

SUNNINGWELL CE PRIMARY SCHOOL  
MEDIUM TERM PLAN – Spring 1 – **COME RAIN OR SHINE**  
CLASS 1 2023-2024



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Understanding the World Geography and Science)	<p>Recognise some environments are different from the one in which we live (contrasting environments)</p> <p>Understand the effect of changing seasons on the natural world around us ( weather and seasonal features)</p> <p>Observe how nature changes throughout the seasons and how animals behave differently as the seasons change</p>	<p>Observe and ask questions based on photos that show different environments and how the weather can be different, as we learn about the weather and climate in different countries, both European and non-European countries ( making references to Oxford , Wroclaw in Poland, Sinaia in Romania and Leon in Nicaragua linked to the Autumn 1 topic)</p> <p>Learning how to have positive interactions with the outside world and find out how to look after the environment in which we live.</p> <p>Develop an understanding of the natural world and the changes that occur in nature as the seasons change.</p> <p>Learn how to look after wildlife and preserve its natural habitat.</p>	<p><b>Focus vocabulary:</b>  Meteorologist, temperature, weather forecast.</p> <p>weather, environment, climate, climate change, cloud, condensation , evaporation, rain, rain gauge, storm, hail, thunder.</p> <p>lightning, cloudy, foggy, drizzle, precipitation, dew, ice, ice crystals, sunny, windy, wind vane, wind sock.</p> <p>hurricane, cyclone, tornado, breeze, gale, current, drought, humid, frost.</p> <p>WK1 - 2. Learn how we make a positive contribution when looking after the environment.  WK3 – 5 Understand how different changes in weather occur and what causes them  Children observe and record the weather as well as find out from selected texts about the changing seasons.</p>
Art	<p>Use collage</p> <p>Use watercolours</p> <p>Use chalk</p> <p><b>DT</b>  Create a weather wheel</p>	<p>Sort and arrange materials</p> <p>Use materials that are cut, torn and glued</p> <p>Mix materials to create texture</p> <p>Use thick and thin brushes</p> <p>How to smudge to change effect</p> <p>Create a weatherscape that can be moved to show the weather today</p>	<p>WK1 Create a winter scene/ snow</p> <p>WK2 Crete a summer scene / sun</p> <p>WK3 create a spring scene /rain</p> <p>WK4- 5 Design and create a weather wheel</p>
RE	Understand how members of the	Children bring in and shape pictures of their family celebrating events that are special to them (religious and non-religious)	WK 1-5

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	<p>immediate family or community celebrate special times of the year.</p> <p>Identify different places of worship – the church</p>	<p>Learning from real life examples as well as from fiction and non fiction books, how each family is different from others and what things makes our own family special. Understand that some places are special to the local community ( church, mosque, temple)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Christmas, New Year's Day, Lunar New Year, Valentine's Day).</p> <p>"What is the Church and who goes there?" - Special Places and People</p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Take children to places of worship and places of local importance to the community (visit the local church and arrange with the vicar to come in and talk to the children about the importance of the church and what the different symbols within the church stand for).</p> <p>Invite visitors from different religious and cultural communities into the classroom where possible or organise a virtual visit to share their experiences with children. (the local vicar, Dr Pearson – teacher to talk to the children about the Lunar New Year, Mrs Vanita Dolya (online visitor from India)</p>
<p>Computing</p>	<p>Turn on/ off a computer</p> <p>Use the keypad</p> <p>Select a programme and complete a small task using a laptop.</p>	<p>Recognise different types of technology used at home and in school.</p> <p>Continue to understand what a computer is and how we can use it in different ways ( learning, communicating, finding information, playing games etc.)</p> <p>Understand how to use technology to support learning</p>	<p>WKS1 – 5</p> <p>Access a range of interactive phonics games to support blending and segmenting Level 2 sounds when reading words and captions.(<a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a>)</p>

