



Bicton CE Primary School and Nursery Medium Term Planning

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| Year Group – Reception /Year 1 Teacher/s – K Gairy | Topic Title / Theme - Materials (Science) | Term – Spring 1 |
| Entry Point WOW starter - Materials hunt in the setting. | Exit Point – PE performance | Visits/ Visitors / Special Arrangements – Shropshire Nursing team – how to have a healthy body Forest School leader to take sessions |
| Topic Overview – (foundation subjects) <ul style="list-style-type: none"> Explore the lives of significant people in the past e.g Neil Armstrong, Buzz Aldrin, Ibn Battuta, Chris Columbus Identify everyday materials and sort them. Conduct and investigation and draw conclusions (over spring 1 and 2) Design and make soup. Use skills learnt to prepare for a gymnastic performance | | Outdoor Learning – Continuous provision outdoors Forest school Cultural Capital opportunities |

| | Week 1 7.1.25 | Week 2 13.1.25 | Week 3 20.1.25 | Week 4 27.1.25 | Week 5 3.2.25 | Week 6 10.2.25 |
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| Guided Reading (weekly) / RWI Phonics (daily): | YR – Revision set 1 special friends Set 2 ay Y1- Set 3 – a-e, i-e, o-e | Year R- special friends Revise ch,sh then ay, ee Y1- u-e (as in <i>huge</i>) e-e aw (as in <i>yawn</i>) | Year R- special friends, igh, ow (as in <i>blow</i>) oo (as in <i>zoo</i>) Y1 - are (as in <i>care</i>) ur (as in <i>nurse</i>) er (as in <i>letter</i>) | Year R- special friends oo (as in <i>look</i>), ar, or,. Y1 - ow (as in <i>brown</i>) ai (as in <i>snail</i>) oa (as in <i>goat</i>) | Year R- special friends air, ir, ou Y1- ew (as in <i>chew</i>) ire (as in <i>fire</i>) ear (as in <i>hear</i>) | Year R- special friends (as in <i>out</i>), oy Y1 - ure (as in <i>pure</i>) tion Review set 3 |
| Writing: (4x weekly) <i>Refer to Pathways to Write</i> Handwriting (daily): <i>*Regularly Refer to Letter Join scheme and Presentation Policy</i> | Core book: Look up! Yr- captions with some finger spaces. Focus on phonetically plausible and chn using fred fingers. Y1 – write prediction and description – expanded noun phrases | Core book: Look up! Yr- captions with some finger spaces. Focus on phonetically plausible and chn using fred fingers. Y1 – expanded noun phrases to write sentences. Research about Mae Jemison | Core book: Look up! Yr- captions with some finger spaces. Focus on phonetically plausible and chn using Fred fingers.- include special friends Y1 -All about me information sheet | Core book: Look up! Yr- captions with some finger spaces. Focus on phonetically plausible and chn using Fred fingers.+ special friends Y1— Write instructions and design a menu | Core book: Look up! Yr- captions with some finger spaces. Focus on phonetically plausible and chn using Fred fingers. Y1- plan and write own poem | Core book: Look up! Yr- Write more independently – caption or sentence with finger space Y1 – Explore features of Rocket's diary, write descriptions using expanded noun phrases |

