


Medium Term Planning – Year 1

Summer One

Home Sweet Home

English Text – The Storm Whale

Subject National Curriculum	Prior Learning	Year One
<p align="center"><b>Science</b></p> <p><b>Animals:</b> Recap animal classifications. Identify and name a variety of dinosaurs and other animals that are carnivores, herbivores and omnivores.</p> <p align="center"><i>Scientific skills: Identifying and classifying</i></p>	<p>Children have learnt the terms: mammal, bird, fish, amphibian and reptile. They have learnt some distinguishing features of each of these types of animals such as warm blooded, cold blooded, etc. They have met a snake and drawn pictures of reptiles. They have sorted common British birds and mammals onto a chart.</p>	<p>1. Recap – British mammals and birds – features and names To know and understand what omnivores, herbivores and carnivores are. To know the key features of some carnivores and name some. <b>Focus on carnivores.</b></p> <p>2. Recap – amphibians and fish – features and names To know and understand what omnivores, herbivores and carnivores are. To know the key features of herbivores and name some. <b>Focus on herbivores.</b></p> <p>3. Recap – reptiles – features and names To know and understand what omnivores, herbivores and carnivores are. To know the key features of omnivores and name some. <b>Focus on omnivores</b></p> <p>4. To observe and describe seasonal change</p>
<p><b>RE</b></p> <p>What do people learn from stories and festivals?</p> <p>Content overview: Emphasises the deeper meaning of festivals such as Easter Passover Sukkot Ramadan Eid-ul-Fitr Eid-ul-Adha</p> <p align="center"><i>What does this learning mean to me?</i></p>	<p>Reception: Special and sacred stories Christmas, Easter, Hanukkah, Holi Year 1 Autumn 2: The link between stories and festivals.</p>	<ul style="list-style-type: none"> <li>• <i>How stories give communities a shared identity through festivals such as Easter and Passover</i></li> <li>• <i>How stories about key festivals link to religious beliefs and concepts e.g. resurrection and freedom</i></li> <li>• <i>How stories can bring meaning to the idea of ‘sacred’ and ‘holy’</i></li> <li>• <i>How stories play a part in what happens at Easter and Passover</i></li> </ul> <p>Lesson 1 – Why is Easter important to Christians? Why is Easter a symbol of Hope? Lesson 2 - The Resurrection of Jesus and the confirmation of his identity Lesson 3 – Church visit – symbols of Easter Lesson 4 - Retell and order key events of the Easter story and the concepts it tells – Lent, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday Lesson 5 – How do Christians celebrate Easter? How does this link to the story of Easter? What does the festival mean to us today?</p>
<p><b>PE</b></p> <p><b>Real pe fundamental movement skills and gym</b></p>  <p>The chart shows four levels of progression for physical skills: Exceeding, Expected, Emerging, and a final level. Exceeding involves performing sequences with changes in level, direction, or speed. Expected involves performing a range of skills with control and consistency. Emerging involves performing a small range of skills and linking two movements together. The final level involves performing a single skill or movement with some control.</p>	<p>Fundamentals – children have worked on balance in a stable stance as well as balancing along a line when moving, developing core stability as well as on one leg or with different body parts touching equipment. This has included working with a partner and counter balancing.</p> <p>Gym – previously completed gym 1 focusing on shape and travel.</p>	<p><b>Fundamentals – Physical</b></p> <p>Coordination – sending and receiving Agility- reaction and response</p> <p><b>Gym 2 - Physical</b></p> <p>Flight Rotation</p>

