

Medium Term Plan Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 3 day week
Writing	Tuesday Explore the story	Tuesday	Tuesday Retell the story	Stardust Sequence the story	Stardust Exploring characters	Stardust Sentences: How am I a star?	
SPaG 📖 Y1 Phonics a...		What is a noun?	Using a noun and a verb in a sentence.				
Handwriting 📖 Module-2Prin...							
Maths Maths resources for teachers White Rose Maths (whiteroseeducation.com)	Place value within 10	Place value within 10	Place value within 10	Place value within 10	Place value within 10	Addition and subtraction (within 10)	Addition and subtraction (within 10)
Science 📖 T1 - Looking a... Looking at animals Lessons 1, 2 3&4, 5, 6, 7	Who's who in the animal world? Collins Connect	How are animals' bodies different? Collins Connect	Do fish have fingers? What's so special about birds? Collins Connect Collins Connect	How do different animals move? Collins Connect	Whose food is this? Collins Connect	Which animals are busy at night? Collins Connect	
RE What does it mean to belong to a faith community? 📖 RE Planning T1	Do we all belong to something?	How do Christians show they belong?	How do Muslims show they belong?	How do Jews show they belong?	How do Christians welcome a new baby?	How do Muslims welcome a new baby?	How do some people show they belong to each other?
Geography 📖 Year 1 Geogr... What makes me, me? 📖 What makes ...	What is geography? Look at the difference between physical and human geography Physical - features which were already there without humans Human - features which were placed by humans.	What is a map? Creating their own map of the school - does not have to be perfect! Just a general idea of school building/identify their classroom/where the playground is etc. Using a key - e.g. trees, cars for car park. Compass points	Where is Swindon? Locating Swindon on a map (could be of the UK/England or zoom in more on Wiltshire) What can you do in Swindon? What human and physical features are there (e.g. rivers/hills)	Where is Tadpole Farm? Look at a map of Tadpole Garden Village - identifying the school on the map. Looking at a map of the school grounds. What features do they notice? Where is their classroom?	Where is Tadpole Garden Village? Find TGV on a map of Swindon. Use a map of TGV for them to locate familiar landmarks - e.g. park, shops; school, their house etc. What human and physical features can be found in TGV?	My place in this world More of an enquiry based piece. Who are they in this world? Who is special to them? Where do they belong?	

		(N,S,E,W) - show them how to put an arrow to show where north is.					
<p>Art and Design Technology</p> <p>Jackson Pollock</p> <p>Art/DT school...</p>	<p>Introduce Jackson Pollock - what do they think? What does it look like? Does it look like the artwork of a famous artist? Do they think they could also recreate it? How could they do it? Double page spread exploring artist, opinions on his work.</p>	<p>2. Do colours match certain emotions? How does green make you feel? What about red? Yellow? Go through a variety of colours and ask chn what emotions they would match to the colours. Show JP work - How do the children think he might have been feeling when he created certain artwork? Link to colour discussion.</p>	<p>What about music? Does music have a mood or emotion? Each week play a variety of music pieces (instrumental) for chn to suggest moods for - why does it make them feel that way?</p> <p>Could they do a colour wash first and then splatter? Model how to splatter safely i.e. tapping onto finger Use poster paint as it is washable/can be removed from clothes Photograph chn as they create art work and record chn's discussions in through bubbles to add into their sketchbooks too.</p> <p>First focus on 'happy'. Play music which is upbeat - what colours could they use when 'Jackson Pollocking' their page to happy music (green, yellow, pink)? Splatter their page with appropriate colours for that piece of music. Write title of music at the top of page. When dry, write synonyms for happy over the page in black felt tip.</p>	<p>Anger. Play music that sounds more angry and intense. Chn to splatter appropriate colours onto the page while listening to music (red, black, deep orange). What sort of brush strokes might they use alongside their angry colours (harsh, scribbly, lines). Write title of music at top of page. When dry, write synonyms for angry over the top of their splattered paint pages using black felt tip.</p>	<p>Calm. Play calm music - what colours might you associate with that (purple, blue, white)? What sort of shapes (soft, flowing, long strokes)? Chn to splatter appropriate colours onto the page while listening to music. Write title of music at top of page. When dry, write synonyms for calm over the top of their splattered paint pages using black felt tip.</p>	<p>Sad. Play sad music - what colours might you associate with that (pale blue, light and dark grey, black)? What sort of shapes (short strokes, dots, tiny marks)? Chn to splatter appropriate colours onto the page while listening to music. When dry, write synonyms for angry over the top of their splattered paint pages using black felt tip.</p>	

Computing							
Music	Charanga Unit						
PSHE	See Jigsaw Overview						
PE	See PE Overview - Coached by Sam Wood						