**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. | | | | | |
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| **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 what  they 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 to  get 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 taught  Miss Horlick’s group - consolidation of all phonemes taught  Miss Qershori’s group-– consolidation of all phonemes taught  Miss Hughes’ group | **‘School Improvement Liverpool Plans’**  Miss Craig’s group  – consolidation of all phonemes taught  Miss Horlick’s group – consolidation of all phonemes taught  Miss Qershori’s group – consolidation of all phonemes taught  Miss Hughes’ group | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – consolidation of all phonemes taught  Miss Horlick’s group – consolidation of all phonemes taught  Miss Qershori’s group-consolidation of all phonemes taught  Miss Hughes’ group-gr,fr,cr,br,pr | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – consolidation of all phonemes taught  Miss Horlick’s group – consolidation of all phonemes taught  Miss Qershori’s group– consolidation of all phonemes taught  Miss Hughes’ group-bl, fl,cl,gl,pl | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – consolidation of all phonemes taught  Miss Horlick’s group – consolidation of all phonemes taught  Miss Qershori’s group – consolidation of all phonemes taught  Miss Hughes’ group-sl,sm,sp,sc,sk |  |  |  |

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| **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.** |

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| **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.** |