**Medium Term Planning: Summer 1 2019**

**Year 1**

| **The topic for this term is:**Plants | **The launch event for this topic will be:** Investigating how an enormous beanstalk has grown in Year 1. |
| --- | --- |
| **The end of the term mini-project linking & applying knowledge is:**Creating a piece of art inspired by Arcimboldo using plant collage | **The visitor from employment, linked to the knowledge acquired this term, will be:**Florist  |
| **Class trip/workshop linked to the topic:**Trip to Palm House, Sefton Park | **Other information:** |
| **Wk commencing** | **22.04.19** | **29.04.19** | **06.05.19** | **13.05.19** | **20.05.19** |  |  |  |
| English | **Wordsmith: Why do elephants have big ears?**- Labelling parts of non-fiction books- Identify the layout of a simple report- Opening sentences in reports- Using capital letters in an address- Labelling a picture of an animal | **Wordsmith: Why do elephants have big ears?**- Writing captions with capital letters and full stops- Recognise and use topic words in a report- Use a postcard as a model for their own report- Retrieving information on a specific subject- Look for clues in the text | **Wordsmith: Why do elephants have big ears?**- Use information learned to discuss why something happens- Plan for a report about how an elephant uses its trunk- Write sentences for a simple report- Write labels for a diagram to include in their report- Share and feedback on reports | **Wordsmith: Storytellers**- Orally sequence the key events from the story- Use adjectives to describe story characters- Listen to and evaluate different oral retellings of a story- Explore strategies for remembering a story- Plan and begin to compose a written retelling of a story | **Wordsmith: Storytellers**- Finish composing and review written story retellings- Plan and rehearse an oral performance of a story retelling- Perform oral story retellings to the class- Perform oral story retellings to a wider audience- Evaluate performances of oral story retellings |  |  |  |
| Mathematics | **MEP (Lessons 101 – 105)**- number bonds to 15- equations to 15- revision and practice 0-15 | **MEP (Lessons 106 – 110)****-** revision and practice 0-15- trial test- number bonds to 16 | **MEP (Lessons 111 – 115)**- Number bonds to 17- Equations to 17- Number bonds to 18- Number bonds to 19 | **MEP (Lessons 116 – 120)**- equations to 19- number bonds to 20- equations to 20 | **MEP Lessons 121 – 125)**- Revision and practice 0-20- trial test (0-20)- Measurement (up to 20cm) |  |  |  |
| Science | **Plants** Planting a bean | **Plants**To identify and name a variety of common wild plants by going on a wild plant hunt | **Plants**Trip to Palm House, Sefton Park | **Plants**To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees by identifying trees by their leaves | **Plants**To observe closely, using simple equipment, in the context of observing the growth of bean plants |  |  |  |
| History/Geography | **Geography: What’s it like where we live?**To describe the places that they go often and rarely and whatthey see on the way to school | **Geography: What’s it like where we live?**To understand what is near to school, far away and to gain a sense of place | **Geography: What’s it like where we live?**To understand and use a local area map | **Geography: What’s it like where we live?**To identify the destination of their fieldtrip and recall the journey toget there | **Geography: What’s it like where we live?**To be able to remember a local journey and the stages in order |  |  |  |
| Art / DT | **Arcimboldo styled portraits**- Exploring Arcimboldo and his art work | **Arcimboldo styled portraits**- Focusing on the Arcimboldo ‘Spring’ painting | **Arcimboldo styled portraits**- Exploring different textures and materials to create a collage | **Arcimboldo styled portraits**- Planning our portraits and finding images for the following week | **Arcimboldo styled portraits**- Creating our Arcimboldo portraits |  |   |  |
| Religious Education World Views |  |  |  |  |  |  |  |  |
| Computing | **We are TV Chefs**- Investigating recipes and TV cookery programmes | **We are TV Chefs**- Programming a sandwich-making robot | **We are TV Chefs**- Developing a recipe | **We are TV Chefs**- Practising with the camera | **We are TV Chefs**- Filming the recipe video |  |  |  |
| Music |  |  |   |  |  |  |  |  |
| PE | **Team Games** | **Team Games** | **Team Games** | **Team Games** | **Team Games** |  |  |  |
| PSHE/RSE |  |  |  |  |  |  |  |  |
| Handwriting | **Nelson Handwriting** O-f join | **Nelson Handwriting** w-l join | **Nelson Handwriting** Break letters  | **Nelson Handwriting** a-l join and a-i join | **Nelson Handwriting** o-l join and o-w join |   |  |  |
| Phonics | **‘School Improvement Liverpool Plans’**Miss Craig’s group – consolidation of all phonemes taughtMiss Horlick’s group - consolidation of all phonemes taughtMiss Qershori’s group-– consolidation of all phonemes taughtMiss Hughes’ group | **‘School Improvement Liverpool Plans’**Miss Craig’s group – consolidation of all phonemes taughtMiss Horlick’s group – consolidation of all phonemes taughtMiss Qershori’s group – consolidation of all phonemes taughtMiss Hughes’ group | **‘School Improvement Liverpool Plans’**Miss Craig’s group – consolidation of all phonemes taughtMiss Horlick’s group – consolidation of all phonemes taughtMiss Qershori’s group-consolidation of all phonemes taughtMiss Hughes’ group-gr,fr,cr,br,pr | **‘School Improvement Liverpool Plans’**Miss Craig’s group – consolidation of all phonemes taughtMiss Horlick’s group – consolidation of all phonemes taughtMiss Qershori’s group– consolidation of all phonemes taughtMiss Hughes’ group-bl, fl,cl,gl,pl | **‘School Improvement Liverpool Plans’**Miss Craig’s group – consolidation of all phonemes taughtMiss Horlick’s group – consolidation of all phonemes taughtMiss Qershori’s group – consolidation of all phonemes taught Miss Hughes’ group-sl,sm,sp,sc,sk |  |  |  |

|  |
| --- |
| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects* **English and Science- non- chronological reports on bees and pollination which links with our plants topic.**
* **Art and Science- creating a piece of art that is based around flowers and vegetables.**
* **Computing and Science- children will be discussing and using fruits and vegetables to create their own recipe algorithm.**
* **English and Geography- children will be writing a non-chronological report about Liverpool.**
 |

|  |
| --- |
| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool* **Learning about our local surroundings.**
* **Using and exploring maps of Liverpool.**
* **Visit to Sefton Park.**
 |