

## YEAR 1 MEDIUM TERM PLANNING

<b>Term:</b>	Autumn 1
<b>Topic Title:</b>	When I grow up, what will I be?
<b>Big Question:</b>	What is the most important job in the world and why?
<b>Entry Point:</b>	Play who am I? Each child given a job card. Other children guess which job they have by asking questions.
<b>Exit Point:</b>	Dress up day – What they want to be when they're older
<b>Art Part:</b>	Self-portrait (a day in the life of themselves)
<b>Link Texts:</b>	Jolly Postman; The Man on the Moon

History: National Curriculum	Learning journey	Key Skills
<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	<p>Looking at jobs from the past and how they compare to now. Look at jobs that no longer exist and how jobs that still exist have changed.</p> <p>A day in the life of significant people from the past. Florence Nightingale when learning about nurses. Amelia Earhart when learning about pilots. Neil Armstrong when learning about Astronauts</p> <p>Day in life of an Artist explore Turner and Tracey Emin (appropriate artwork only) – both famous locally</p>	<p>I am learning to use key words and phrases relating to the passing of time</p> <p>I am learning to find out about aspects of the past from a range of sources of information</p> <p>I am learning to identify differences between my own life and those of people who have lived in the past</p>
Geography: National Curriculum	Learning journey	Key Skills
<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p>When thinking about a day in the life of themselves consider the town and country they are from. Look at Ramsgate on map of UK. Make map of their journey to school</p>	<p>I am learning to use maps at a variety of scales to locate and position geographical features of host and home countries</p> <p>I am learning to make maps and plans of real life and imaginary places</p> <p>I am learning to follow directions</p>

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Science: National Curriculum	Learning journey	Key Skills
Art: National Curriculum	Learning journey	Key Skills
<ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>A day in the life of 2 famous artists; making comparisons between their practices and techniques. Turner and one other.</p>	<p>I am learning to comment on works of art</p>
D & T: National Curriculum	Learning journey	Key Skills
<p><u>Design</u></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria (design must include use of wheels and axles)</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><u>Evaluate</u></p>	<p>When learning about people who help us we will have visits from emergency service vehicles. Children to their design, make and evaluate their own emergency service vehicle</p>	<p>I am learning to plan what I am going to make and describe it in pictures and words</p> <p>I am learning to use simple tools and materials to make products</p> <p>I am learning to comment on my own plans and products and suggest areas for improvement</p>

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<ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms in their products (wheels and axles)</li> </ul>		
<b>Cultural Capital</b>	<b>Learning journey</b>	<b>Key Skills</b>
<p>Visits and video messages from people who do a wide variety of jobs from a wide variety of backgrounds, cultures and countries.</p> <p>Each week focus on a Musician. Play their music in EMW and learn key facts. Consider the daily life of a Musician and various aspects of their job.</p> <p>Learning about the life of two famous artists. Forming opinions and discussing their artwork.</p>	<p>The aim of this will be to open the children’s minds to the wide variety of jobs there are for grown-ups to do. We aim to broaden their horizons and raise their aspirations.</p> <p>Broaden the children’s knowledge of Music genres and artists. Allow them to develop opinions and engage in discussion surrounding this.</p> <p>Broaden knowledge of famous artists and their artwork. Allow them to form opinions and discuss them.</p>	<p>I am learning about the jobs people do.</p> <p>I am learning about music genres and famous musicians.</p> <p>I am learning about artists and comparing their artwork.</p>

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<b>Term:</b>	Autumn 2
<b>Topic Title:</b>	Weather around the world!
<b>Big Question:</b>	Would you want it to be summer all year round?
<b>Entry Point:</b>	Signs of Autumn Hunt
<b>Exit Point:</b>	Become weather people for the day. Create and film their own weather broadcast
<b>Art Part:</b>	Signs of Autumn Hunt Andy Goldsworthy Art using Autumn materials
<b>Link Texts:</b>	Come on Rain; When the wind blows; A stroll through the seasons; Rain

History: National Curriculum	Learning journey	Key Skills
Geography: National Curriculum	Learning journey	Key Skills
<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</li> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p style="color: red;">Looking at seasonal patterns in England and other parts of the world.</p> <p style="color: red;">Learning about seasons and changes that happen across 4 seasons in our country</p> <p style="color: red;">When looking at weather patterns in UK – Look at UK countries and their capitals on a map and discuss similarities and differences in weather patterns. When studying weather patterns around world learn names on continents and oceans</p>	<p>I am learning to use geographical terms</p> <p>I am learning to use maps at a variety of scales to locate and position geographical features of host and home countries</p>
Science: National Curriculum	Learning journey	Key Skills

