

At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Year 1 Spring Medium Term Planning Overview



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Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Plants I can identify and name a variety of common wild and garden plants (school grounds)	Plants I know what plants need to grow.	Plants I can observe and draw diagrams showing the different parts of plants	Plants I can identify and name deciduous and evergreen trees	Plants I can identify and label the basic structure of a tree	Plants I can observe how plants change (e.g. leaves falling from trees, buds opening...)	
History	Space- significant individuals I can explain why we remember Neil Armstrong NC 3	Space I can find out information about Neil Armstrong NC 3	Space I can show how we remember famous people NC 3	Space I can compare two famous people NC 3	Space Assessment I can write a label explaining why Mae Jemison is famous NC 3		
RE	Change Communicate I can identify and talk about different types of change in my experiences.	Change Apply I can identify how change affects my life.	Change Enquire I can identify and talk about the meaning of change and different types of change.	Change Contextualise I can recognise that Christians believe that Jesus changes some people's lives.	Change Contextualise I can recognise that Christians believe that Jesus changes some people's lives.	Change Evaluate I can say why these stories are important to Christians.	Change Evaluate I can talk about why the idea of Jesus being able to change people is important to Christians.
Computing	Unit 1.5 Maze Explorers Challenges 1 and 2 I can understand the functionality of the basic direction keys in Challenges 1 and 2. I can use the direction keys to complete the challenges successfully. NC1,2	Unit 1.5 Maze Explorers Challenges 3 and 4 I can understand the functionality of the basic direction keys in Challenges 3 and 4. I can understand how to create and debug a set of instructions (algorithm). NC1,2	Unit 1.5 Maze Explorers Challenges 5 and 6 I can use the additional direction keys as part of my algorithm. I can understand how to change and extend the algorithm list. NC1,2	Unit 1.5 Maze Explorers Setting More Challenges I can set challenges for others. I can follow challenges set by the teacher on a display board. NC1,2	Unit 1.5 Maze Explorers Setting More Challenges I can set challenges for others. I can follow challenges set by the teacher on a display board. NC1,2		

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			I can create a longer algorithm for an activity.				
Art/DT	DT Mechanisms Wheels and axels I can explore and evaluate toy vehicles NC 5	DT I can make an axel with two wheels. Nc 2 and 7	DT I can design a moon buggy that moves using wheels with axels. NC 1	DT I can label my design and select and make a list of the materials, components and tools that I need to build my moon buggy. NC 2, 3 and 4	DT I can build my moon buggy and test it to meet my design criteria. NC 6 and 8	DT I can build my moon buggy and test it to meet my design criteria. NC 6 and 8	DT I can evaluate my product and discuss and make improvements. NC 6
PSHE	Keeping Safe Pre unit assessment Super Sleep I can recognise the importance of sleep and identify simple bedtime routines. SCARF 3 lesson 1	Keeping Safe Who can help? I can recognise emotions and physical feelings associated with feeling unsafe and I can identify people who can help me when I am feeling unsafe. SCARF 3 lesson 2	Keeping Safe Good or bad touches? I can understand and learn the PANTS rules. SCARF 3 lesson 3	Keeping Safe Sharing pictures I can understand how to keep safe when I am using the internet. SCARF 3 lesson 4	Keeping Safe What could Harold do? I can understand that medicines can sometimes make people feel better when they are ill and I can explain simply how to be safe with medicines. SCARF 3 lesson 5	Keeping Safe Harold loses Geoffrey I can recognise the range of feelings that are associated with loss. SCARF 3 lesson 6	Keeping Safe Post unit assessment
PE	FMS- Gym I can recall basic gymnastics shapes. NC: 1 FSS- New Age Kurling I can begin to demonstrate basic understanding of NAK. NC: 1	FMS- Gym I can show a landing of a jump showing bent knees and strong arms. NC: 1 FSS- New Age Kurling I can send a stone correctly towards an object. NC: 1	FMS- Gym I can begin to show understanding of jumps – two feet to two feet, one foot to one foot, one foot to the other foot. NC: 1 FSS- New Age Kurling I can send a stone with power towards an object. NC: 1	FMS- Gym I can show jumps on the floor. NC: 1 FSS- New Age Kurling I can begin to send a stone towards a target. NC: 1	FMS- Gym I can show jumps from a low piece of apparatus. NC: 1 FSS- New Age Kurling I can send a stone towards the target with control and accuracy. NC: 1	FMS- Gym I can jump from a higher piece of equipment – three levels of boxes. NC: 1 FSS- New Age Kurling I can begin to understand how to play NAK competitively. NC: 1	FMS- Gym I can send and receive my body with control. NC: 1 FSS- New Age Kurling I can take part in the sport of NAK. NC: 1
Music		I can understand how music can be used to represent an environment NC: 3, 4	I can understand how music can represent changes in an environment NC: 3, 4	I can explore using instruments, body and voice to create a seaside soundscape NC: 3, 4	I can identify how dynamics can reflect environments NC: 3, 4	I can create and represent sound using symbols NC: 3, 4	Assessment checkpoint Perform, evidence and evaluate NC: 3, 4
Collective Worship	Knights' Way	New Year New start	Spring	School Values	Collaboration	Respect	Mental Health Week Internet Safety Day

