

# The Good Shepherd Catholic Primary School



## Y1 Medium Term Planning 2023 - 2024

Year 1

2023 – 2024

YEAR 1 Autumn 2023		Strong start Science and Geography			Science (1.5 hours)			
Sep 4	Geography	Continents, Oceans, UK countries, capital cities and seas		Cycle 1	STRONG START		Seasonal changes and daily weather	
	Art	Drawing Block A						
11	Geography	Continents, Oceans, UK countries, capital cities and seas			What are the four seasons?			
	Art	Drawing						
18	Geography	Continents, Oceans, UK countries, capital cities and seas			What's the weather like in Autumn, Winter, Spring and Summer?			
	Art	Drawing						
25	Geography	Continents, Oceans, UK countries, capital cities and seas			Why does day become night?			
	DT	Mechanisms Block A						
Oct 2	Geography	Continents, Oceans, UK countries, capital cities and seas			What makes a tree?		Introduce Plants – evergreen and deciduous trees	
	DT	Mechanisms						
9	Geography				What trees live around my school?			
	DT	Mechanisms						
16	ENRICHMENT - Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.							
23	Half Term							
30	History	Events within living memory		Cycle 2	What's the difference between trees?		Introduce Animals, including humans	
	Art	Painting Block B						
Nov 6	History	Events within living memory			What is an animal?			
	Art	Painting						
13	History	Events within living memory			What types of animals are there?			
	Art	Painting						
20	History	Events within living memory			What types of animals are there?			
	DT	Structures Block B						
27	History	Events within living memory			What is similar and what is different?			
	DT	Structures						
Dec 4	History	Events within living memory			What does food tell us about an animal? What makes me an animal? What senses do I have?			
	DT	Structures						
11					Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.			
	History	Events within living memory						

Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Term ends Thursday 21<sup>st</sup> December.

## PE

### Lesson 1

### Lesson 2

### Lesson 3

### Lesson 4

### Lesson 5

### Lesson 6

### Lesson 1

### Lesson 2

### Lesson 3

### Lesson 4

### Lesson 5

### Lesson 6

## Computing

1	1	Computing systems and networks – Technology around us	1	-To identify technology	<ul style="list-style-type: none"> <li>-I can explain how these technology examples help us</li> <li>- I can explain technology as something that helps us</li> <li>- I can locate examples of technology in the classroom</li> </ul>
1	1	Computing systems and networks – Technology around us	2	-To identify a computer and its main parts	<ul style="list-style-type: none"> <li>-I can name the main parts of a computer</li> <li>- I can switch on and log into a computer</li> <li>- I can use a mouse to click and drag</li> </ul>
1	1	Computing systems and networks – Technology around us	3	-To use a mouse in different ways	<ul style="list-style-type: none"> <li>-I can click and drag to make objects on a screen</li> <li>- I can use a mouse to create a picture</li> <li>- I can use a mouse to open a program</li> </ul>
1	1	Computing systems and networks – Technology around us	4	-To use a keyboard to type on a computer	<ul style="list-style-type: none"> <li>-I can save my work to a file</li> <li>- I can say what a keyboard is for</li> <li>- I can type my name on a computer</li> </ul>
1	1	Computing systems and networks – Technology around us	5	-To use the keyboard to edit text	<ul style="list-style-type: none"> <li>-I can delete letters</li> <li>- I can open my work from a file</li> <li>- I can use the arrow keys to move the cursor</li> <li>-I can discuss how we benefit from these rules</li> <li>- I can give examples of some of these rules</li> </ul>
1	1	Computing systems and networks – Technology around us	6	-To create rules for using technology responsibly	<ul style="list-style-type: none"> <li>- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</li> </ul>

