**Medium Term Planning: Autumn 1 2019**

**Year 1**

| **The topic for this term is:**  Our Local Area | | | **The launch event for this topic will be:**  Helping the ‘Mayor of Liverpool’ to update his old maps of Fazakerley. | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:**  Building a 3D model of our local area. | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  A reporter from the Liverpool Echo. | | | |
| **Class trip/workshop linked to the topic:**  Local area walk | | | | | **Other information:** | | | |
| **Wk commencing** | **02.09.19** | **09.09.19** | **16.09.19** | **23.09.19** | **30.09.19** | **07.10.19** | **14.10.19** | **21.10.19** |
| English | -Sentence structure and composition | **‘Once upon a time WordSmith Unit**  - Introduce fairy tales  - Features of fairy tales  - Sequencing fairy tales  - Question marks  -Retelling the story | **Once upon a time WordSmith Unit**  - Oral composition  - Questions and punctuation  - Predictions  - Word sounds | **Once upon a time WordSmith Unit**  - Exploring different versions of fairy tales  - Inference  - Writing own version of a fairy tale  - Features of fairy tales  - Sentence punctuation | **Once upon a time WordSmith Unit**  - Sentence composition  - Punctuation  - Exploring character through drama  - Writing about characters  - Discussing our favourite fairy tales | **Sensational Senses**  - link what they hear or see with their own experiences  -experiment with sound effects  - Recognise and join in with repeated or predictable parts of a poem  - Sound words  - Experiment with sound and rhythm | **Sensational Senses**  - Rehearse sentences orally before writing them down  - Write simple sentences  - Use real and invented words to describe things they can feel  - Check sentences for correct structure | **Wordsmith:**  **Word Detectives**  - Syllables  - Compound Words  - The Prefix ‘un’  - Plurals  - Suffixes |
| Mathematics | -Number formation and recognition | **‘MEP’**  -comparisons left to right  -comparisons up and down  -comparisons ordering  -comparison of sets | **‘MEP’**  -comparison of sets  -comparisons more, less, equal to  -position and direction | **‘MEP’**  -comparison of sets  -less than, more than and equal to | **‘MEP’**  **-**identifying and writing 0  -identifying and writing 1  -identifying and writing 2 | **‘MEP’**  -writing and using +,-,=  -writing and using 0,1,2  -comparisons | **‘MEP’**  -comparisons  -writing and using 3  -writing and using 4 | **‘MEP’**  -writing and using 4  -writing and using 5 |
| Science |  | **Wonderful Weather**  -Consider what they already know about weather and generate questions.  -Make observations and respond appropriately.  -Look at weather forecasts and the symbols used by forecasters.  -Create weather forecasts about the weather at school. | **Wonderful Weather**  -Observe, record and discuss the weather.  -Understand how the observed weather is typical (or not) of the weather for the season.  -Create a collage of the current season, weather and wildlife and compare to other seasons in the year. | **Wonderful Weather**  -Understand that the day length changes each day and varies from season to season.  -Investigate shadows and their shapes.  -Consider the questions: Does my shadow always look like that? What was it like first thing in the morning? Is it better to play shadow tag at lunchtime or after school? | **Wonderful Weather**  -Consider what effect rain has on us and our daily lives.  -Design and make a weather station.  -Record the rainfall over a period of time.  -Make predictions about the results from the rainfall gauges.  -Use the scientific vocabulary: weather, rainfall, precipitation and data. | **Wonderful Weather**  -Make a wind sock to measure wind direction.  -Observe and record wind direction over time and notice patterns between rainfall and wind, and changes in direction.  -Use the scientific vocabulary: wind, direction, gauge, patterns and data. | **Wonderful Weather**  -Consider warm and cold weather and measure temperature.  -Understand air temperature changes across the seasons.  -Make a thermometer box to use outside to measure temperature.  -Use the scientific vocabulary: wind, direction, gauge, patterns and data. | **Physics Light**  -shadows |
| History/Geography | **Launch Event** | **Maps** | **Local Area** | **Local Area** | **Local Area** | **Local Area** | **Local Area** |  |
| Art / DT |  | **‘Structures’**  - exploring how the buildings have changed structurally. | **‘Structures’**  -Local Area Trip | **‘Structures’**  - evaluation of materials for purposes | **‘Structures’**  - sketching and planning their building. | **‘Structures’**  - writing instructions for building a home | **‘Structures’**  - creating the buildings | **‘Structures’**  - putting all building together to create our local area. |