<p><b>Geography</b></p> <p><b>Place knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><b>Local Area / Lincoln</b></p> <p><i>Geographical skills and fieldwork: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Devise a simple map. Use of aerial photos</i></p>	<p>Last term we have focused on human and physical features in a range of different places. These have included Lincoln, Nepal (links to Nepal) and Nigeria. This adapted our curriculum to ensure new children from Nigeria are fully included. We are next going to apply this knowledge to our local area and school grounds. Alongside furthering our understanding of human and physical features we will look at observational, maps and key landmarks.</p>	<p>1. To know what human and physical features of an environment are and find these within the school grounds Recap of continents, using a map focus in on Europe, UK and Lincoln and then our school. What are the key features of our school? Can we find both human and physical features in our school grounds? Human and physical features run through every lesson</p> <p>2. To know the differences between a map and a photograph and the features we find on them both Look together at a range of photographs and aerial photographs (use of google maps) and spot the different features on these. Look next at maps, what can we see on these? How are these different to a photograph? The features are those that don't move, and it is symbols not real pictures. Challenge the children to create their own town by creating a map. Extension – creating a key with symbols to show their area.</p> <p>3. To know how to read and follow a simple map and understand the symbols used. – <b>LOCAL AREA WALK</b> Look at a map of the local area together. Work out what the different symbols mean and how these will help us to navigate a route. Link to human and physical features. Plot a route on the map and follow this as you walk around the local area. Check along the route if different landmarks are on the map – why and why not. On map have a mystery symbol, children to work out what this means by finding the exact location. Take photographs along the route. (Computing link)</p> <p>4. To know how to use photographs to create a large map of the local area Using the photographs taken on the local area walk, children to work in groups to create their own map of the local area. Photographs to be supported by symbols.</p>
<p><b>Art</b></p> <p>To develop a <b>wide range of art and design techniques</b> in using colour, pattern, texture, line, form and space.</p> <p><b>Printing – artist Mark Hearld/Angela Harding</b></p> <p><i>All units to include sketching and drawing</i></p>	<p>Children have had previous experience of different artists. They have explored portraits looking at Picasso, use of painting and pastels looking at Freidensreich Hundertwasser. This topic introduced the children to landscapes and use of different shapes that we will continue to explore in this unit.</p>	<ol style="list-style-type: none"> <li>1. Drawing and sketching – To know how to recreate a landscape using a range of shapes and lines to sketch - using hard and soft pencils. This will be based on homes. Share photographs of different homes including those in our local community and brightly coloured ones of Reykavik.</li> <li>2. To know and learn about Angela Harding, exploring the line techniques they have used – felt tips to recreate a lines, plenary discussion of how she has created this</li> <li>3. To know how to create and print a lino print – children to practise, explore and print a range of different single colour patterns.</li> <li>4. To know how to plan and create my own home lino print – own tile, plan and design landscape of homes.</li> </ol>
<p><b>Music</b></p>	<p><b>Sing Up!</b></p> <p>Children have previously developed their understanding of pitch, beat and duration through actively listening to music and drawing what they feel. They have also explored composing and inventing their own pieces of short music, mimicking conversations.</p>	<p><b>Cat and Mouse:</b> <a href="#">Sing Up Music Year 1 Cat and mouse Sing Up</a></p> <ul style="list-style-type: none"> <li>• Lesson 1: Play a singing game, experiencing how music creates a mood.</li> <li>• Lesson 2: Focus on rhythm – copying, inventing and reading notation.</li> <li>• Lesson 3: Create rhythm compositions and attempt to record them on paper and play them on instruments.</li> </ul> <p>Cat and Mouse – The children will improvise rhythms and will begin to read and write them in simple notation. They will also explore a combination of musical elements to create a story.</p>

<p><b>PSHE</b>  <b>Health and Wellbeing Physical health and Mental wellbeing</b>  Keeping healthy; food and exercise, hygiene routines; sun safety  <b>Growing and changing</b>  Recognising what makes them unique and special; feelings; managing when things go wrong  <b>Keeping safe</b>  How rules and age restrictions help us; safe information sharing online</p>	<p>Children have some awareness of what it means to be healthy and looking after their bodies. They have had previous opportunities to talk and learn about their bodies in science, PSHE and daily classroom expectations. They have looked at healthy foods and have had opportunities to create healthy sandwiches  They have been following rules and expectations within classroom and at playtimes and lunchtimes with hygiene and healthy eating within their school setting.</p>	<p>Week 1- Keeping healthy, circle games.  Week 2- Creating leaflets about staying healthy, including sun safety  Week 3- What makes me unique? How do I manage my emotions when things go wrong?  Week 4 – What makes you a good friend? Consider strengths and uniqueness. What makes your friends so amazing?  Week 5 Natterhub – Secure it lesson 1  Week 6 Nattherhub – Secure it lesson 2  Week 7 Natterhub – Secure it lesson 3</p>	
<p><b>Handwriting</b></p>	<p>All letters taught in letter families with a clear focus on correct formation, positioning on the handwriting lines and sizing.</p>	<p>Rather than starting joins we are recapping to ensure sizing and positioning is correct. <b>IN HANDWRITING BOOKS.</b>  Week 1 – long legged letter - lityuj  Week 2 – one armed robots - rmbpkih  Week 3 – c based letters - caodgesf  Week 4 – zig zag letters - xvzw  Week 5 – tricky word practise</p>	
<p><b>Reading for Pleasure texts</b></p>	<p>Why these?  High quality texts chosen using Pie Corbett’s reading spine, CLPE (Centre for Literacy in Primary Education) suggested texts and Reading reconsidered by Doug Lemov. The texts support the topic, aim to develop further discussion and deepen knowledge and vocabulary.</p>	<p>Where the wild things are  The 3 Billy Goats Gruff  Good Little Wolf  Sharing a Shell  On my way home  Lost and Found  Tad  Please Mrs Butler</p>	<p>The Lion inside  Giraffes can’t dance  A squash and a squeeze  The Whale who wanted more  The way home for wolf  Up and Down  What we’ll build  A first Book of Poetry</p>
		<p>Mrs Smiths Cottage  Local Area Walk  Home / Den Building  Homes around the world – where others live  Lincolnshire Life Museum  Print maker visit</p>	