1	2	Creating media – Digital painting	1	-To describe what different freehand tools do	<ul style="list-style-type: none"> <li>-I can draw lines on a screen and explain which tools I used</li> <li>- I can make marks on a screen and explain which tools I used</li> <li>- I can use the paint tools to draw a picture</li> <li>- I can make marks with the square and line tools</li> </ul>
1	2	Creating media – Digital painting	2	-To use the shape tool and the line tools	<ul style="list-style-type: none"> <li>- I can use the shape and line tools effectively</li> <li>- I can use the shape and line tools to recreate the work of an artist</li> </ul>
1	2	Creating media – Digital painting	3	-To make careful choices when painting a digital picture	<ul style="list-style-type: none"> <li>-I can choose appropriate shapes</li> <li>- I can create a picture in the style of an artist</li> <li>- I can make appropriate colour choices</li> <li>-I can choose appropriate paint tools and colours to recreate the work of an artist</li> </ul>
1	2	Creating media – Digital painting	4	-To explain why I chose the tools I used	<ul style="list-style-type: none"> <li>- I can say which tools were helpful and why</li> <li>- I know that different paint tools do different jobs</li> <li>-I can change the colour and brush sizes</li> </ul>
1	2	Creating media – Digital painting	5	-To use a computer on my own to paint a picture	<ul style="list-style-type: none"> <li>- I can make dots of colour on the page</li> <li>- I can use dots of colour to create a picture in the style of an artist on my own</li> <li>-I can explain that pictures can be made in lots of different ways</li> </ul>
1	2	Creating media – Digital painting	6	-To compare painting a picture on a computer and on paper	<ul style="list-style-type: none"> <li>- I can say whether I prefer painting using a computer or using paper</li> <li>- I can spot the differences between painting on a computer and on paper</li> </ul>

YEAR 1 Spring 2024				Science		
Jan 1 <small>(start Wed 3/1)</small>	Geography	Hot and cold areas of the world	Cycle 3	STRONG START	Introduce Materials	
	Art	Printmaking Block C				
8	Geography	Hot and cold areas of the world		What are materials?		
	Art	Printmaking				
15	Geography	Hot and cold areas of the world		What are things made of in school?		
	Art	Printmaking				
22	Geography	Hot and cold areas of the world		How can I describe materials?		
	DT	Food and Nutrition Block C				
29	Geography	Hot and cold areas of the world		Which materials are waterproof and which are not?		
	DT	Food and Nutrition				
Feb 5	Geography	Hot and cold areas of the world		Which materials are transparent and which are opaque?		
	DT	Food and Nutrition				
12	Geography	Hot and cold areas of the world	Cycle 4	What's the best material for the job? Why?	Revisit Animals including humans	
	Art	Textiles Block D				
19	Half term					
26	History	The lives of significant people	Cycle 4	Revisit and name it		
	Art	Textiles				
Mar 4	History	The lives of significant people		Describe it		
	Art	Textiles				
11	History	Hot and cold areas of the world		Sort it		
	DT	Understanding Materials Block D				
18	History	The lives of significant people				
	DT	Understanding Materials				
25						
	DT	Understanding Materials				

## PE

Lesson 1	Warm-Up Train Adventure	Skill On a Line	Skill Application Fast Girls Fuller Turns	Review Method Magic Bean Bags
Lesson 2	Warm-Up Train Adventure	Skill On a Line	Skill Application Puffing Along	Review Method Magic Bean Bags
Lesson 3	Warm-Up Train Adventure	Skill On a Line	Skill Application Wooley Bridge	Review Method Magic Bean Bags
Lesson 4	Warm-Up Line Out	Skill Stance	Skill Application Children on a Rope	Review Method Magic Bean Bags
Lesson 5	Warm-Up Line Out	Skill Stance	Skill Application Tightrope Turns	Review Method Magic Bean Bags
Lesson 6	Warm-Up Line Out	Skill Stance	Skill Application Tightrope Sequence	Review Method Magic Bean Bags

