

Medium Term Planning – Year 1

Summer Two

Terrific Toys

English Text – No-bot the Robot

Wow Day - - **It's a TOY STORY**

LINKS WILL BE MADE TO SPIRITUALITY AND OUR SPIRITUALITY HEART WHERE APPROPRIATE

Subject National Curriculum	Prior Learning	Year One
<p>Science</p> <p>Everyday materials: distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; describe the simple physical properties of a variety of everyday materials; compare and group everyday materials on the basis of their simple physical properties.</p> <p>Recap – structure of a plant</p> <p><i>Scientific skills:</i> <i>Identifying and classifying</i></p>	<p>We have taught different areas of science so far including senses, seasonal change, animal classification and plants.</p> <p>This term our focus is on materials. In Reception children focussed the story of the three little pigs and tested out different materials for building their houses, making sure they were strong and didn't blow down.</p> <p>In the investigation stations children have explored magnets, sorting materials, floating and sinking and testing strength.</p>	<p>Lesson one – Recap on deciduous and evergreen trees. Introduce the names of the materials – wood. Look for items around the area made of wood and rock. Name the properties of wood and rock. Understand they are natural.</p> <p>Lesson two – Recall names of different plants. Recap – wood and rock materials, objects and properties. Name items made from glass and plastic. Look at properties and sort in Venn diagram. Look at temperature this week</p> <p>Lesson three - Recall names of the different parts of a plant. Recap materials – wood, rock, plastic, glass. – play what material is best? SEND objects to sort Look at one more material – fabric. Consider properties and what we can make from it. Children to record a sentence to describe each one.</p> <p>Lesson four – Recap the functions of the different parts of the plant. Recap – all materials covered so far and their properties. Introduce metal. Look at several items made from metal. Test out properties – hard, soft, smooth, colour, flexible – can you bend metal (paperclip)? Carry out a materials treasure hunt, following clues describing some properties of materials to find an everyday object made out of some of the materials we have learnt about this term. Look deeper into metal objects – pose the question are all metal things magnetic? How can we find out.</p> <p>Lesson five – Materials round up</p>
<p>RE</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>What does this learning mean to me?</p>	<p>Reception: Special and sacred stories Christmas, Easter, Hanukkah, Holi Year 1 Autumn 2: The link between stories and festivals.</p>	<p>Lesson 6 - What is Passover and why is it important to Jewish people? Why is Passover a symbol of freedom?</p> <p>Lesson 7 - How do Jewish people celebrate Passover? How does this link to the story of Passover?</p> <p>Lesson 8 - Why is the Sedar plate symbolic? Recreate together - symbolic food. What is Sukkot? Create a Sukkah together.</p> <p>Lesson 9 - How do stories give communities a shared identity through festivals such as Easter and Passover?</p> <p>Lesson 10 - How does drinking and eating certain things help Christians and Jews to remember important events? Compare this with the way they and their families eat special things at certain times.</p> <p>Lesson 11 - The importance of food in other religions - 5 pillars of Islam - Sawm - fasting and Eid</p> <p>Lesson 12 - How can stories bring meaning to the idea of 'sacred' and 'holy'?</p>
<p>PE</p> <p>Real Pe – fundamental movement skills health and fitness</p> <p>Agility</p>	<p>Fundamentals – children have worked on balance in a stable stance as well as balancing along a line when moving,</p>	<p align="center"><i>3 weeks 2 lessons of fundamentals and then sports day practise and skills</i></p>

