




## Castercliff Primary Academy – Medium Term Plan.



|   |  |   |
|---|--|---|
| <b>Year Group: 1CH/1RM</b>  | <b>Overarching Question: How can I care for my world?</b>              |   |
| <b>Term: Spring 2</b>   | <b>Topic Driver: Science: Plants (Part 1)</b>                          |   |
| <b>Geography – Hot and Cold Places</b>  |  |   |
| <b>PE - Gymnastics</b>  |  |   |
| <b>DT – Structures: Baby Bear’s Chair</b>   |  |   |
| <b>Music – Timbre and Rhythmic Patterns</b>                                       |  |   |
| <b>RE – Judaism: Why do some people put their trust in God?</b>                   |  |   |
| <b>Computing – Creating Media: Digital Imagery</b>                                |  |   |
| <b>Art – N/A</b>  |  |   |
|  | <h3 style="color: green;">Appreciate</h3>                              | <h3 style="color: green;">Enrichment</h3> <p>Thinking about the journey our food goes on to get to us.<br/>           The plants we have around us – plants in the local area?<br/>           Where does my food grow?<br/>           An animal visitor/A farmer visitor?</p> |
| <b>Class Novel</b>  | <b>English</b>   |   |
| <b>The BFG by Roald Dahl</b>  | <b>Aladdin</b><br><b>David Attenborough: Little People, Big Dreams</b> | <b>Story Retell</b><br><b>Thank you letter</b>  |



## Castercliff Primary Academy – Medium Term Plan.



Week: 1

Subsidiary question: **How can I care for my world?**

### Topic Driver knowledge & skills

#### Science – LO: To look at and explore some plants, seeds and bulbs.

- I can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom.
- I can identify and describe the basic structure of a variety of common flowering plants, including trees.

### Secondary Subject knowledge & skills

#### Geography - LO: To recap the seasons of the year and begin to compare them to one another.

- Know where the equator, North Pole and South Pole are on a globe.
- Know which is the hottest and coldest season in the UK.
- Know and recognise main weather symbols.

#### Music- LO: To use voices expressively to speak and chant.

- I can join in with repeated phrases and patterns
- I can change my voice to represent different characters
- I can understand what timbre means

#### RE- LO: To understand why people make promises.

- What is a promise?
- To discuss different promises- can they always be kept?

#### PSHE – MY HAPPY MIND: Appreciate

#### DT - LO: To explore what I will be creating and understand what job that I would need for this in the future.

- To know that a 'structure' is something which has been formed or made from parts.
- To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.

## Castercliff Primary Academy – Medium Term Plan.

- To know that a 'strong' structure is one which does not break easily.
- To know that a 'stiff' structure or material is one which does not bend easily.

### Computing - LO: To engage in a lesson about online safety.

- To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing.
- When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.

### **Vocabulary-**

**Garden, flowers, plants, grass, green, outdoors, outside, mud, blossom, petal, stem, colourful, colours, vibrant, growing, roots, sunshine, pollen.**

### **Vocabulary –**

**Geography:** Map, Globe, Atlas, South Pole, North Pole, Planet, Earth, Equator, Season, Autumn, Winter, Spring, Summer.

**Music:** timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute.

**RE:** Jew, covenant, God, Tanakh, mitzvah, synagogue, Shabbat, rabbi, Noah, land, flood, promise, ark, animals, Sukkot, lulav, etrog, aravot, hadassim, Jewish, God, Egypt, Israel, sukkah

**My Happy Mind** - Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity.

**DT:** Materials, folds, joins, structure, stable, strong, stiff.

**Computing –** keys, keyboard, typing, letters, screen, touch screen, mouse, camera, photo, editing, copy/paste, log in.

Week: 2

Subsidiary question: **How can I care for my world?**

**Topic Driver knowledge & skills**

**Science - LO: To look at and name the parts of plants.**

- Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom.
- Can point to and name the parts of a plant, recognizing that they are not always the same: e.g. leaves and stems may not be green.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.



**Secondary Subject knowledge & skills**

**Geography - LO: To explore what weather is and what symbols we can use for this.**

- Know where the equator, North Pole and South Pole are on a globe.
- Know which is the hottest and coldest season in the UK.
- Know and recognise main weather symbols.

**Music- LO: To select suitable instrumental sounds to represent a character.**

- To respond to hand signals
- To use one instrument to create different sounds
- To choose one sound for a character from the 'Three Little Pigs'
- To explain why I have chosen that sound

**RE- LO: To explore what trust is.**

- Jews believe in one God.

