

St. Brendan's Catholic Primary School

Medium Term Planner Year 1 and 2

Cycle 1 Term 1 2023-24

Whole School Big Question Who Am I?		Year Group Line of Enquiry Famous Explorers		Core texts Journey - Aaron Becker The Journey - Francesca Sanna Famous Explorers - George Joshua Explorers - Nellie Huang Apes to Zebras - The A to Z Shape Poems - Rodger Stevens			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
RE Come and See	Mission Statement Class Saint	Families	Families	Families	Belonging	Belonging	Belonging
Maths GREEN – YEAR 1 RED – YEAR 2	Number: Place Value within 10 Addition/Subtraction within 10 Place Value Addition/Subtraction	Number: Place Value within 10 Addition/Subtraction within 10 Place Value Addition/Subtraction	Number: Place Value within 10 Addition/Subtraction within 10 Place Value Addition/Subtraction	Number: Place Value within 10 Addition/Subtraction within 10 Place Value Addition/Subtraction	Number: Place Value within 10 Addition/Subtraction within 10 Place Value Addition/Subtraction	Number: Place Value within 10 Addition/Subtraction within 10 Place Value Addition/Subtraction	Number: Place Value within 10 Addition/Subtraction within 10 Place Value Addition/Subtraction
English	Everyday Toolkit Free Writing Shape Poem	Shape Poem	Shape Poem	Journey/Adventure Story Description Toolkit			
Quality Text	Apes to Zebras - The A to Z Shape Poems - Rodger Stevens			Journey – Aaron Becker			
Science	Observe Seasonal Changes  1a. Ask Simple Questions 1e. Use Observation and ideas to suggest answers to questions.	Living Things and Their Habitats  1a. Ask simple questions 2d1. Investigate differences	Living Things and their Habitats  1a. Ask simple questions 1e. Use observation and ideas to suggest answers to questions. 2d1. Investigate differences	Living Things and Their Habitats 1f. Gather and record data to help in answering questions. 1c. Perform simple tests 2d1. Investigate differences	Living Things and Their Habitats 1b. observe closely, using simple equipment 2d1. Investigate differences	Living Things and Their Habitats 1d. Identify and Classify 1a. Ask simple questions 2b1. Look at the suitability of environments and at food chains	Light 1a. Ask simple questions 1f. Gather and record date to help in answering questions. 4a. Look at sources and reflections.
Computing	Coding Cats & Dogs Pupils will learn about structuring basic algorithms and controlling floor robots using commands  Game Making Pupils will learn how to control sprites and make them interact by making games using visual code	Coding Cats & Dogs Pupils will learn about structuring basic algorithms and controlling floor robots using commands  Game Making Pupils will learn how to control sprites and make them interact by making games using visual code	Coding Cats & Dogs Pupils will learn about structuring basic algorithms and controlling floor robots using commands  Game Making Pupils will learn how to control sprites and make them interact by making games using visual code	Coding Cats & Dogs Pupils will learn about structuring basic algorithms and controlling floor robots using commands  Game Making Pupils will learn how to control sprites and make them interact by making games using visual code	Coding Cats & Dogs Pupils will learn about structuring basic algorithms and controlling floor robots using commands  Game Making Pupils will learn how to control sprites and make them interact by making games using visual code	Coding Cats & Dogs Pupils will learn about structuring basic algorithms and controlling floor robots using commands  Game Making Pupils will learn how to control sprites and make them interact by making games using visual code	Coding Cats & Dogs Pupils will learn about structuring basic algorithms and controlling floor robots using commands  Game Making Pupils will learn how to control sprites and make them interact by making games using visual code
Geography	1a. Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place? What do people do in this place?).	3a. Use basic geographical vocabulary to refer to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including city, town, village, factory, farm, house, office and shop.	1a. Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place? What do people do in this place?). 3a. Use basic geographical vocabulary to refer to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including city, town, village, factory, farm, house, office and shop.	1a. Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place? What do people do in this place?).			
History	1a. Use words and phrases such as: A long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	2d. Describe significant people from the past. 1b. Ask questions such as: what was it like for people? What happened? How long ago?	2d. Describe significant people from the past. 2c. Recognise that there are reasons why people in the past acted as they did.	2d. Describe significant people from the past. 1d. Use artefacts, pictures, stories, online sources and databases to find out about the past.	2a. Describe historical events Observe or handle evidence to ask questions and find answers to questions about the past.	2a. Describe historical events 1a. Use words and phrases such as: A long time ago, recently, when my parents/carers were children, years,	2d. Describe significant people from the past. 2a. Describe historical events.

Driver = RED

Enhancer = GREEN

		(Christopher Columbus)	1b. Ask questions such as: what was it like for people? What happened? How long ago?  (Christopher Columbus – his journey)	(Look into his life on a boat compared to now adays)	1d. Use artefacts, pictures, stories, online sources and databases to find out about the past.  (Factfile)	decades and centuries to describe the passing of time.  (Diary Entry)	
Art	3d1. Draw lines of different sizes and thickness  3d2. Colour (own work)		3d1. Draw lines of different sizes and thickness  3d2. Colour (own work)  1a. Respond to ideas and starting points.  1b. Explore ideas and collect visual information.		3f2. Join materials using glue and/or stitch  3a1. Use thick and thin brushes.		
Design & Technology			Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  (Design a boat)		Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing.  (Make model)		Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria.  (Evaluate model)
Music GREEN – YEAR 1 RED – YEAR 2	The Magic of Reggae: Exploring Sounds Music from Around the World: Exploring Music From Other Cultures	The Magic of Reggae: Exploring Sounds Music from Around the World: Exploring Music From Other Cultures	The Magic of Reggae: Exploring Sounds Music from Around the World: Exploring Music From Other Cultures	The Magic of Reggae: Exploring Sounds Music from Around the World: Exploring Music From Other Cultures	The Magic of Reggae: Exploring Sounds Music from Around the World: Exploring Music From Other Cultures	The Magic of Reggae: Exploring Sounds Music from Around the World: Exploring Music From Other Cultures	The Magic of Reggae: Exploring Sounds Music from Around the World: Exploring Music From Other Cultures
Physical Education	Personal Co-ordination (Footwork) and static balance (One leg)  Listen carefully to instructions.  Keep your head up and stay within marked areas.  Keep going when things are hard.	Keep your head up and stay within marked areas.  Think about who you can ask for help.  Keep going when things are hard.	Keep your head up and stay within marked areas.  Keep going when things are hard.  Only move on when you can do things consistently.	Listen carefully to instructions and keep your head up.  Think about whom, within the group, you can ask for help.  Only move on when you can do things consistently.	Think about whom, within the group, you can ask for help.  Only move on when you can do things consistently.  Try to view things you can't do as an opportunity to learn and improve.	Find a safe space you can work in.  Think about who you can ask for help.  Keep going when things are hard.	I know where I am with my learning.  I have begun to challenge myself.
PSHE	Learning Behaviours????						
SMSC Links							
Pink Paper Focus Questions	Pink Paper:  English Focus – Common Exception Words/put into a sentence.						Pink Paper:  History: Can you name a significant person from the past?  Can you identify a significant date relating to this person?  What is he known for?  Where did he travel?  Maths: Missing numbers Addition and subtraction

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