



**OUR LADY'S CATHOLIC PRIMARY SCHOOL  
MEDIUM TERM PLANNING GRID**

<b>WEEK</b> <b>SUBJECT</b>	<b>1</b> <i>02/01/23</i>	<b>2</b> <i>09/01/23</i>	<b>3</b> <i>16/01/23</i>	<b>4</b> <i>23/01/23</i>	<b>5</b> <i>30/01/23</i>	<b>6</b> <i>06/02/23</i>	<b>7</b> <i>13/02/23</i>
<b>COMMUNICATION AND LANGUAGE</b>	-Being able to engage with non-fiction texts.	-Using vocabulary learnt from non-fiction books within play and discussion.	-Developing an understanding of other countries through non-fiction texts.	-Developing the use of full sentences to express thoughts and feelings.	-Begin using connectives to connect one idea to another e.g. and.	-Through modelling, develop an understanding of using past tense.	-Through modelling, develop an understanding of using past tense within a full sentence.
<b>LITERACY</b>	-Writing short captions such as 'the cat' and 'the bag'. -Floppy's phonics level 1+ sounds: 'b'. -Creating own stories using tales toolkit.	-Writing short captions such as 'the cat' and 'the bag'. -Floppy's phonics level 1+ sounds: 'f' and 'ff'. -Creating own stories using tales toolkit.	-Writing short captions such as 'the cat' and 'the bag'. -Floppy's phonics level 1+ sounds: 'l' and 'll'. -Creating own stories using tales toolkit.	-Writing short captions with descriptive words e.g. 'the big dog' -Floppy's phonics level 1+ sounds: 'le' and 'ss'. -Creating own stories using tales toolkit.	-Writing short captions with descriptive words e.g. 'the big dog' -Floppy's phonics level 1+ sounds consolidation. -CVCC and CCVC words. -Creating own stories using tales toolkit.	-Writing short captions with descriptive words e.g. 'it is a big dog' -Floppy's phonics level 1+ sounds consolidation. -CVCC and CCVC words. -Compound words. -Creating own stories using tales toolkit.	-Writing short captions with descriptive words e.g. 'it is a big dog' -Floppy's phonics level 1+ sounds consolidation. -CVCC and CCVC words. -Compound words. -Creating own stories using tales toolkit.
<b>MATHEMATICS</b>	NCETM Mastering Number Consolidation of Autumn term.	NCETM Mastering Number Week 10 continued: <ul style="list-style-type: none"> <li>Equal Patterns</li> </ul>	NCETM Mastering Number Week 11 <ul style="list-style-type: none"> <li>Subitising complex patterns</li> <li>Arranging numbers in different ways</li> </ul> Patterns	NCETM Mastering Number Week 12 <ul style="list-style-type: none"> <li>Recognising and ordering numerals</li> </ul> Patterns	NCETM Mastering Number Week 13 <ul style="list-style-type: none"> <li>Composition to 5</li> </ul> Patterns	NCETM Mastering Number Week 14 <ul style="list-style-type: none"> <li>Die Frames</li> <li>5 and a bit</li> </ul> Patterns	NCETM Mastering Number Week 15 <ul style="list-style-type: none"> <li>More, fewer and equal</li> </ul> Patterns



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<b>UNDERSTANDING THE WORLD</b>	<p><u>Around the World: We live on a big ball!</u> -Looking at Earth -Creating our own passport for travel</p>	<p><u>Around the world: Polar Regions</u> -Reading 'The Runaway Iceberg' -Where has Santa gone back to? - Looking at a map to see the Artic and the Antarctic.</p>	<p><u>Around the world: Polar Regions</u> -What is the weather like in the polar regions? -What would you have to wear? -What would it be like to live there?</p>	<p><u>Around the world: Polar Regions</u> -Who lives in the polar regions? -How is it different to where we live? -What animals live there?</p>	<p><u>Lunar New Year</u> -What is the Lunar New Year? -How do people celebrate it? -How is it different to the festivals that we celebrate?</p>	<p><u>Around the World: Kenya</u> -Reading 'Handa's Surprise' -Looking at where Africa and where Kenya is on the map. -What is the weather like in Kenya? -What would you have to wear? -Which animals live there?</p>	<p><u>Around the World: Kenya</u> -What would it be like to live in Kenya? -How is it different to where we live? -How is Kenya different to the Artic?</p>
<b>RE</b>	<p>What is the Epiphany?</p>	<p>The Way the Truth the Life: Know that Jesus has a great love for each one of us.</p>	<p>The Way the Truth the Life: Think about ways in which we can show our love for Jesus.</p>	<p>The Way the Truth the Life: What is it like to be ill? How does it feel? Who did Jesus heal? KNOW: Jesus can cure people who are ill. How can we show love to others when they are ill?</p>	<p>The Way the Truth the Life: How can we look after others when they are ill? Who are the special people from today that help us when</p>	<p>The Way the Truth the Life: What does family mean to you? When do our family gather together?</p>	<p>The Way the Truth the Life: What is it like? How are weddings special occasions? What happened at the Wedding Feast at Cana? What is a miracle? How was Jesus able to work this miracle?</p>
<b>PSHE/ PERSONAL SOCIAL EMOTIONAL DEVELOPMENT</b>	<p>Recap of the colour monster and feelings.  Recap of the bee attitudes.</p>	<p>Life to the Full: Religious Understanding</p>	<p>Life to the Full: Religious Understanding continued</p>	<p>Life to the Full: Who's who?</p>	<p>Life to the Full: Who's who? Continued</p>	<p>Life to the Full: You've got a friend in me</p>	<p>Life to the Full: You've got a friend in me continued</p>



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<b>PE/ PHYSICAL DEVELOPMENT</b>	Multiskills -Jumping and running -Team games	Multiskills -Hopping and skipping -Team games	Multiskills -Rolling and kicking a ball -Team games	Multiskills -Throwing and catching a ball -Team games	Multiskills -Aiming and balancing -Team games	Multiskills -Aiming and balancing -Team games	Multiskills Consolidations of skills so far -Team games
<b>EXPRESSIVE ART AND DESIGN</b>	-Making marks for meaning. -Charanga: Everyone: Week 1	-Making marks for meaning. -Charanga: Everyone: Week 2	-Making marks for meaning. -Polar bear pictures -Charanga: Everyone: Week 3	-Making marks for meaning. -Lunar lanterns -Charanga: Everyone: Week 4	-Making marks for meaning. -Charanga: Everyone: Week 5	-Making marks for meaning. -African patterns. -Charanga: Everyone: Week 6	-Making marks for meaning.
<b>NOTES</b>							