**PSHE – MY HAPPY MIND: Appreciate**

**DT - LO: To generate and communicate my ideas for Baby Bear's Chair using sketching and modelling.**

- To know that a 'structure' is something which has been formed or made from parts.
- To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.
- To know that a 'strong' structure is one which does not break easily.

## Castercliff Primary Academy – Medium Term Plan.

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>To know that a 'stiff' structure or material is one which does not bend easily.</li> </ul> <p><b>Computing - LO: To become familiar with computers and other devices.</b></p> <ul style="list-style-type: none"> <li>Learning where keys are located on the keyboard.</li> <li>Learning how to operate a camera to take photos and videos.</li> </ul>  |
| <p><b>Vocabulary-</b></p> <p><b>Garden, flowers, plants, grass, green, outdoors, outside, mud, blossom, petal, stem, colourful, colours, vibrant, growing, roots, sunshine, pollen.</b></p> | <p><b><u>Vocabulary –</u></b></p> <p><b><u>Geography:</u></b> Map, Globe, Atlas, South Pole, North Pole, Planet, Earth, Equator, Season, Autumn, Winter, Spring, Summer.</p> <p><b><u>Music:</u></b> timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute.</p> <p><b><u>RE:</u></b> Jew, covenant, God, Tanakh, mitzvah, synagogue, Shabbat, rabbi, Noah, land, flood, promise, ark, animals, Sukkot, lulav, etrog, aravot, hadassim, Jewish, God, Egypt, Israel, sukkah</p> <p><b><u>My Happy Mind</u></b> - Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity.</p> <p><b><u>DT:</u></b> Materials, folds, joins, structure, stable, strong, stiff.-</p> <p><b><u>Computing –</u></b> keys, keyboard, typing, letters, screen, touch screen, mouse, camera, photo, editing, copy/paste, log in.</p> |

|   |   |  |
|---|---|--|
| <b>Week: 3</b>  | <b>Subsidiary question: How can I care for my world?</b>  |  |
| <p><b>Topic Driver knowledge &amp; skills</b></p> <p><u>Science – LO: To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</u></p> <p><i>Experiment Lesson</i></p> <ul style="list-style-type: none"> <li>I can point to and name the parts of a plant, recognizing that they are not always the same: e.g. leaves and stems may not be green.</li> </ul> | <p><b>Secondary Subject knowledge &amp; skills</b></p> <p><u>Geography – LO: To think about the weather outside and how we can describe it.</u></p> <ul style="list-style-type: none"> <li>Know where the equator, North Pole and South Pole are on a globe.</li> <li>Know which is the hottest and coldest season in the UK.</li> <li>Know and recognise main weather symbols.</li> </ul> <p><u>Music- LO: To compose and play with rhythm.</u></p> <ul style="list-style-type: none"> <li>I can clap syllables in words</li> <li>I can clap the rhythmic patterns of spoken phrases</li> <li>I can think of my own phrases and clap the rhythm of these</li> <li>I can work as a group to come up with a phrase for part of the story of ‘The Three Little Pigs’</li> <li>I can perform my rhythm whilst the story is being told using my voice and instruments</li> </ul> <p><u>RE- LO: To look at the festival of Sukkot.</u></p> <ul style="list-style-type: none"> <li>Jews celebrate Sukkot to remember the time Jews spent wandering the desert under God’s protection</li> </ul> <p><u>PSHE – MY HAPPY MIND: Appreciate</u></p> <p><u>DT - LO: To plan and design Baby Bear’s Chair.</u></p> <ul style="list-style-type: none"> <li>To know that a ‘structure’ is something which has been formed or made from parts.</li> <li>To know that a ‘stable’ structure is one which is firmly fixed and unlikely to change or move.</li> </ul> |  |

## Castercliff Primary Academy – Medium Term Plan.

- To know that a 'strong' structure is one which does not break easily.
- To know that a 'stiff' structure or material is one which does not bend easily.

**Computing - LO: To recap the devices we have and use these to take photographs.**

- Using a basic range of tools within graphic editing software.
- Taking and editing photographs.
- Developing understanding of different software tools.

**Vocabulary-**

**Garden, flowers, plants, grass, green, outdoors, outside, mud, blossom, petal, stem, colourful, colours, vibrant, growing, roots, sunshine, pollen.**

**Vocabulary –**

**Geography:** Map, Globe, Atlas, South Pole, North Pole, Planet, Earth, Equator, Season, Autumn, Winter, Spring, Summer.