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<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p>Exploring plants that flourish in different seasons and why.          Exploring seasons in our own and other countries          Exploring seasons in our own and other countries          Conduct experiments to find which materials are weather proof e.g. water proof/heat proof etc in order to decide which materials to make sundial/wind sock from.          Track rainfall/weather patterns over the term</p>	<p>I am learning to pose simple scientific questions.          I am learning, with help, to conduct simple investigations.          I am learning to use simple equipment          I am learning to identify different ways of finding out about scientific issues.          I am learning, with help, to gather information from simple texts.          I am learning to gather and record data to help answer questions.</p>
<p><b>Art: National Curriculum</b></p>	<p><b>Learning journey</b></p>	<p><b>Key Skills</b></p>
<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Create Andy Goldsworthy Art using Autumn materials collected.          4 Seasons artwork</p>	<p>I am learning to use a variety of materials and processes          I am learning to suggest ways of improving my own work</p>
<p><b>D &amp; T: National Curriculum</b></p>	<p><b>Learning journey</b></p>	<p><b>Key Skills</b></p>
<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<p>Design and make a model with a wind powered element.          Or design and make a weather tool e.g. sun dial; wind sock; umbrella</p>	<p>I am learning to plan what I am going to make and describe it in pictures and words          I am learning to use simple tools and materials to make products          I am learning to comment on my own plans and products and suggest areas for improvement</p>

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<p>Make</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>		
Cultural Capital	Learning journey	Key Skills
<p>Children will look at maps of the UK. They will learn the names of the UK’s capital cities and where they are in relation to our hometown.</p> <p>Children will look at maps of the world. They will learn about different countries and the seasons and weather patterns in other parts of the world. They can then compare these with their own.</p> <p>Learn about the Artist Andy Goldsworthy and the methods he used for his creating his artwork.</p>	<p>Name the countries that make up the UK and their capital cities.</p> <p>Locate countries on world maps and state their weather patterns.</p> <p>Explore the artwork of Andy Goldsworthy. Learn about the methods he used and create our own art based on this.</p>	<p>I am learning to locate and name the capital cities of the UK.</p> <p>I am learning to locate countries on world map and say how their weather patterns differ from ours.</p> <p>I can discuss the work of a famous artist and create artwork based on theirs.</p>

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<b>Term:</b>	Spring 1	
<b>Topic Title:</b>	My Healthy Body	
<b>Big Question:</b>	Do you have to touch someone to pass on germs? Is only eating vegetables healthy? Do you have to be fit to touch your toes?	
<b>Entry Point:</b>	Clubbercise	
<b>Exit Point:</b>	Wear PJs to school and have a chill afternoon – linked to the importance of sleep	
<b>Art Part:</b>	Healthy food – Archimboldo	
<b>Link Texts:</b>	Monsters don't eat broccoli; Eat your peas; The very hungry caterpillar; Mr Wolf's pancakes	
<b>History: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>	Looking at famous people from past and their impact on development of medicines (Mary Seacole, Edward Jenner, Alexander Flemming)	I am learning to use key words and phrases relating to the passing of time  I am learning to find out about aspects of the past from a range of sources of information  I am learning to identify differences between my own life and those of people who have
<b>Geography: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<b>Science: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
Additional skills based lessons	Germ experiment using bread (record results over a longer period of time). Germ experiment with glitter and then washing hands. Science experiment with heart rate doing different forms of exercise.	I am learning to pose simple scientific questions. I am learning, with help, to conduct simple investigations. I am learning to identify different ways of finding out about scientific issues. I am learning to gather and record data to help answer questions.
<b>Art: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and</li> </ul>	Explore Arcimboldo and create own portraits using food.	I am learning to use a variety of materials and processes  I am learning to suggest ways of improving my own work

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similarities between different practices and disciplines, and making links to their own work.		
<b>D &amp; T: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<ul style="list-style-type: none"> <li>• Use basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> </ul>	<p>Learn about diets and healthy and unhealthy practises.            Make a healthy dish for our families to taste.</p>	<p>I am learning to plan what I am going to make and describe it in pictures and words            I am learning to use simple tools and materials to make products            I am learning to comment on my own plans and products and suggest areas for improvement</p>
<b>Cultural Capital</b>	<b>Learning journey</b>	<b>Key Skills</b>
Arcimboldo and his work	Through this learning, children will explore an artist from a different culture and a different period of time. They will explore what that culture and period of time was like and compare it to their own.	<ul style="list-style-type: none"> <li>-comparing places</li> <li>-comparing different periods of time</li> <li>-commenting on works of art</li> <li>-comparing famous artist’s artworks</li> </ul>

