



# St Bede's Catholic Primary School and Nursery

## Year 1 Medium Term Plan

### Spring Term 2023~2024



RE		
Spring 1 <b>Special People</b>	Children will know: <ul style="list-style-type: none"><li>• some stories about Jesus' life;</li><li>• information to help them to retell stories about Jesus's life;</li><li>• that we leave mass in peace;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• talk about their experience and feelings about special people;</li><li>• say what they wonder about the help special people give them;</li><li>• ask and respond to questions about what makes a person special;</li></ul>
Spring 1 <b>Meals</b>	Children will know: <ul style="list-style-type: none"><li>• the story of Jesus' special meal at the Last Supper;</li><li>• who was with Jesus at his Last Supper;</li><li>• the religious words for the communion part of the mass;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• say what they wonder about why people share special meals;</li><li>• ask and respond to questions about meals which are special to them;</li><li>•</li></ul>
Spring 2 <b>Change</b>	Children will know: <ul style="list-style-type: none"><li>• the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories and retell them;</li><li>• about some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday;</li><li>• how we experience change in the period of Lent;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• use religious vocabulary related to Lent and Easter;</li><li>• talk about their experience of change and the difficulties associated with change;</li><li>• use the religious symbols related to Easter</li></ul>
STEM ~ Science		
Spring 1 <b>Animals including Humans – About Animals</b>	Children will know: <ul style="list-style-type: none"><li>• the terms: carnivore, herbivore and omnivore;</li><li>• what different types of animals (wild and pets) need to survive; the name and how to identify a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• group and classify animals according to what they eat;</li><li>• identify a variety of animals found in our local environment (London and Essex);</li><li>• use observations to compare and contrast animals (through videos and photographs);</li><li>• answer questions through observing animals over time.</li></ul>
Spring 2 <b>Plants</b>	Children will know: <ul style="list-style-type: none"><li>• the conditions needed for healthy plant growth;</li><li>• names of different types of plants; the parts of the plant.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• grow a plant from seed in the right conditions;</li><li>• make predictions about conditions needed for growth;</li><li>• carry out a simple investigation;</li><li>• observe and describe plant growth.</li></ul>
History		
Spring 1 <b>The Greatest Explorers</b>	Children will know: <ul style="list-style-type: none"><li>• what an explorer is and what they do;</li><li>• some achievements of explorers, including Ibn Battuta, Captain Cook, Roald Amundsen and Sunita Williams.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• locate some explorers on a timeline;</li><li>• compare the achievements of explorers;</li><li>• use parts of sources to show what they know;</li></ul>



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Geography		
<b>Spring People &amp; Their Communities</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• which country of the UK they live in;</li><li>• the area they live (Chadwell Heath, Redbridge, England);</li><li>• characteristics of Chadwell Heath and the surrounding areas;</li><li>• the seas surrounding the UK;</li><li>• what a rainforest is;</li><li>• what life might be like for people who live in a rainforest;</li><li>• at least one significant rainforest in the world;</li><li>• why different buildings are built in different places;</li><li>• what a city is;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• draw and describe being by the seaside;</li><li>• locate the nearest coastline to Chadwell Heath on a map;</li><li>• describe an imaginary visit to a rainforest;</li><li>• compare school buildings in Africa to how St Bede's was built;</li><li>• locate some capital cities around the world on a map/globe;</li><li>• role play going on a journey through some of the countries investigated;</li></ul>
Art and Design		
<b>Spring 1 Drawing: Making your Mark</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• there are many different ways of drawing lines (horizontal, vertical, diagonal, wavy, cross-hatched and broken);</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• identify different materials and the marks they make;</li><li>• describe lines in the work of an artist and in their own work;</li><li>• hold a pencil and chalk in different ways to create different lines;</li><li>• bring art to life;</li><li>• draw around a variety of shapes;</li><li>• use one type of drawing tool in different ways;</li><li>• choose the medium they prefer working with;</li></ul>
<b>Spring 2 Sculpture and 3D: Paper Play</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• names of different folds and rolls;</li><li>• names of 3D shapes;</li><li>• what a sculpture is;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• fold and roll paper to make 3D shapes;</li><li>• arrange paper shapes to make a 3D drawing;</li><li>• plan by drawing ideas first;</li><li>• create sculptures using 3D shapes;</li><li>• secure parts of a sculpture;</li><li>• paint onto 3D surfaces using appropriate methods.</li></ul>
PE		
<b>Spring 1 Games (Fundamental)</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• control and co-ordination is developed in large and small movements;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• move confidently in a range of ways, safely negotiating space and handling equipment effectively;</li><li>• try new activities, play cooperatively, take turns with others and follow instructions involving several ideas or actions;</li><li>• be part of a group;</li><li>• aim, throw, roll, send, receive, target, catch, kick, strike, dribble and stop;</li></ul>