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			Access a range of interactive maths games to support identification of patterns and shapes, cardinality and subitising skills ( <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> )
Music	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p><b>Whole school music</b>  Listening  Singing (including a canon)  Beginning to understand standard and non-standard notation</p>	<p>Children gain an insight into new musical worlds, as they are being introduced to different kinds of music from across the globe, including folk music from Britain.</p> <p>Children learn how to listen attentively to music and then discuss changes and patterns noticed as a piece of music develops.</p> <p>Listen to music and understand that music can be used to evoke weather/seasons. Being to know the names of the instruments used in the performances.  Develop understanding of rhythm and notation through exercises and singing from music.  Learn to sing a canon about the months of the year.  Learn a range of songs about weather and climate including a Spanish song.</p>	<p>WKS 1-5  Listen to and learn a call and response African song linked to changes in weather.  Listen to Scottish music linked to Burns Night.  Listen to classical music and identify a range of musical instruments used in the performance (Vivaldi's Four Seasons)</p> <p>WK 1 Listen to Vivaldi's Four Seasons – Winter - can the children tell which season is being depicted? Learn about the stringed instruments used. Vocal warm up/rhythm practice. Begin to Learn Thirty Days (canon) and Sing for the Climate (PP Songs for Spring 1 2024)  WKS 2 – 5 As WK 1 with introduction of other songs including Spanish ¿Que Tiempo Hace? When it's a Sunny Day, It's Raining in my Heart, Climate Change Song (Sounds of Silence) to perform in final week.</p>

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<p>PE</p>	<p>Learn how to negotiate space</p> <p>Catch a ball</p> <p>Throw a ball under arm</p> <p>Perform basic body actions, individually and in pairs through dance</p>	<p>Move safely into a space</p> <p>Become confident in catching and throwing a ball</p> <p>Participate in simple team games</p> <p>Develop fundamental movements skills and imagination to express feelings and emotions in short dances using scarves</p> <p>Dance and drama themed around topic of "Come Rain or Shine".</p>	<p>WKS1-5 Focus on the skills involving <b>throwing</b> and <b>catching</b> a ball , like eye-hand coordination, spatial awareness, gross motor skills</p> <p>WKS1-5 <b>Dance</b></p> <p>Children learn how to respond to music using their creativity and imagination, developing their spatial awareness as their work with a partner or in a small groups when dancing with the scarves.</p> <p>Children learn how to express their feelings (happiness, sadness, excitement, feeling tired, surprised, angry, calm, etc) by using the scarves in developing their dance techniques with a partner or in a small group.</p>
<p>PSHE</p>	<p>Understanding what our dreams and goals are and learning how we can achieve them, as well support others achieve their own dreams and goals.</p>	<p>Understanding how to stay motivated when small challenges occur</p> <p>Learn how to persevere when things become difficult</p> <p>Learn how to work with a partner/ friend or in a group</p> <p>Focus on having a growth mindset and a positive attitude when finding things difficult</p> <p>Understanding how we can achieve our own dreams and goals and how we can help others achieve their goals too.</p>	<p>Focus vocabulary:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Dream, goal, challenge, growth mindset, persevere, obstacle, support, achievement.</p> </div> <p>WK1. Understanding that , if we keep persevering, we can tackle any challenge that might occur.</p> <p>WK2 Learning how we can learn from mistakes and persevere when things become difficult.</p> <p>WK3 Understanding how we can set a goal and work towards achieving it.</p> <p>WK4 Learning how, by using kind words, we can help the others achieve their goals and dreams.</p> <p>WK5 Understand the link between what we learn now and the jobs we might like to do when we are older.</p>

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Enrichment	<p>Develop conversational skills by working with others</p> <p>Develop a love of reading</p> <p>Learn about customs and traditions from different cultures</p>	<p>Children will be talking and working with older children in the school to develop both conversation and social skills alongside a love of reading with the support of Year 5 &amp; 6 pupils.</p> <p>Bob and Sandy will spend time with children from Reception to share books</p> <p>Reception children will develop their conversation skills by meeting and talking to people from the local community and develop their understanding of the local environment.</p> <p>Intercultural Art Project with Carmen Sylva</p> <p>Class 1 will work alongside older children in the school to develop skills in a range of art techniques and work on an art project in partnership with <i>Carmen Sylva</i> Cultural Centre in Sinaia, Romania.</p>	<p>WK 1-5</p> <p>Weekly Buddy Reading sessions</p> <p>-children in Reception develop their listening skills, by responding to as well as asking questions that come up in conversations and are linked to story books read by the Year 5&amp;6 pupils.</p> <p>Weekly school visits from local residents ( Bob Evans, Anthea Pearson) that support children with their listening and understanding skills and well as with their reading skills.</p> <p><u>Art and DT</u></p> <p>Continue to carry out the Intercultural Art Project in partnership with <i>Carmen Sylva Cultural Centre</i> from Sinaia, Romania on a set of chosen topics linked to the school curriculum.</p>
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