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<b>Term:</b>	Spring 2	
<b>Topic Title:</b>	<b>Explorers</b>	
<b>Big Question:</b>	Do you think there are more places in the universe still to discover?	
<b>Entry Point:</b>	Bus trip to harbour and Ramsgate town to 'explore' our local surroundings	
<b>Exit Point:</b>	Treasure Hunt: Hiding 'treasure' and creating grid maps for others in class to use on a treasure map	
<b>Art Part:</b>	Aboriginal Art (Linked to famous explorer James Cook first Britain to discover Australia)	
<b>Link Texts:</b>	Magnolia's Magnificent Map; A house that once was; Lost and Found	
<b>History: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	<p style="color: red;">Learn about some of the 'Great explorers' (James Cook, Charles Darwin, Marco Polo etc). Learn about their voyages and discoveries.</p>	<p>I am learning to order events and objects in a sequence</p> <p>I am learning to find out about aspects of the past from a range of sources of information</p> <p>I am learning to identify differences between my own life and those of people who have lived in the past</p>
<b>Geography: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p>	<p style="color: red;">Visit Ramsgate Harbour and town – discuss the human and physical geography of it. Compare this with a non-European place discovered by one of our famous explorers.</p> <p style="color: red;">When looking at places discovered by our famous explorers, look on maps and discuss their relation to the equator</p> <p style="color: red;">Use this vocab when describing and comparing Ramsgate to other places</p>	<p>I am learning to use geographical terms</p> <p>I am learning to make maps and plans of real life and imaginary places</p> <p>I am learning to use maps at a variety of scales to locate and position geographical features of host and home countries</p>

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- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Create a map of school and also of route to Ramsgate Harbour after visit. Look at maps when learning about famous explorers and the countries they have discovered

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<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		
<p><b>Science: National Curriculum</b></p>	<p><b>Learning journey</b></p>	<p><b>Key Skills</b></p>
<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p>Learn about the different habitats that explorers have discovered around the world and the different animals found in them. Classify the animals/plants in different ways. Consider the adaptations that some of the animals have made to their habitats, describing and comparing their structure.</p>	<p>I am learning to pose simple scientific questions.            I am learning, with help, to conduct simple investigations.            I am learning to use simple equipment            I am learning to identify different ways of finding out about scientific issues.            I am learning, with help, to gather information from simple texts.            I am learning to gather and record data to help answer questions.</p>
<p><b>Art: National Curriculum</b></p>	<p><b>Learning journey</b></p>	<p><b>Key Skills</b></p>
<p><b>D &amp; T: National Curriculum</b></p>	<p><b>Learning journey</b></p>	<p><b>Key Skills</b></p>
<p><b>Cultural Capital</b></p>	<p><b>Learning journey</b></p>	<p><b>Key Skills</b></p>
<p>Aboriginal art (art part)            Explorers from the past            Traditional artwork from different countries</p>	<p>The children will broaden the knowledge of different cultures and countries            The children will broaden their understanding of different artworks from different cultures and different times</p>	<p>-commenting on and describing different countries and cultures            -comparing different cultures and countries</p>

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<b>Term:</b>	Summer 1
<b>Topic Title:</b>	The Toy Story
<b>Big Question:</b>	Do only children play with toys? Are all toys made of plastic?
<b>Entry Point:</b>	Bring in their favourite toy from home to show others
<b>Exit Point:</b>	Toy museum
<b>Art Part:</b>	Make clay model of favourite toy
<b>Link Texts:</b>	Albert Le Blanc; Dogger; Toys in Space; The Velveteen Rabbit; The Teddy Robber

History: National Curriculum	Learning journey	Key Skills
<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<p>Comparing old and new toys</p>	<p>I am learning to use key words and phrases relating to the passing of time</p> <p>I am learning to order events and objects in a sequence</p> <p>I am learning to find out about aspects of the past from a range of sources of information</p> <p>I am learning to identify differences between my own life and those of people who have lived in the past</p>