**Music:** timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute.

**RE:** Jew, covenant, God, Tanakh, mitzvah, synagogue, Shabbat, rabbi, Noah, land, flood, promise, ark, animals, Sukkot, lulav, etrog, aravot, hadassim, Jewish, God, Egypt, Israel, sukkah

**My Happy Mind** - Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity.

**DT:** Materials, folds, joins, structure, stable, strong, stiff.

**Computing –** keys, keyboard, typing, letters, screen, touch screen, mouse, camera, photo, editing, copy/paste, log in.

**Week: 4**

**Subsidiary question: How can I care for my world?**

**Topic Driver knowledge & skills**



**Science – LO: To consider the similarities and differences between things that grow in a garden space.**

- I can sort and group parts of plants using similarities and differences.
- I can point to and name the parts of a plant, recognizing that they are not always the same: e.g. leaves and stems may not be green.
- I can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom.
- I can identify and describe the basic structure of a variety of common flowering plants, including trees.

**Secondary Subject knowledge & skills**

**Geography – LO: To look at a map and globe and explore the skills we might need for this.**

- Know where the equator, North Pole and South Pole are on a globe.
- Know which is the hottest and coldest season in the UK.
- Know and recognise main weather symbols.

**Music- To recognise how timbre is used to represent characters in a piece of music.**

- I can listen with concentration to a piece of music
- I can notice when different timbres are used

**RE- LO: To look at the story of Noah.**

- The story of Noah.

**PSHE – MY HAPPY MIND: Appreciate**

**DT - LO: To make Baby Bear’s Chair.**

- To know that a ‘structure’ is something which has been formed or made from parts.
- To know that a ‘stable’ structure is one which is firmly fixed and unlikely to change or move.
- To know that a ‘strong’ structure is one which does not break easily.

## Castercliff Primary Academy – Medium Term Plan.

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>To know that a 'stiff' structure or material is one which does not bend easily.</li> </ul> <p><b>Computing – LO: To take more pictures and edit the pictures I take.</b></p> <ul style="list-style-type: none"> <li>To understand that holding the camera still and considering angles and light are important to take good pictures.</li> <li>To know that you can edit, crop and filter photographs.</li> <li>To know how to search safely for images online.</li> </ul>   |
| <p><b>Vocabulary-</b></p> <p><b>Garden, flowers, plants, grass, green, outdoors, outside, mud, blossom, petal, stem, colourful, colours, vibrant, growing, roots, sunshine, pollen.</b></p> | <p><b>Vocabulary –</b></p> <p><b>Geography:</b> Map, Globe, Atlas, South Pole, North Pole, Planet, Earth, Equator, Season, Autumn, Winter, Spring, Summer.</p> <p><b>Music:</b> timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute.</p> <p><b>RE:</b> Jew, covenant, God, Tanakh, mitzvah, synagogue, Shabbat, rabbi, Noah, land, flood, promise, ark, animals, Sukkot, lulav, etrog, aravot, hadassim, Jewish, God, Egypt, Israel, sukkah</p> <p><b>My Happy Mind</b> - Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity.</p> <p><b>DT:</b> Materials, folds, joins, structure, stable, strong, stiff.</p> <p><b>Computing –</b> keys, keyboard, typing, letters, screen, touch screen, mouse, camera, photo, editing, copy/paste, log in.</p> |

Week: 5

Subsidiary question: **How can I care for my world?**

### Topic Driver knowledge & skills

#### Science – LO: To explore why plants, trees and flowers might look different during different parts of the year.

- I can point to and name the parts of a plant, recognizing that they are not always the same: e.g. leaves and stems may not be green.
- I can sort and group parts of plants using similarities and differences.
- I can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom.
- I can identify and describe the basic structure of a variety of common flowering plants, including trees.

### Secondary Subject knowledge & skills

#### Geography – LO: To recap our map skills to explore places such as the North Pole and South Pole.

- Know where the equator, North Pole and South Pole are on a globe.
- Know which is the hottest and coldest season in the UK.
- Know and recognise main weather symbols.

#### Music- LO: To keep the pulse using untuned instruments

- Listening and responding to other performers
- Using my voice expressively to join in with repeated phrases
- Using my instrument to represent a character from the story
- Clapping/playing untuned percussion to the rhythm of the story

#### RE- LO: To explore the day in the life of a Jewish Child.

- Jew's believe in one God.
- The daily life of a Jewish child.
- To think about daily or weekly traditions a Jewish child may follow.