Lesson 1	Warm-Up Queen's Naughty Ball	Skill Ball Skills	Skill Application Shoulders, Tummy, Knees and Toes	Review Method Badge of Honour
Lesson 2	Warm-Up Queen's Naughty Ball	Skill Ball Skills	Skill Application Add a Clown Horse	Review Method Badge of Honour
Lesson 3	Warm-Up Queen's Naughty Ball	Skill Ball Skills	Skill Application Clown Tricks	Review Method Badge of Honour
Lesson 4	Warm-Up Off to the Seaside	Skill With a Partner	Skill Application Hold on Tight	Review Method Badge of Honour
Lesson 5	Warm-Up Off to the Seaside	Skill With a Partner	Skill Application Whacky Water Sports	Review Method Badge of Honour
Lesson 6	Warm-Up Off to the Seaside	Skill With a Partner	Skill Application Seaside Sculptures	Review Method Badge of Honour

## Computing

1	3	Programming A – Moving a robot	1	-To explain what a given command will do	-I can match a command to an outcome - I can predict the outcome of a command on a device
1	3	Programming A – Moving a robot	2	-To act out a given word	- I can run a command on a device -I can follow an instruction - I can give directions - I can recall words that can be acted out -I can compare forwards and backwards movements
1	3	Programming A – Moving a robot	3	-To combine forwards and backwards commands to make a sequence	- I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place -I can compare left and right turns - I can experiment with turn and move commands to move a robot
1	3	Programming A – Moving a robot	4	-To combine four direction commands to make sequences	- I can predict the outcome of a sequence involving up to four commands -I can choose the order of commands in a sequence
1	3	Programming A – Moving a robot	5	-To plan a simple program	- I can debug my program - I can explain what my program should do -I can identify several possible solutions
1	3	Programming A – Moving a robot	6	-To find more than one solution to a problem	- I can plan two programs - I can use two different programs to get to the same place

1	4	Data and information – Grouping data	1	-To label objects	-I can describe objects using labels - I can identify the label for a group of objects
1	4	Data and information – Grouping data	2	-To identify that objects can be counted	- I can match objects to groups -I can count a group of objects
1	4	Data and information – Grouping data	3	-To describe objects in different ways	- I can count objects - I can group objects - I can describe an object
1	4	Data and information – Grouping data	4	-To count objects with the same properties	- I can describe a property of an object - I can find objects with similar properties
1	4	Data and information – Grouping data	5	-To compare groups of objects	-I can count how many objects share a property - I can group objects in more than one way - I can group similar objects
1	4	Data and information – Grouping data	6	-To answer questions about groups of objects	- I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group - I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found

YEAR 1 Summer 2024			Science		
Apr 15	Geography	Mapping and fieldwork	Cycle 5	STRONG START	Plants
	Art	3D Block E			
22	Geography	Mapping and fieldwork		What are the parts of a plant?	
	Art	3D			
29	Geography	Mapping and fieldwork		What are wild plants and where do you find them?	
	Art	3D			
May 6	Geography	Mapping and fieldwork		What are garden plants and where do find you them?	
	DT	Textiles Block E			
13	Geography	Mapping and fieldwork			
	DT	Textiles			
20	Geography	Mapping and fieldwork			
	DT	Textiles			
27	Half Term				
Jun 3	History	More lives of significant people	Cycle 6	Animals, including humans Remember it	Revisit Plants, Animals including humans, Seasonal change and weather
	Art	Collage Block F			
10	History	More lives of significant people		Animals, including humans Elaborate it	
	Art	Collage			
17	History	More lives of significant people		Plants Remember it	
	Art	Collage			
24	History	More lives of significant people			Class focused science to address misconceptions or deepen understanding
	DT	Food and Nutrition Block F			
Jul 1	History	More lives of significant people			
	DT	Food and Nutrition			
8	History	More lives of significant people			
	DT	Food and Nutrition			
15	ENRICHMENT - Use these flexible blocks to enrich the curriculum - 19 <sup>th</sup> July term ends.				