Geography: National Curriculum	Learning journey	Key Skills

Science: National Curriculum	Learning journey	Key Skills
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the</li> </ul>	<p>Testing materials to see which would be best to make bath toy from. Exploring forces push and pull using toys that can move.</p> <p>Exploring the materials different toys are made from and grouping them</p>	<p>I am learning to pose simple scientific questions.</p> <p>I am learning, with help, to conduct simple investigations.</p> <p>I am learning to use simple equipment</p> <p>I am learning to identify different ways of finding out about scientific issues.</p> <p>I am learning, with help, to gather information from simple texts.</p> <p>I am learning to gather and record data to help answer questions.</p>

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basis of their simple physical properties.		
<b>Art: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	Making clay model of favourite toy	I am learning to use a variety of materials and processes
<b>D &amp; T: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<p>Design</p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>	Making their own toy/board game	<p>I am learning to plan what I am going to make and describe it in pictures and words</p> <p>I am learning to use simple tools and materials to make products</p> <p>I am learning to comment on my own plans and products and suggest areas for improvement</p>

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<b>Cultural Capital</b>	<b>Learning journey</b>	<b>Key Skills</b>
<p>Toys from around the world- how do they represent the differing cultures to ours?</p> <p>Exploring artists who invented children's toys- Picasso and Paul Klee.</p>	<p>The children will compare toys from past and present.</p> <p>Children will explore materials and their properties.</p> <p>Children will use materials knowledge to design their own game/ toy.</p>	<ul style="list-style-type: none"><li>• Commenting on toys and how they have evolved</li><li>• Finding differences in materials and using this to plan.</li></ul>

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<b>Term:</b>	Summer 2	
<b>Topic Title:</b>	Staying Alive	
<b>Big Question:</b>	Have a list of things (plant, seed, animal, seaweed etc) Are these things alive?	
<b>Entry Point:</b>	Monkton Nature Reserve	
<b>Exit Point:</b>	Exit Point: Make miniature gardens with the children (in plastic pots)	
<b>Art Part:</b>	Still life drawing - plants	
<b>Link Texts:</b>	A tiny seed; A seed is sleepy; Titch; The Last Wolf; The enormous potato; Plants around the world; Rumble in the jungle;	
<b>History: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<b>Geography: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
Human and physical geography <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	Study different habitats of plants and animals around the world in hot and cold places.	<p>I am learning to use geographical terms</p> <p>I am learning to use maps at a variety of scales to locate and position geographical features of host and home countries</p>
<b>Science: National Curriculum</b>	<b>Learning journey</b>	<b>Key Skills</b>
<b>Plants</b> <ul style="list-style-type: none"> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <b>Animals and Humans</b> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish,</li> </ul>	<p>Learning about plants and animals. What it means to be alive. Different parts of plants, humans and animals and why they have these different parts to suit the environment they live in.</p> <p>Plant growth experiment Senses experiment</p>	<p>I am learning to pose simple scientific questions.</p> <p>I am learning, with help, to conduct simple investigations.</p> <p>I am learning to use simple equipment</p> <p>I am learning to identify different ways of finding out about scientific issues.</p> <p>I am learning, with help, to gather information from simple texts.</p>

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<p>amphibians, reptiles, birds and mammals, including pets)</p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>		<p>I am learning to gather and record data to help answer questions.</p>
<p><b>Art: National Curriculum</b></p>	<p><b>Learning journey</b></p>	<p><b>Key Skills</b></p>
<ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<p>Still life drawings of plants/humans</p>	<p>I am learning to use a variety of materials and processes</p> <p>I am learning to suggest ways of improving my own work</p>
<p><b>D &amp; T: National Curriculum</b></p>	<p><b>Learning journey</b></p>	<p><b>Key Skills</b></p>
<p><b>Cultural Capital</b></p>	<p><b>Learning journey</b></p>	<p><b>Key Skills</b></p>
<p>Plants and animals around the world. How are they different to our local plants/ animals?</p> <p>Links to plant uses in the past – medicinal.</p> <p>Listen to music made only using the human body.</p>	<p>Children will deepen their understanding of what is alive, and what we need to stay alive.</p> <p>Children will learn about plants and their parts.</p> <p>Children will develop a better knowledge of animals from around the world and how they can be grouped.</p> <p>Children will explore the five senses of our bodies.</p>	<ul style="list-style-type: none"> <li>• Exploring living things’ needs for survival</li> <li>• Commenting on food chains and how they support life</li> <li>• Sorting and classifying animals</li> <li>• Exploring the five senses</li> </ul>