| Religious Education World Views |  |  |  |  | **‘The Nativity Story’**  - To explore the Nativity Story | **‘The Nativity Story’**  - To explain why the gifts given to the baby Jesus were so special | **‘The Nativity Story’**  **-** To compare the Nativity’s giving of gifts to Christian’s giving gifts at Christmas |  |
| Computing |  | **We are Treasure Hunters**  -introducing positional and directional language | **We are Treasure Hunters**  -recording algorithms | **We are Treasure Hunters**  -introducing the robot | **We are Treasure Hunters**  -introducing programming | **We are Treasure Hunters**  -creating a map for our robot to travel around | **We are Treasure Hunters**  -programming the robot to move around the map. | **We are Treasure Hunters**  -using all skills to create algorithms and move robot around 3D model of the local area |
| Music |  |  |  |  |  | **Charanga**  -‘Hey You’ | **Charanga**  -‘Hey You’ | **Charanga**  -‘Hey You’ |
| PE |  | **‘Ball Skills’**  Be able to send an object with increased confidence using hand or bat | **‘Ball Skills’**  Be able to send an object with increased confidence using hand or bat | **‘Ball Skills’**  Identify space to send a ball | **‘Ball Skills’**  Chase, stop and control balls and other objects such as beanbags or hoops | **‘Ball Skills’**  Chase, stop and control balls and other objects such as beanbags or hoops | **‘Ball Skills’**  Move towards a moving ball to return with hand or bat | **‘Ball Skills’**  Move towards a moving ball to return with hand or bat |
| PSHE/RSE | **Our Rules**  -getting on and falling out,  - roles and responsibilities  -groups and communities | **Meet the Go-Givers**  -equality and diversity  -friendships | **Exploring out Community**  -our community  -groups and communities | **Good Neighbours**  -responding in emergencies  -groups and communities  -keeping safe and making choices | **Rules: You Can’t do That Here**  -feelings |  |  |  |
| Handwriting | **‘Oxford Owl’**  -forming letter ‘c’ | **‘Oxford Owl’**  -forming letter ‘d’ | **‘Oxford Owl’**  -forming letter ‘l’ | **‘Oxford Owl’**  -forming letter ‘i’ | **‘Oxford Owl’**  -forming letter ‘r’ | **‘Oxford Owl’**  -forming letter ‘k’ | **‘Oxford Owl’**  -forming letter ‘z’ | **‘Oxford Owl’**  -forming letter ‘w’ |
| Phonics | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – consolidation of all phonemes taught  Miss Qershori’s group- consolidation of all phonemes taught  Miss Hughes group - consolidation of all phonemes taught  Miss Williams group- consolidation of all phonemes taught | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – consolidation of all phonemes taught and tr,dr,gr  Miss Qershori’s group- consolidation of all phonemes taught  Miss Hughes group - consolidation of all phonemes taught  Miss Williams group- consolidation of all phonemes taught | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – cr,br,fr,st  Miss Qershori’s group- tr,dr,gr,  Miss Hughes group - consolidation of all phonemes taught  Miss Williams group- consolidation of all phonemes taught | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – bl,fl,gl,pl,cl  Miss Qershori’s group- cr,br,fr,st  Miss Hughes group – tr,dr,gr  Miss Williams group- consolidation of all phonemes taught | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – lp,lf,lk,lt,nk  Miss Qershori’s group- bl,fl,gl,pl,cl  Miss Hughes group - cr,br,fr,st  Miss Williams group- tr,dr,gr | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – nd,mp,nt,ft,sk  Miss Qershori’s group- lp,lf,lk,lt,nk  Miss Hughes group - bl,fl,gl,pl,cl  Miss Williams group- cr,br,fr,st | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – pt,xt,str,nch,scr  Miss Qershori’s group- nd,mp,nt,ft,sk  Miss Hughes group - lp,lf,lk,lt,nk  Miss Williams group- bl,fl,gl,pl,cl | **‘School Improvement Liverpool Plans’**  Miss Craig’s group – shr,thr and consolidating learning  Miss Qershori’s group- pt,xt,str,nch,scr  Miss Hughes group - lp,lf,lk,lt,nk  Miss Williams group- bl,fl,gl,pl,cl |

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| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects  Geography and Science- linking the weather to our local area.  Computing and Geography- programming a robot to move around of the local area.  Maths and Computing- using positional and directional language.  Maths and Science- creating charts to describe the weather.  Geography and DT- designing a 3D model of our local area.  Computing and DT- robot will be moving around the model of the local area.  English and Geography- adapting a traditional fairytale so that it is set in Liverpool. |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  **The Geography unit will be looking at the local area of Fazakerley and also expanding to the city centre. The children will also be adapting a fairytale to include the local area as the setting. Children will also be taking part in a local walk.** |