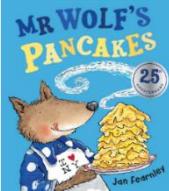




## Medium Term Planning - Badger - Spring 1

'To be the best we can be'

	Overview/Topic	Week 1 5.1.26	Week 2 12.1.26	Week 3 19.1.26	Week 4 26.1.26	Week 5 2.2.26	Week 6 9.2.26
<b>Key events</b>							
<b>Maths</b> Miss Matakitoga		<b>Number</b> Fractions	<b>Number</b> Fractions	<b>Number</b> Fractions	<b>Geometry</b> Position and Direction	<b>Geometry</b> Position and Direction	<b>Statistics</b>
<b>English</b> Miss Matakitoga	Focus book: Mr Wolf's Pancakes  Immerse Read title, blurb. Discuss title and illustration and make suggestions as to what the story could be about. Listen to story.	3x Phonics lessons per week Wednesday, Thursday, Friday.	Daily phonics, high frequency words and letter formation.  Imitate Listen to the story. Sequence the story. Story map to recall the story. Retell the story following a story map.	Daily phonics, high frequency words and letter formation.  Imitate Listen to the story. Sequence the story. Story map to recall the story. Retell the story following a story map.	Daily phonics, high frequency words and letter formation.  Innovate Independent application (Write a new version of the story)	Daily phonics, high frequency words and letter formation.  Innovate Independent application (Write a new version of the story)	Daily phonics, high frequency words and letter formation.  Innovate Independent application (Write a new version of the story)
<b>Science</b> Miss Matakitoga	<b>Light and Sound</b>	Recognise the difference between light and dark	Recognise that light is needed to see things	Investigate which surfaces reflect light	Investigate which materials block light to form shade	Investigate how shadows change size	Identify where a sound is coming from

<b>Art</b> Mrs Hawksley	Japan Landscapes	<b>Discovering Japan: What Is a Landscape?</b>  <b>Learning Objectives:</b> To understand what a landscape is To look at pictures of Japan and talk about what we can see To share ideas using simple art vocabulary (e.g. land, sky, water)	<b>Mountains and Nature: Exploring Mount Fuji in Art</b>  <b>Learning Objectives:</b> To learn about Mount Fuji and why it is important in Japanese art To explore how artists show mountains, trees, and water To describe what we like about Japanese landscape pictures	<b>Lines and Shapes: Drawing Japanese Landscapes</b>  <b>Learning Objectives:</b> To use lines and shapes to draw a landscape To practise drawing natural features such as hills, waves, and trees To experiment with pencils and fine pens	<b>I Colour and Mood: Using Paint in Japanese Art</b>  <b>Learning Objectives:</b> To use colour to show mood and feeling To mix colours carefully using paint To create a painted background inspired by Japanese landscape	<b>Prints and Patterns: Inspired by Japanese Artists</b>  <b>Learning Objectives:</b> To explore simple patterns found in Japanese art To experiment with printing or repeated marks To create textures using different tools and materials	<b>Our Final Artwork: Creating a Japanese Landscape</b>  <b>Learning Objectives:</b> To combine drawing, colour, and pattern in one artwork To create a Japanese-style landscape using learned techniques To talk about our artwork and say what we did well
<b>Humanities</b> Mrs Hawksley	Prehistoric Early settlements	<b>What Does "Prehistoric" Mean?</b>  <b>Learning objective:</b> Understand that prehistoric means before writing.	<b>Who Were the First People?</b>  <b>Learning objective:</b> Learn about early people and how they lived. <b>Activity:</b>	<b>Where Did Early People Live?</b>  <b>Learning objective:</b> Explore where early people lived. <b>Activity:</b> Look at	<b>How Did Early People Find Food?</b>  <b>Learning objective:</b> Understand hunting and gathering. <b>Activity:</b> Sorting game:	<b>What Were Early Homes Like?</b>  <b>Learning objective:</b> Learn about early settlements and homes. <b>Activity:</b> Build a simple shelter using blocks, paper, or natural materials (or draw one).	<b>How Is Life Different Today?</b>  <b>Learning objective:</b> Compare prehistoric life with life today. <b>Activity:</b> Children complete a <b>then and now</b> chart (homes, food, clothes)

		<p><b>Activity:</b> Show pictures of modern and prehistoric times. Children sort them into "Now" and "Long Ago".</p>	<p>Children draw an early person and label simple features (clothes, tools).</p>	<p>pictures of caves and huts. Children circle where they think people would stay <b>warm and safe.</b></p>	<p>pictures of foods— children decide if they were <b>hunted, gathered, or farmed today.</b></p>		
<b>RSHE</b> Miss Matakitoga	<b>Respectful Relationships</b>	What are courtesy and manners?	What is respect?	What can you respect? (Backgrounds, physical appearance, beliefs)	How can you give and receive respect?	What is self-respect and how does it link to a person's happiness?	What is permission? How do we seek and give permission? (Equality and fairness)
<b>RE</b> Miss Matakitoga	<b>Judaism and Christianity</b>	How different religions celebrate their New year	How different religions celebrate their New year	Special books- Tora & Bible	Special places- Synagogue & church	Worship- Christianity & Judaism	Recap/assess
<b>PE</b> Mr Young and Mr Laver	<b>Key gross motor skills</b>	Jumping, landing, balancing, spatial awareness. Continuously carried out through games and seasonal sports	Jumping, landing, balancing, spatial awareness. Continuously carried out through games and seasonal sports	Jumping, landing, balancing, spatial awareness. Continuously carried out through games and seasonal sports	Jumping, landing, balancing, spatial awareness. Continuously carried out through games and seasonal sports	Jumping, landing, balancing, spatial awareness. Continuously carried out through games and seasonal sports	Jumping, landing, balancing, spatial awareness. Continuously carried out through games and seasonal sports
<b>Computing</b> Mr Whelan		What is personal information and keeping personal	What is personal information and keeping personal	Understanding what algorithms are and how computers follow	Understanding what algorithms are and how computers follow	Use technology purposefully to create, organise, store,	Use technology purposefully to create, organise, store,