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| Punctuation, Spelling and Grammar: <i>Refer to Pathways to Spell programme</i> | Y1- Combine words to make sentences. Some use of full stops and capital letters Leaves spaces between words, capital letters for names of people and I Suffixes – ed, ing, er, est not change in root word | Y1- Combine words to make sentences. Some use of full stops and capital letters Leaves spaces between words, capital letters for names and I Suffixes – ed, ing, er, est not change in root word | Y1- Combine words to make sentences. Some use of full stops and capital letters Leaves spaces between words, capital letters for names and I Suffixes – ed, ing, er, est not change in root word | Y1- Combine words to make sentences. Some use of full stops and capital letters Leaves spaces between words, capital letters for names and I Begin to use ! and ? Suffixes – ed, ing, er, est not change in root word | Y1- Combine words to make sentences. Some use of full stops and capital letters Leaves spaces between words, capital letters for names and I Begin to use ! and ? Suffixes – ed, ing, er, est not change in root word | Y1- Combine words to make sentences. Some use of full stops and capital letters Leaves spaces between words, capital letters for names and I Begin to use ! and ? Suffixes – ed, ing, er, est not change in root word |
| Spoken Language: e.g. drama, performance poetry, debate, discussion, role play, presentations. | Share thoughts about their prediction | Pshe- zones of regulation Role play | Retell Jewish stories | Drama lesson in English | Read and recite poetry | Evaluate soup in DT explaining why/how it met the Design brief |
| Maths (daily): <i>Refer to NCETM and White Rose</i> | YR- MN -subitize to 5 Y1- Plave value – 10,11,12 Represent numbers to 10 using base 10 and other objects e.g rekenrek and bead strings. Clearly identify tens and ones e.g 11 has 1 ten and 1 ones. | YR- MN -. Order to 5 Year 1 – place value 13, 14,15,16, 17,18,19,20 Represent numbers to 10 using base 10 and other objects e.g rekenrek and bead strings. Clearly identify tens and ones e.g 15 has 1 ten and 5 ones. | YR- MN - subitize – 5 and a bit - 7 One more and one less to 5 Y1- One more /one less up to 20 and solve problems Complete a partially completed number line. Use a number line to solve problems Estimate using a number line | YR- MN - Partition 5 in different ways e.g 3/2 and 4/1 Year 1 – Addition Fact families Number bonds to 10 | YR- MN -counting sequence up to 10 subitize 5 and a bit – 6 orally, representing up to 5 objects Y1- Addition on number line | YR- MN - subitize 5 and a bit –7 Y1- Subtraction – on an number line Solve word problems |
| Science: *2 hours a week <i>Refer to Science Long Term plan</i> | Assess prior knowledge, kwl, material hunt | To identify and sort materials. | I can describe materials and objects that can be reduced, reused and recycled. | To describe the properties of materials. | To name properties of materials through testing. | To carry out a comparative test. |
| R.E (weekly) Refer to Understanding Christianity Scheme of work, | Synagogue lesson from unit on Special places | Topic: Who is Jewish and how do they live? What is precious to Jewish people? | What does a Mezuzah remind people about? | How is Shabbat celebrated? | Stories that teach about God e.g. David and Goliath | Learn about Chanukah |

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| RE Today and school LTPs | | | | | | |
| Computing (weekly) Refer to Teach Computing/Project Evolve | Topic- Data and information – pictograms Lesson 1 – label and match | Lesson 2- group and count | Lesson 3 – describe an object | Lesson 4 – making different groups | Lesson 5 – comparing groups | Lesson 6 – answering questions |
| History (weekly) Refer to Medium term plans (ALTERNATE HALF TERMS) | PD day | Significant people – what makes them special Chris Columbus | Ibn Battuta Historical sources | Ernest Shackleton Compare how we know about him and Battuta and use primary historical sources | Apollo mission – Neil Armstrong, Collins and Aldrin | How do we remember significant people |
| Geography (weekly) Refer to Medium term plans (ALTERNATE HALF TERMS) | | | | | | |
| Music (weekly) Refer to Shropshire Music Service | Shropshire music service | Shropshire music service | Shropshire music service | Shropshire music service | Shropshire music service | Shropshire music service |
| French (weekly) Refer to Kapow | | | | | | |
| D.T. (4 – 6 sessions) Refer to Kapow/ Medium term plans (ALTERNATE HALF TERMS) | Lesson 1 – Fruit or vegetable and food tasting | Lesson 2 - Best pumpkin explore sensory properties of pumpkin | Lesson 3- design recipe | Lesson 4 – Knife skills | Lesson 5 – making soup | Lesson 6 – evaluate |
| P.S.H.E. | Zones of relevance | Visit from Nursing team – how to keep healthy | What being healthy means and who helps help them to stay | That things people put into or onto their | How medicines (including | Topic based on pupil's needs |



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| | | | healthy (e.g. parent, dentist, doctor) | bodies can affect how they feel | vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy | |
| Art and Design Refer to Access Art/ Long term plans | | | | | | |
| P.E. Refer to peplanning.org/ Long term plans | Gymnastics – traveling | Gymnastics – balancing | Gymnastics – rolls | Gymnastics – jumps | Gymnastics – linking movements | Gymnastics – performance |

When planning consider what's happening locally or nationally, what's relevant, engaging and rooted in securing the children's knowledge and developing their skills and understanding over a series of lessons.

All medium term planning should be sent to Eleanor Mavin and Julie Ball at the beginning of each new term.