## PE

**Lesson 1**

Warm-Up: Ball Tricks  
Skill: Sending and Receiving  
Skill Application: Bouncing Balls  
Review Method: Gift Cards

**Lesson 2**

Warm-Up: Ball Tricks  
Skill: Sending and Receiving  
Skill Application: Big Top Time  
Review Method: Gift Cards

**Lesson 3**

Warm-Up: Ball Tricks  
Skill: Sending and Receiving  
Skill Application: Juggle Trouble  
Review Method: Gift Cards

**Lesson 4**

Warm-Up: Land of the Bears  
Skill: Reaction / Response  
Skill Application: BINGO  
Review Method: Gift Cards

**Lesson 5**

Warm-Up: Land of the Bears  
Skill: Reaction / Response  
Skill Application: Magic Beans  
Review Method: Gift Cards

**Lesson 6**

Warm-Up: Land of the Bears  
Skill: Reaction / Response  
Skill Application: Magical Shapes and Patterns  
Review Method: Gift Cards

**Lesson 1**

Warm-Up: The Hairy, Scary Woods  
Skill: Ball Chasing  
Skill Application: Two Cheeky Squirrels  
Review Method: Always, Sometimes, Rarely

**Lesson 2**

Warm-Up: The Hairy, Scary Woods  
Skill: Ball Chasing  
Skill Application: Squirrels Trick  
Review Method: Always, Sometimes, Rarely

**Lesson 3**

Warm-Up: The Hairy, Scary Woods  
Skill: Ball Chasing  
Skill Application: Collecting Hubs for Winter  
Review Method: Always, Sometimes, Rarely

**Lesson 4**

Warm-Up: Little Kitten Time to Play  
Skill: Floor Work  
Skill Application: Furry, Furry, Cuddle Cat  
Review Method: Always, Sometimes, Rarely

**Lesson 5**

Warm-Up: Little Kitten Time to Play  
Skill: Floor Work  
Skill Application: Create a Cat  
Review Method: Always, Sometimes, Rarely

**Lesson 6**

Warm-Up: Little Kitten Time to Play  
Skill: Floor Work  
Skill Application: Cat Capers  
Review Method: Always, Sometimes, Rarely

## Computing

1	5	Creating media – Digital writing	1	-To use a computer to write	-I can identify and find keys on a keyboard -I can open a word processor -I can recognise keys on a keyboard
1	5	Creating media – Digital writing	2	-To add and remove text on a computer	-I can enter text into a computer -I can use backspace to remove text -I can use letter, number, and space keys
1	5	Creating media – Digital writing	3	-To identify that the look of text can be changed on a computer	-I can explain what the keys that I have learnt about already do -I can identify the toolbar and use bold, italic, and underline -I can type capital letters
1	5	Creating media – Digital writing	4	-To make careful choices when changing text	-I can change the font -I can select all of the text by clicking and dragging -I can select a word by double-clicking
1	5	Creating media – Digital writing	5	-To explain why I used the tools that I chose	-I can decide if my changes have improved my writing -I can say what tool I used to change the text -I can use 'undo' to remove changes
1	5	Creating media – Digital writing	6	-To compare typing on a computer to writing on paper	-I can explain the differences between typing and writing -I can make changes to text on a computer -I can say why I prefer typing or writing

1	6	Programming B - Programming animations	1	-To choose a command for a given purpose	-I can compare different programming tools -I can find which commands to move a sprite -I can use commands to move a sprite
1	6	Programming B - Programming animations	2	-To show that a series of commands can be joined together	-I can run my program -I can use a Start block in a program -I can use more than one block by joining them together
1	6	Programming B - Programming animations	3	-To identify the effect of changing a value	-I can change the value -I can find blocks that have numbers -I can say what happens when I change a value
1	6	Programming B - Programming animations	4	-To explain that each sprite has its own instructions	-I can add blocks to each of my sprites -I can delete a sprite -I can show that a project can include more than one sprite
1	6	Programming B - Programming animations	5	-To design the parts of a project	-I can choose appropriate artwork for my project -I can create an algorithm for each sprite -I can decide how each sprite will move
1	6	Programming B - Programming animations	6	-To use my algorithm to create a program	-I can add programming blocks based on my algorithm -I can test the programs I have created -I can use sprites that match my design