#### PSHE – MY HAPPY MIND: Appreciate

#### DT - LO: To finish making and begin to evaluate Baby Bear's Chair.

- To know that a 'structure' is something which has been formed or made from parts.
- To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.
- To know that a 'strong' structure is one which does not break easily.



## Castercliff Primary Academy – Medium Term Plan.



|   |  |
|---|--|
|   | <ul style="list-style-type: none"><li>• To know that a 'stiff' structure or material is one which does not bend easily.</li></ul> <p><b><u>Computing - LO: To continue to edit and improve the photographs I take and talk about these with the group.</u></b></p>   |
| <p><b>Vocabulary-</b></p> <p><b>Garden, flowers, plants, grass, green, outdoors, outside, mud, blossom, petal, stem, colourful, colours, vibrant, growing, roots, sunshine, pollen.</b></p> | <p><b><u>Vocabulary –</u></b></p> <p><b><u>Geography:</u></b> Map, Globe, Atlas, South Pole, North Pole, Planet, Earth, Equator, Season, Autumn, Winter, Spring, Summer.</p> <p><b><u>Music:</u></b> timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute.</p> <p><b><u>RE:</u></b> Jew, covenant, God, Tanakh, mitzvah, synagogue, Shabbat, rabbi, Noah, land, flood, promise, ark, animals, Sukkot, lulav, etrog, aravot, hadassim, Jewish, God, Egypt, Israel, sukkah</p> <p><b><u>My Happy Mind</u></b> - Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity.</p> <p><b><u>DT:</u></b> Materials, folds, joins, structure, stable, strong, stiff.</p> <p><b><u>Computing –</u></b> keys, keyboard, typing, letters, screen, touch screen, mouse, camera, photo, editing, copy/paste, log in.</p> |



## Castercliff Primary Academy – Medium Term Plan.



|   |   |
|---|---|
| <b>Week: 6</b>  | <b>Subsidiary question: How can I care for my world?</b>  |
| <b>Topic Driver knowledge &amp; skills</b><br><br><b><u>Science – LO: To recap some plants that I can see in my local area.</u></b> <ul style="list-style-type: none"><li>• I can sort and group parts of plants using similarities and differences.</li><li>• I can describe some of the key features of these trees and plants e.g the shape of the leaves, the colour of the flower/blossom.</li><li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li><li>• I can name trees and other plants that they see regularly</li></ul> | <b>Secondary Subject knowledge &amp; skills</b><br><br><b><u>Geography – LO: To recap all of our knowledge of hot and cold places.</u></b><br><br><b><u>Music- LO: To perform with rhythm.</u></b> <ul style="list-style-type: none"><li>• I can play my part in a class performance of the ‘Three Little Pigs’</li></ul> <b><u>RE – LO: To think about why some people put their trust in God.</u></b> <ul style="list-style-type: none"><li>• Explore how Jews show they trust their God.</li><li>• Explore why some people put their trust in God (Sukkot, Noah).</li></ul> <b><u>PSHE – MY HAPPY MIND: Appreciate</u></b><br><br><b><u>DT – LO: To finish evaluating my final product.</u></b><br><br><b><u>Computing – Assessment Lesson</u></b> |
| <b>Vocabulary-</b><br><br><b>Garden, flowers, plants, grass, green, outdoors, outside, mud, blossom, petal, stem, colourful, colours, vibrant, growing, roots, sunshine, pollen.</b>  | <b><u>Vocabulary –</u></b><br><br><b><u>Geography:</u></b> Map, Globe, Atlas, South Pole, North Pole, Planet, Earth, Equator, Season, Autumn, Winter, Spring, Summer.<br><br><b><u>Music:</u></b> timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute.<br><br><b><u>RE:</u></b> Jew, covenant, God, Tanakh, mitzvah, synagogue, Shabbat, rabbi, Noah, land, flood, promise, ark, animals, Sukkot, lulav, etrog, aravot, hadassim, Jewish, God, Egypt, Israel, sukkah  |



## Castercliff Primary Academy – Medium Term Plan.



**My Happy Mind** - Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity.

**DT:** Materials, folds, joins, structure, stable, strong, stiff.

**Computing** – keys, keyboard, typing, letters, screen, touch screen, mouse, camera, photo, editing, copy/paste, log in.