

**Medium Term plan - Class: CUBE and CONE**

**Term: Spring 1 2018**

**Topic: All Aboard (Transport)**

	Texts	English	Communication and Language	Maths	Topic (Art, DT, Science, Geography, History, Computing.)	Religious Education	PSHE	Outdoor Learning	British values/SMSC
<b>Week 1</b> <b>03.01.18</b> <i>3 day week</i>		<p>Holiday news</p> <p>Thank you letter to parents/santa</p> <p>Description of their favourite experience/present from the festive period</p>	<p>Share Weekend news through discussion with adults and peers.</p> <p>S&amp;L promoted within all subject areas.</p> <p>Differentiated phonics lessons.</p>	<p>Number – Rote counting &amp; Addition.</p> <p>Money Maths – finding set amounts, addition and subtraction, mental arithmetic.</p> <p>Shapes Assessment – 2D &amp; 3D</p> <p>Measurement – Length</p> <p>Daily opportunities provided for reading the time included in visual timetable.</p>	<p>Art / DT – Painting their favourite gift from Christmas.</p> <p>Computing – Create a picture of their favourite picture.</p>	Introduction to Islam	<p>Belonging to Groups – identify family groups, club groups, sporting groups (playing and supporting), Musicians (pop groups).</p>	<p>Daily workouts in playground and outdoor environment trails/area.</p> <p>Collecting plant life for seasonal collages.</p> <p>Trips to Tesco’s for ingredients to support cookery.</p>	<p>Rules, expectations. Sharing. Turn taking. Using please and thank you. Respecting different beliefs. Making the right choices. Understand consequences. Treating everybody fairly.</p>
<b>Week 2</b> <b>08.01.18</b>	Little Red Train Series	<p>Create a class based mind map of the upcoming topic and allow the chn to share what they currently know and understand. Also allow the chn to share what they would like to learn about.</p> <p>Introduction to story &amp; Sequencing.</p>	<p>Share Weekend news through discussion with adults and peers.</p> <p>S&amp;L promoted within all subject areas.</p> <p>Differentiated phonics lessons.</p>	<p>Number – Rote counting &amp; Subtraction.</p> <p>Money Maths – finding set amounts, addition and subtraction, mental arithmetic.</p> <p>Shapes – building upon 2D &amp; 3D knowledge</p> <p>Measurement – Weight</p> <p>Daily opportunities provided for reading the time included in visual timetable.</p>	<p>Art / DT – Design a train using pencils and paint.</p> <p>Science – Introduction to Material and their Properties, chn to share their understanding and create a mind map of different materials and how they are used.</p> <p>History – Look at transport over time, look at old trains and discuss how they are powered, how quick they travel, how the seats are set out etc.</p> <p>Computing – Online communication – mind map of different ways to communicate using phones, computers etc – how to keep safe, tell an adult if you feel unsure.</p>	Islam – Special places and people	<p>Belonging to Groups – Identify different groups that we belong too, family – school – class – sport.</p>	<p>Daily workouts in playground and outdoor environment trails/area.</p> <p>Collecting plant life for seasonal collages.</p> <p>Trips to Tesco’s for ingredients to support cookery.</p>	<p>Sharing. Turn taking. Using please and thank you. Respecting different beliefs. Making the right choices. Understand consequences. Treating everybody fairly.</p>

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<p><b>Week 3</b> <b>15.01.18</b></p>	<p>Little Red Train Series</p>	<p>Identify and create captions for different scenes from the story.</p> <p>Identify and create speech bubbles for different scenes from the story.</p>	<p>Share Weekend news through discussion with adults and peers.</p> <p>S&amp;L promoted within all subject areas.</p> <p>Differentiated phonics lessons.</p>	<p>Number – Rote counting &amp; Mixed Addition and Subtraction.</p> <p>Money Maths – finding set amounts, addition and subtraction, mental arithmetic.</p> <p>Shapes – building upon 2D &amp; 3D knowledge creating animals</p> <p>Measurement – Height</p> <p>Daily opportunities provided for reading the time included in visual timetable.</p>	<p>Art / DT – Make a train using recycled materials.</p> <p>Science – Materials and their properties – create a profile for Wood, identify its properties and how it can be used.</p> <p>History – Look at modern day trains and compare to classic trains.</p> <p>Computing – Online communication – emails, sending emails to another class.</p>	<p>Islam – Story and sequence.</p>	<p>Belonging to Groups – Identify rules and expectations of different groups – ie class rules, school rules, home rules.</p>	<p>Daily workouts in playground and outdoor environment trails/area.</p> <p>Collecting plant life for seasonal collages.</p> <p>Trips to Tesco’s for ingredients to support cookery.</p>	<p>Sharing.</p> <p>Turn taking.</p> <p>Using please and thank you.</p> <p>Respecting different beliefs.</p> <p>Making the right choices.</p> <p>Understand consequences.</p> <p>Treating everybody fairly.</p>
<p><b>Week 4</b> <b>22.01.18</b></p>	<p>Little Red Train Series</p>	<p>Postcards home from a chosen scene within the story.</p>	<p>Share Weekend news through discussion with adults and peers.</p> <p>S&amp;L promoted within all subject areas.</p> <p>Differentiated phonics lessons.</p>	<p>Number – Rote counting &amp; multiplication.</p> <p>Money Maths – finding set amounts, addition and subtraction, mental arithmetic.</p> <p>Shapes – building upon 2D &amp; 3D knowledge creating animals</p> <p>Measurement – Temperature</p> <p>Daily opportunities provided for reading the time included in visual timetable.</p>	<p>Art / DT – Paper mache our trains and allow to dry.</p> <p>Science – Materials and their properties – create a profile for Metal, identify its properties and how it can be used.</p> <p>Geography – Name and locate four countries and capitals of the UK.</p> <p>Computing – Online communication – Instant messaging – two classes to communicate using IM.</p>	<p>Introduction to Buddhism</p>	<p>Belonging to Groups – Identify responsibilities of different people within the group.</p>	<p>Daily workouts in playground and outdoor environment trails/area.</p> <p>Collecting plant life for seasonal collages.</p> <p>Trips to Tesco’s for ingredients to support cookery.</p>	<p>Sharing.</p> <p>Turn taking.</p> <p>Using please and thank you.</p> <p>Respecting different beliefs.</p> <p>Making the right choices.</p> <p>Understand consequences.</p> <p>Treating everybody fairly.</p>