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Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	<u>Longitudinal Study- Seasonal changes.</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies						
Geography	Our Island Home -UK I can use geographical vocabulary associated with the coast NC3	Our Island Home -UK I can name and sort geographical features into human and natural features NC3	Our Island Home -UK I can locate England and London on a map. NC1 & 4	Our Island Home -UK I can locate Scotland and Edinburgh on a map NC1 & 4	Our Island Home -UK I can name and locate the capital cities of the 4 countries of the UK NC1 & 4	Our Island Home -UK Assessment I can talk about the countries and capital cities of the UK (whilst in role as weather presenter) NC1 & 4	
RE	Welcome Palm Sunday Enquire I can identify and talk about the concept of welcoming.	Welcome Apply I can talk about situations when welcoming is important.	Welcome Communicate I can Identify and talk about times when I have felt welcomed.	Welcome Communicate I can Identify and talk about times when I haven't felt welcomed.	Welcome Contextualise I can talk about how welcoming is important in the story of Palm Sunday	Welcome Evaluate I can evaluate the concept of Welcome by simply describing the importance of welcoming in the story of Palm Sunday.	Welcome
Computing	Unit 1.6 Animated Story Books Drawing and Creating I can understand the differences between	Unit 1.6 Animated Story Books Animation I can add animation to a picture.	Unit 1.6 Animated Story Books Sounds and More! I can add a sound effect to a picture.	Unit 1.6 Animated Story Books Making a Story I can add a background to the story.	Unit 1.6 Animated Story Books Copy and Paste I can use the copy and paste feature to		

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	<p>traditional books and ebooks.</p> <p>I can explore the tools of 2Create a Story's My Simple Story level.</p> <p>I can save the page I have created. NC 4,5</p>	<p>I can play the pages created so far.</p> <p>I can save the additional changes and overwrite the file NC 4,5</p>	<p>I can add a voice recording to the picture.</p> <p>I can add created music to the picture. NC 4,5</p>	<p>I can demonstrate a good understanding of all the tools I have used in 2Create a Story and use these successfully to create my own story. NC 4,5</p>	<p>create additional pages.</p> <p>I can continue and complete an animated story.</p> <p>I can create a class display board of the story books created by the class. NC 4,5</p>		
Art/DT	<p>DT</p> <p>Mechanisms</p> <p>Sliders and levers</p> <p>I can explore and evaluate commercial Easter cards NC 5</p> <p>I can make a simple slider mechanism Nc 2 and 8</p>	<p>DT</p> <p>I can design an Easter card that moves using a slider and lever. NC 1</p>	<p>DT</p> <p>I can select the materials, components and tools that I need. NC 3</p>	<p>DT</p> <p>I can label my design and make a list of what I need. Nc 2, 3 and 4</p>	<p>DT</p> <p>I can make my Easter card and test it against my design criteria. NC 6 and 8</p>	<p>DT</p> <p>I can evaluate my Easter card and write about what went well and what I would improve next time. NC 6</p>	
PSHE	<p>Rights and Respects</p> <p>Pre unit assessment</p> <p>Harold has a bad day</p> <p>I can recognise how another person's behaviour and my own, can affect other people. SCARF 4 lesson 1</p>	<p>Rights and Respects</p> <p>Around and about the school</p> <p>I can identify what I like about the school environment and recognise who looks after and cares for it. SCARF 4 lesson</p>	<p>Rights and Respects</p> <p>Taking care of something</p> <p>I can explain the importance of looking after things that belong to me and other people. SCARF 4 lesson</p>	<p>Rights and Respects</p> <p>Harold's money</p> <p>I can explain where people get money from and list some of the things that money might be spent on at home. SCARF 4 lesson</p>	<p>Rights and Respects</p> <p>How should we look after our money?</p> <p>I can explain the importance of keeping money safe. SCARF 4 lesson</p>	<p>Rights and Respects</p> <p>Basic first aid</p> <p>I can explain why first aid is important. SCARF 4 lesson</p>	<p>Rights and Respects</p> <p>Post unit assessment</p>
PE	<p>FSS- Trigolf</p> <p>I can stand in the correct position and hold a golf club correctly. NC: 1</p> <p>FOM - Ball Skills</p> <p>I can move with a ball in a space safely.</p>	<p>FSS- Trigolf</p> <p>I can send a ball using a swing movement. NC: 1</p> <p>FOM - Ball Skills</p> <p>I can stop a ball with some control. NC: 1</p>	<p>FSS- Trigolf</p> <p>I can send a ball in a chosen direction using a swing movement. NC: 1</p> <p>FOM - Ball Skills</p>	<p>FSS- Trigolf</p> <p>I can putt a ball with accuracy. NC: 1</p> <p>FOM - Ball Skills</p> <p>I can often control a ball on my own. NC: 1</p>	<p>FSS- Trigolf</p> <p>I can use a chipper to send a ball into the air. NC: 1</p> <p>FOM - Ball Skills</p> <p>I can take part in sending and receiving activities with a partner.</p>	<p>FSS- Trigolf</p> <p>I can use a chipper to send a ball into a target or location. NC: 1</p> <p>FOM - Ball Skills</p> <p>I can aim and send a ball at a target. NC: 1</p>	<p>FSS- Trigolf</p> <p>I can take part in the sport of Trigolf. NC: 1</p> <p>FOM - Ball Skills</p> <p>I can control a ball in different ways. NC: 1</p>

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	NC: 1		I can send a ball in the direction of another person. NC: 1		NC: 1		
Music		I can explore and change dynamics using the voice NC: 1,2	I can experiment with creating different sounds using a single instrument NC: 1,2	I can read simple rhythmic patterns comprising of one beat sounds and one beat rests NC: 1,2	I can play sound patterns in time with the pulse using a visual stimulus NC: 1,2	I can show awareness of roles when performing in a group performance NC: 1,2	Assessment checkpoint Perform, evidence and evaluate NC: 1,2
Collective Worship	Knights' Way	Nurture	World Book Day Celebrating Reading	Resilience	Red Nose Day	Independent	Pupil Voice