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		<ul style="list-style-type: none"> <li>move forwards, backwards and sideways with control and accuracy;</li> </ul>
<b>Spring 2</b> <b>Dance:</b> <b>Weather</b>	Children will know: <ul style="list-style-type: none"> <li>changes in size, speed, level and dynamics is possible through gestures and travelling;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>move in a controlled manner, at different speeds and directions, using different levels and strengths;</li> <li>respond to various stimuli such as pictures, stories and films;</li> <li>use movement imaginatively, within the concept of weather;</li> <li>work individually and in pairs to link together dance sections;</li> </ul>
<b>PSHE</b>		
<b>Spring 1</b> <b>Dreams and Goals</b>	Children will know: <ul style="list-style-type: none"> <li>the importance of setting simple goals;</li> <li>tackling new challenges can stretch their learning.</li> <li></li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>how to set themselves simple goals;</li> <li>some ways to overcome new challenges;</li> <li>recognise things they are able to do well;</li> <li>identify the feelings associated with new challenges;</li> <li>overcome small obstacles.</li> </ul>
<b>Spring 2</b> <b>Healthy Me</b>	Children will know: <ul style="list-style-type: none"> <li>the difference between being healthy and unhealthy;</li> <li>medicines can help us if we are feeling poorly;</li> <li>keeping ourselves clean can help stop disease/illness;</li> <li>people who keep them safe.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>recognise the feelings that are linked to making healthy choices;</li> <li>identify ways to help themselves when they feel poorly;</li> <li>use appropriate strategies to cope with feeling frightened or stressed.</li> </ul>
<b>STEM ~ Computing</b>		
<b>Spring 1</b> <b>iModel</b>	Children will know: <ul style="list-style-type: none"> <li>a keyboard is used to enter words in to a computer;</li> <li>a mouse is selecting thing on screen;</li> <li>work needs to be saved to go back to it later;</li> <li>computers can show real events and things;</li> <li>a computer can be used to model an environment where choices can be made.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>use a keyboard;</li> <li>use a simple adventure game;</li> <li>use digital drawing tools to create a storyboard of a game or story;</li> <li>create digital content using IT tools</li> <li>save a file with support;</li> <li>use a mouse to point, select and move objects around the screen.</li> </ul>
<b>Spring 2</b> <b>iDraw</b>	Children will know: <ul style="list-style-type: none"> <li>art can be created on the computer;</li> <li>digital art can be made with shapes;</li> <li>different paint tools do different jobs;</li> <li>you can create and save different versions of your work.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>create simple digital drawings;</li> <li>choose appropriate shapes for art;</li> <li>draw shapes and fill them in to re-create a vector image;</li> <li>use shape and line tool effectively;</li> <li>combine their work into an eBook;</li> <li>save work with some assistances.</li> </ul>
<b>STEM – Design and Technology</b>		
<b>Spring</b>	Children will know:	Children will be able to:



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<b>Constructing a Windmill (Structures)</b>	<ul style="list-style-type: none"><li>the importance of a clear design criteria;</li><li>the shape of materials can be changed to improve the strength and stiffness of structures;</li><li>cylinders are a strong type of structure;</li><li>axles are used in structures and mechanisms to make parts turn in a circle;</li><li>different structures are used for different purposes;</li><li>a structure is something that has been made and put together;</li><li>a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity;</li><li>windmill turbines use wind to turn and make the machines inside work;</li><li>a windmill is a structure with sails that are moved by the wind;</li><li>the three main parts of a windmill are the turbine, axle and structure.</li></ul>	<ul style="list-style-type: none"><li>including individual preferences and requirements in a design;</li><li>make stable structures from card, tape and glue;</li><li>turn 2D nets into 3D structures;</li><li>follow instructions to cut and assemble the supporting structure of a windmill;</li><li>make functioning turbines and axles which are assembled into a main supporting structure;</li><li>evaluate a windmill according to the design criteria;</li><li>test whether the structure is strong and stable and alter it if it isn't;</li><li>suggest points for improvements.</li></ul>
<b>Music</b>		
<b>Spring 1 Exploring Pitch: People and their Communities</b>	Children will know: <ul style="list-style-type: none"><li>what musical vocabulary is;</li><li>what changes in pitch are;</li><li>what written symbols with changes in pitch are;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>make and describe high and low pitched sounds;</li><li>sing melodies with a sense of shape;</li><li>follow and create graphic scores showing changes in pitch.</li></ul>
<b>Spring 2 Exploring Sounds</b>	Children will know: <ul style="list-style-type: none"><li>what different timbres, dynamics, articulation and tempos are;</li><li>what different instruments are and recognise their sounds;</li><li>sounds and instruments match to different characters;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>use voice, body percussion sounds and instruments expressively;</li><li>listen carefully and use musical vocabulary to describe what they hear;</li><li>compose descriptive music</li><li></li></ul>