<p>Ball Chasing Static Balance Floor Work</p> <p>Sports day practice</p>	<p>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. Following this we have looked at sending and receiving that will continued to be developed in their unit of work.</p>	<p>Agility - Ball Chasing Static Balance - Floor Work</p>
<p>History</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Magic Grandad Toys</p>	<p>Children have explored a range of toys and resources in EYFS to see how they work and what they are. We have discussed how we grow and change through science and are now learning about how toys have changed over the years. This will move on to the seaside and the toys used there.</p>	<p>Lesson One - Introduce changes in living memory through a timeline and working backwards to what it was like when we as adults were young. Sort pictures of toys into three group – children play with now, played with when they were a baby and never played with.</p> <p>Lesson Two- toys- talk about toys now and then, asking questions, using photographs and artefacts. Discuss materials used and what they look like. Children to draw and label and describe old toys and new toys.</p> <p>Lesson Three - toys and technology- To know how technology has changed over time and how technology was different show children toys of the past mainly looking at how technology has changed over time, talk about the modern phone and the importance of the phone and the use of technology in modern day life compared to 20-30 years ago, eg cd players.</p> <p>Lesson Four- https://www.bbc.co.uk/teach/class-clips-video/articles/zbs2h4j Exploring toys – round up</p>
<p>Art</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Sculpture- artist Eva Rothchild</p> <p>All units to include sketching and drawing</p>	<p>Throughout year 1 children have had the opportunity to use a range of media and techniques as they have learnt about a new artist. Previously looked at artists and printers, now moving on to sculpture.</p>	<p>Week 1 Research the artist Eva Rothschild – Irish artist – Sculptor born in 1971 living and working in London. Visit her website to see examples of her sculptures. Children draw a couple of her sculptures that they like. Identify what resources/materials she uses?</p> <p>Week 2 Children to use their imagination to draw/design a sculpture of their own. What ideas do they have for possible materials they could use that are realistic to make in school.</p> <p>Week 3 Create your sculpture and paint it if this is part of their design. Evaluate their design and how effective it was to create their design into a sculpture.</p> <p>Week 4 Sculpture to visit</p>
<p>DT</p> <p>Design: Design products for themselves and others based on design criteria.</p> <p>Make: Select and use a range of tools and materials.</p> <p>Evaluate: Explore, evaluate.</p> <p>Technical knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Robots</p> <p>Must stand up as got no bottom!</p>	<p>Children have followed the design, make and evaluate sequence for making calendars and sandwich making. They now have more knowledge of planning and adaptations that can be made along the way.</p>	<p>FOCUSED ON IN A WEEK – 4 afternoons – Plan and investigate, make and evaluate</p> <p>Lesson one – test out joining techniques – sellotape, paper clips, split pins, masking tape – which is more secure – which is less detrimental to the finished product eg masking tape is white so can be coloured in, sellotape doesn't stick on paint very well. Create designs of robots – are we painting or covering with collage techniques</p> <p>Lesson two – make robot – using joining techniques planned in design</p> <p>Lesson three – finish the robot by painting or covering with collage techniques. Add buttons etc</p> <p>Lesson four –test out (does it stand up?) and evaluate</p> <p>Collect/order/check stocks – bottle tops and lids, recycling boxes, glue gun refills, PVA tape, foil</p>

<p>PSE</p> <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Keeping safe How rules and age restrictions help us; keeping safe online and sharing information</p>	<p>The children have learnt about Physical Health and Mental wellbeing. Focusing on keeping healthy, food and exercise; and hygiene routines.</p> <p>We have developed our understanding of staying safe online and personal information.</p>	<p>Lesson 1 - NSPCC Pants awareness, safety of yourself, keeping your body parts private.</p> <p>Lesson 2 - What makes me unique and special? Including their likes, dislikes, and what they are good at. Link to individual liberty. – Circle Time</p> <p>Lesson 3 - Feelings – How to manage my feelings when things go wrong. Who to talk to when finding things difficult. How to recognise feelings in themselves and others and how feelings can affect how people behave – Circle Time</p> <p>Lesson 4 - How rules and age restrictions help keep us safe. Basic rules for keeping safe online. Whom to tell if they see something online that makes them feel unhappy, worried, or scared. – Circle Time</p> <p>Lesson 5 - Natterhub: Mind it lesson 2 - information can be copied and shared</p> <p>Lesson 6 – Natterhub: Mind it lesson 3 - what information can be shared online</p> <p>Lesson 7 - Road Safety – Stop, look, listen and think</p> <p><i>Ongoing Transition to a new class.</i></p>																
<p>Handwriting</p>	<p>All letters taught in letter families with a clear focus on correct formation, positioning on the handwriting lines and sizing.</p> <p>This term we are transitioning their handwriting to normal lines, maintaining size and position in preparation for year 2</p>	<p>Rather than starting joins we are recapping to ensure sizing and positioning is correct. IN BACK OF SCIENCE BOOKS</p> <p>Week 1 – long legged letter - lityuj</p> <p>Week 2 – one armed robots - rmnbpkh</p> <p>Week 3 – c based letters - caodgesf</p> <p>Week 4 – zig zag letters - xvzw</p> <p>Week 5 – tricky word practise</p> <p>Week 6 – tricky word practise</p>																
<p>Reading for Pleasure texts</p>	<p>Why these?</p> <p>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>	<table border="0"> <tr> <td>On Sudden Hill</td> <td>The fish that could wish</td> </tr> <tr> <td>Dogger</td> <td>Toys in Space</td> </tr> <tr> <td>Stanleys Stick</td> <td>Winnies Big Bad Robot</td> </tr> <tr> <td>Whatever Next</td> <td>Stuck</td> </tr> <tr> <td>Knuffle Bunny</td> <td>The Robot and the blue bird</td> </tr> <tr> <td>The Toy Bus Albert Le Blanc (N Butterworth)</td> <td></td> </tr> <tr> <td>Bear flies High (M Rosen)</td> <td></td> </tr> <tr> <td>A first Book of Poetry</td> <td></td> </tr> </table>	On Sudden Hill	The fish that could wish	Dogger	Toys in Space	Stanleys Stick	Winnies Big Bad Robot	Whatever Next	Stuck	Knuffle Bunny	The Robot and the blue bird	The Toy Bus Albert Le Blanc (N Butterworth)		Bear flies High (M Rosen)		A first Book of Poetry	
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