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<p><b>Week 5</b> <b>29.01.18</b></p>	<p>Holiday Brochures</p>	<p>Postcards home pretending we have been on holiday to a chosen place from the holiday brochure.</p> <p>First session chn given opportunity to explore holiday brochures. Chn to decide which they would like to use. Chn to then create a mind map of thoughts and ideas about the destination.</p> <p>Second session chn to role-play pretending to have been to the destination and create a postcard to be sent home to parents explaining what happened.</p>	<p>Share Weekend news through discussion with adults and peers.</p> <p>S&amp;L promoted within all subject areas.</p> <p>Differentiated phonics lessons.</p>	<p>Number – Rote counting &amp; division.</p> <p>Money Maths – finding set amounts, addition and subtraction, mental arithmetic.</p> <p>Shapes – repeating patterns with 2D, 3D shapes and colours</p> <p>Measurement – Time</p> <p>Daily opportunities provided for reading the time included in visual timetable.</p>	<p>Art / DT – paint</p> <p>Science – Materials and their properties – create a profile for Plastic, identify its properties and how it can be used.</p> <p>Geography – identify land and sea using a globe.</p> <p>Computing – Internet Safety Day work – How to keep safe – different online hazards.</p>	<p>Buddhist – Special people and places.</p>	<p>Belonging to Groups - Supporting and your decisions and the impacts and consequences. Role play positive outcomes.</p>	<p>Daily workouts in playground and outdoor environment trails/area.</p> <p>Collecting plant life for seasonal collages.</p> <p>Trips to Tesco’s for ingredients to support cookery.</p>	<p>Sharing. Turn taking. Using please and thank you. Respecting different beliefs. Making the right choices. Understand consequences. Treating everybody fairly.</p>
<p><b>Week 6</b> <b>05.02.18</b></p>	<p>Holiday Brochures</p>	<p>Letter writing – chn to write a letter home describing the journey to get the destination chosen in postcard.</p> <p>Chn to role play a journey one lesson and record their ideas/feelings/thoughts.</p> <p>Second session chn to compose letters to family using content from previous lesson.</p>	<p>Share Weekend news through discussion with adults and peers.</p> <p>S&amp;L promoted within all subject areas.</p> <p>Differentiated phonics lessons.</p>	<p>Number – Rote counting &amp; mixed multiplication and division.</p> <p>Money Maths – finding set amounts, addition and subtraction, mental arithmetic.</p> <p>Shapes – repeating patterns with 2D, 3D shapes and colours</p> <p>Measurement – positional language</p> <p>Daily opportunities provided for reading the time included in visual timetable.</p>	<p>Art / DT – Class visit to compare our trains</p> <p>Science – Materials and their properties – sorting soft and hard objects.</p> <p>Geography – On a globe identify land and sea and where the UK is located.</p> <p>Computing – Internet Safety Day work – How to keep safe – tell a grown up if you feel unsure.</p>	<p>Buddhism – Story and sequence.</p>	<p>Belonging to Groups - Supporting and your decisions and the impacts and consequences. Role play negative outcomes.</p>	<p>Daily workouts in playground and outdoor environment trails/area.</p> <p>Collecting plant life for seasonal collages.</p> <p>Trips to Tesco’s for ingredients to support cookery.</p>	<p>Sharing. Turn taking. Using please and thank you. Respecting different beliefs. Making the right choices. Understand consequences. Treating everybody fairly.</p>

Dynamics – music