God loves and cares for us. **Vocabulary** Rules, obedient, care, look after, love, recycle, litter | **Media literacy and digital resilience** Children will learn how and why people use internet and the benefits of using it and digital devices. They will learn how people find things out and communicate safely with others online. **Vocabulary** Internet, safety, online, communicating, digital, devices,  | **Money and work**They will learn that everyone has different strengths, in and out of school. They will understand that different strengths and interests are needed for different jobs. The children will learn about people whose job it is to help us in the community and about different jobs and the work people do. **Vocabulary** Work, jobs, career, strengths, interests, community, policeman, fireman, shop assistant,  |
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| **ENGLISH** | **Hermelin** **BY Mini Grey** **Writing Outcomes & Writing Purpose**Narrative: Detective Narrative. Purpose: To narrate Recount: Letter. Purpose: To recount.**Grammar: Word** Build on previous year & focus on: Reinforce plural noun suffix -s –es. How prefix un – changes the meaning of verbs and adjectives.**Grammar: Sentence** Build on previous year & focus on: Combining words to make sentences. Joining words and clauses using-and, because, so**Grammar: Text** Build on previous year & focus on: Sequencing sentences to form short narratives**Grammar: Punctuation** Build on previous year & focus on: Separation of words with spaces, Capital letters, Full Stops, Question mark, Exclamation mark.**Terminology for Pupils** Question mark, exclamation mark, suffix, prefix, verb, adjective | **Where the Wild Things Are****by Maurice Sendak****Writing Outcome & Writing Purpose** Narrative: A Portal Story. Purpose: To narrateInformation: Wild Things. Purpose: To inform.**Grammar: Word**Build on previous units & focus on: Suffix added to verbs – ing ed er**Grammar: Sentence** Build on previous year & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but**Grammar: Text** Build on previous year & focus on: Sequencing sentences to form short narratives**Grammar: Punctuation**Build on previous year & focus on:Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I |
| **MATHS**  | **Addition and Subtraction (within 20)**Add by counting onAdd ones using number bonds Find & make number bondsSubtraction - not crossing 10Subtraction - not crossing 10 (counting back)Subtraction - crossing 10 (counting back)Subtraction - crossing 10 Related factsCompare number sentences**Vocabulary**Add, altogether, sum, subtract, take away, less, difference, number bonds, more than, less than, equal to, greater,  | **Place Value (within 50)**Numbers to 50Counting forwards and backwards within 50Tens and onesRepresent numbers to 50One more one less Compare objects within 50Compare numbers within 50Order numbers within 50Count in 2sCount in 5s**Vocabulary**Tens, ones, more, less, greater than, less than, equal to, compare | **Measurement** **Length and height** Compare lengths & heightsMeasure length Introducing the rulerMeasure length using rulerAdding length problemsSubtracting length problems**Vocabulary** Centimetre, millimetre, ruler, length, height, metre, add, subtract**Weight and Volume**Introduce weight & massMeasure massCompare massWeight and mass problemsIntroduce capacity and volumeIntroduce capacity and volumeMeasure capacityCompare capacity**Vocabulary**Measure, weight, volume, litres, millilitres, grams, kilograms, estimate, capacity |
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| **SCIENCE** | **Plants**Building on what they learned about plants in Reception children find out more about how plants including trees grow and their different parts. They will look at a range of garden and wild plants and trees. They will describe plants based on their colour, feel, size and shape and compare them using appropriate scientific terminology. They will plant their own seeds and describe the changes every week. They will also explore different plants in their school environment.**Vocabulary** Wild plants, garden plants, weeds, deciduous, evergreen, seed, bulb, stem, root, leaf, flowers, bloom, petals, trunk, branch, fruit, bark. |
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| **COMPUTING** | **Programming: Bee-bots**The children will be introduced toProgramming through the use of a Bee-Bot. They will explore its functions and operations and create a video to explain its capabilities. They will undertake an unplugged activity- planning and following a set of instructions precisely. They will create a world for a Bee-Bot to explore and programme Bee-Bots to tell a story. **Vocabulary**Algorithm, Bee-Bot, computing code, computer programme, explain, explore, instructions, predict, tinker, video  | **Digital Imagery** They will use creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. They will learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.**Vocabulary** Camera, crop, delete, download, drag and drop, editing software, image, import, photograph, resize, save as, search engine, sequence, smart device, storage space, visual effects. |
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| **HISTORY** | **The Beatles** Children will learn about the Beatles; the year they were born, formed as a band and split up. They will explore that the Beatles grew up and were formed as a band in their local area Liverpool. They will listen to music from The Beatles and compare it to music from today. They will recognise how the Beatles changed throughout the decade e.g. fashion, music, hairstyle etc. They will construct a timeline with the key dates from the Beatles era.  **Vocabulary**  Chronological, timeline, Liverpool, 1960’s, compare, music, past, present, pop |
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| **GEOGRAPHY** | **Local Area** Children will further explore their local area- Aigburth. They will be able to recognise important places from their local area on a street map and develop their understanding of map symbols. They will explain their likes/dislikes of their local area and talk about changes they would like made. They will learn to construct a map from their home to school including map symbols and human and physical features. They will understand different jobs and housing in their area. They will complete fieldwork- a walk around their local area looking at the land use. **Vocabulary** Atlas, index, co-ordinates, latitude, longitude, key, symbol, Ordnance Survey, compass, north, south, east, west, north east, south east, south west, north west, grid reference, easting, northing, past, present, similarities, differences |
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| **ART** | **Sculptures and collages**On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois**.** They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will explore the work of a range of artists, craft makers and designers and be able to describing the differences and similarities between different practices and disciplines, and making links to their own work.**Vocabulary**Bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile  |
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| **DESIGN & TECHNOLGY** | **Food: Fruit and vegetables** Children will handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make and design packaging for.**Vocabulary** Blender, carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable. |
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| **MUSIC** | **Timbre and rhythmic patterns: Fairytales** Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They will carefully select and play instruments to help tell a story. They will explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.**Vocabulary** Pulse, rhythm, timbre, percussion instrument, clapping, beat, syllables, voice, tone.  | **Classic music, dynamics, and tempo (Theme: animals)** Children will use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They will learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.**Vocabulary** Dynamics, tempo, compositions, expressively, syllables, rhythm, percussion, percussion instruments, improvisation, timing, perform.  |
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| **PHYSICAL EDUCATION**  | **Gymnastics** Children will learn to use space safely and effectively. They will explore and develop basic gymnastic actions on the floor and using low apparatus. They will show basic skills of jumping, rolling, balancing and travelling which will be used individually and in combination to create movement phrases. Children will be given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils will begin to understand the use of levels, directions and shapes when travelling and balancing.**Vocabulary**Shapes, balance, jump, roll, apparatus, balance, movement phrases, sequences, direction, travel. | **Dance** The children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. They will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.**Vocabulary** Performing, travel actions, balance, coordination, co-operation, communication, respect, confidence, acceptance, actions, phrases, counting, beat, observing, feedback. |
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