

Badger Class Medium Term Planning: Term 1 2023-24

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Visit/Visitor	Cheddar Gorge						
Class Read	<p>Pugs of the Frozen North By Philip Reeve and Sarah McIntyre</p> <p>Stone Age Boy By Satoshi Kitamura</p> <p>Reading Comprehension: Vipers</p>						
Maths	<p>PLACE VALUE Represent numbers to 100 Partition numbers to 100 Number line to 100</p>	<p>PLACE VALUE Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning of numbers to 1000 Hundreds, tens and ones</p>	<p>PLACE VALUE Find 1, 10 or 100 more or less Number line to 1,000 Estimating on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000</p>	<p>Addition and Subtraction Count in 50s Apply number bonds within 10 Add and subtract 1s Add and subtract 10s</p>	<p>Addition and Subtraction Add and subtract 100s Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10</p>	<p>Addition and Subtraction Subtract 10s across a 100 Make connections¹¹. Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers (across a 10) Add two numbers (across a 100)</p>	<p>Addition and Subtraction Subtract two numbers (across a 10) Subtract two numbers (across a 100) Assess</p> <p>Consolidation</p> <p>Assess and Review</p>
The Write Stuff	Skara Brae	Skara Brae	Skara Brae	Skara Brae	Skara Brae	Skara Brae	
Other independent writing		Chronological report: Visit to Cheddar	Report of Stone Age and Cheddar Man				

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PAG	Nouns and Adjectives	Capital Letters	Commas for lists	Verbs	Capital Letters	Demarcating sentences	Deerminers
Reading Comprehension	Ed Shed VIPERS Pugs from the Frozen North	Ed Shed VIPERS Pugs from the Frozen North	Ed Shed VIPERS Pugs from the Frozen North	Ed Shed VIPERS Pugs from the Frozen North	Ed Shed VIPERS Pugs from the Frozen North	Ed Shed VIPERS Pugs from the Frozen North Leon and the Space bewteen	Ed Shed VIPERS Pugs from the Frozen North
Spelling	Long "a" sound "ei"	Long vowel sound a spelt ey	Long vowel a spelt "ai"	ur spelt "ear"	Homophones	Homophones	Assess and Review
Science Animals, including Humans: Movement and nutrition	Skeletons To explain the role of a skeleton. Working scientifically: To group animals based on their physical properties.	The bones in our body To recognise the main bones in the body. Working scientifically: To measure and sort data.	Muscles and movement To explain how muscles are used for movement. Science in action: To explore scientific advances.	Eating for survival To explain how food is an essential energy source for animals. Working scientifically: To gather and compare data to answer questions.	Nutrient groups To identify the main nutrient groups and their simple functions. Working scientifically: To record information using secondary sources.	Balanced diets To explain what makes a balanced diet. Science in action: To explore how knowledge has progressed over time and different jobs use this information.	POP Task
HISTORY Stone Age to Bronze Age to Iron Age	Who were the first British people?	How did they survive?	What remains are there in Somerset?	What changed in the Bronze Age?	What's left behind from the Bronze Age?	What were humans doing around the world?	POP TASK

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DT Seasonal Food				Where in the world? To know that climate affects food growth.	British seasonal foods To understand the advantages of eating seasonal foods grown in the UK.	Rainbow food To create a recipe that is healthy and nutritious using seasonal vegetables.	Making tarts To safely follow a recipe when cooking.
Art Prehistoric Painting	Exploring prehistoric art	Prehistoric palette	Prehistoric Painting				
Music Charanga		Let your Spirit Fly	Let your Spirit Fly	Let your Spirit Fly	Let your Spirit Fly	Let your Spirit Fly	Let your Spirit Fly
RE Christianity God and Incarnation What do Christians believe about God and Incarnation?	What is the Bible?	Why do Christians read the Bible?	What does the Bible Say about God? Father 1	What does the Bible Say about God? Father 2	What does the Bible Say about the Holy Spirit?	Baptism and Creed	POP Task
Computing Computing systems and networks – Connecting computers		How does a digital device work?	What parts make up a digital device?	How do they help us?	How am I connected?	How are computers connected?	What does our school network look like?

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<p>PE: 1. Tag Rugby</p> <p>2. Dance</p>	<p>To develop throwing, catching and running with the ball.</p> <p>THEME: Machines To create actions in response to a stimulus and move in unison with a partner.</p>	<p>To develop an understanding of tagging rules.</p> <p>THEME: Machines To create actions to move in contact with a partner or interact with a partner.</p>	<p>To begin to use the 'forward pass' and 'off side' rule.</p> <p>THEME: Machines To select and link appropriate actions and dynamics to show our dance idea.</p>	<p>To dodge a defender and move into space when running towards the goal.</p> <p>THEME: A Trip to... To remember, repeat and create actions to represent an idea.</p>	<p>To develop defending skills and use them in a game situation.</p> <p>THEME: A Trip to... To share ideas of actions and dynamics to create a dance that shows a location.</p>	<p>To apply the rules and skills you have learnt and play in a tag rugby tournament.</p> <p>THEME: A Trip to... To use choreographing ideas to develop our dance.</p>	<p>To develop throwing, catching and running with the ball.</p> <p>THEME: Machines To create actions in response to a stimulus and move in unison with a partner.</p>
<p>FRENCH Getting to know you</p>	<p>Hello</p>	<p>What's your name?</p>	<p>How are you?</p>	<p>Goodbye</p>	<p>Numbers</p>	<p>How old are you?</p>	
<p>PSHE Being Me in the World</p>	<p>Getting to Know Each Other</p>	<p>Our Nightmare School</p>	<p>Our Dream School</p>	<p>Rewards and Consequences</p>	<p>Our Learning Charter</p>	<p>Owning our Learning Charter</p>	