**Medium Term Planning: Autumn 2 2019**

**Year 1**

| **The topic for this term is:**  What was life like when our grandparents were young? | | | **The launch event for this topic will be:**  Buried time capsule on the field. | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The end of the term mini-project linking & applying knowledge is:**  What was life like for our Grandparents? | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  A grandparent to visit the classes in school. | | | |
| **Class trip/workshop linked to the topic:**  Museum of Liverpool | | | | | **Other information:** | | | |
| **Wk commencing** | **04.11.19** | **11.11.19** | **18.11.19** | **25.11.19** | **02.12.19** | **09.12.19** | **16.12.19** |  |
| English | **‘What Job?’**  - Make links to own experiences  - Discussing skills  - Taking on the role  - Creating a fact file | **‘What Job?’**  - Consolidating learning  - Researching and discussing jobs  - Fact File of chosen job | **‘What Job?’**  - Features of instruction texts  - Retrieve information  - Plan for instructional text  - Write instructional text | **Assessment Week** | **‘Growing Up’**  - Punctuation lesson  - Introducing theme of growing up through poetry  - Discussing their personal achievements  - Forming simple sentences  - Composing a poem | **‘Growing Up’**  Performance poetry ‘In My Life’ by The Beatles  - learning to appreciate poems and rhymes and to recite some by heart. | **‘Growing Up’**  Analysing and discussing ‘Grandad We Love You’  - developing a love for reading by listening to and discussing poetry |  |
| Mathematics | **‘MEP’**  - writing and using 4  - writing and using 5 | **‘MEP’**  - using 5  - revision and practise (0-5) | **‘MEP’**  - revision and practise (0-5)  - writing and using 6  - using 6 | **Assessment Week** | **‘MEP’**  - using 6  - writing and using 7  - using 7 | **‘MEP’**  - writing and using 8  - using 8  - revision and practice (0-8) | **‘MEP’**  - revision and practice (0-8)  - writing and using 9  - using 9 |  |
| Science | **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.  - Describe the simple physical properties of a variety of everyday materials.  -Compare and group together a variety of everyday materials on the basis of their simple physical properties. | **Materials**  -Discuss the differences between an object and the material from which it is made  -Use scientific words to identify the materials: wood, plastic, glass and metal  -Write songs about materials and their properties (to the tune of Frere Jacques) | **Materials**  -Explore a variety of different magnets and objects (both magnetic and non-magnetic), including paperclips in jars/bowls of water  -Discuss the properties of metal objects and why some metals stick to magnets | **Materials**  -Sort objects in the classroom according to these criteria: hard, soft, stretchy, stiff, bendy/floppy | **Materials**  -Recreate the story of The Three Little Pigs using straw, twigs, bricks and other materials  -Predict which material will be the most successful and why  -Video the story retellings with commentary and explanations  -Discuss why some pigs may not choose to use bricks (more expensive, heavier, harder work to build with, etc.) and suggest successful alternatives | **Materials**  -Use materials to recreate the alternative story of the Three Little Pigs  -Predict which material will be the most successful and why | **Forces**  **-**push and pull |  |
| History/Geography | **‘When our grandparents were young.’**  -To be able to identify and describe similarities and differences between my own childhood and a grandparent’s childhood | **‘When our grandparents were young.’**  -To be able to identify and describe similarities and differences between my home and a home in the 1950s/60s | **‘When our grandparents were young.’**  -To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/60s | **‘When our grandparents were young.’**  -To be able to identify and describe similarities and differences between shops today and those when our grandparents were children | **‘When our grandparents were young.’**  -To be able to identify and describe similarities and differences between our own experience of school and our grandparents’ experience. | **‘When our grandparents were young.’**  - Trip | **‘When our grandparents were young.’**  -To be able to use my knowledge of Grandad’s school to take part in a role play |  |
| Art / DT | **Jeannie Baker**  -Explore an artist’s work. | **Frank Stella**  -Explore an artist’s work. | **Cath Kidston**  -Explore an artist’s work. | **Henri Matisse**  -Explore an artist’s work. | **The Beatles**  -Explore their different album covers. | **The Beatles**  -Plan their own album cover based in the style of one focus artist. | **The Beatles**  -Create a collage album cover. |  |
| Religious Education World Views |  | **‘The Nativity Story’**  -To discuss special gifts. | **‘The Nativity Story’**  -To discuss what gifts Christians might give Jesus today. | **‘The Nativity Story’**  - To explore the Nativity Story | **‘The Nativity Story’**  -Retelling 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 celebrating’**  -researching cards. | **‘We are celebrating’**  -practising keyboard skills. | **‘We are celebrating’**  -working with text. | **‘We are celebrating’**  -creating images. | **‘We are celebrating’**  -combining texts with image. | **‘We are celebrating’**  -evaluating our cards. |  |  |
| Music |  |  |  |  | **‘The Beatles’**  - introducing The Beatles  - looking at different instruments used | **‘The Beatles’**  -introduce rhythm | **‘The Beatles’**  - pulse and rhythm Practical Performance |  |
| PE | **Yoga** | **Yoga** | **Yoga** | **Yoga** | **Yoga** | **Yoga** | **Yoga** |  |
| PSHE/RSE | **‘Rio Meets Callum’**  -Learning about what it is like to be partially sighted. | **‘Hearing Loss’**  -Learning about what it is like to have hearing loss. | **‘Pete Parathletics’**  -Learning about disability and parathletics. | **‘What does the photo tell us?’**  -Learning about empathy. |  |  |  |  |
| Handwriting | **‘Oxford Owl’**  Forming the letter W | **‘Oxford Owl’**  Forming the capital letter H | ‘**Oxford Owl’**  Forming the capital letter A | **‘Oxford Owl’**  Forming the capital letter J | **‘Oxford Owl’**  Practising number formation | **‘Oxford Owl’**  Practising break letters (p, b, g, j, q, z and x) |  |  |
| Phonics | **‘School Improvement Liverpool Plans’**  Miss Craig: sl, sp, sm, sc  Miss Qershori: – shr,thr and consolidating learning  Miss Williams: nd,mp,nt  Mrs Hope:  Consolidating learning, tr,dr,gr | **‘School Improvement Liverpool Plans’**  Miss Craig: sk, sn, tw, pr  Miss Qershori’s group: sl, sp, sm, sc  Miss Williams: ft,sk, pt  Mrs Hope: pt, xt, nd | **‘School Improvement Liverpool Plans’**  Miss Craig: ay, ou  Miss Qershori: sk, sn, tw, pr  Miss Williams: xt,str,nch  Mrs Hope:  nt,mp,ft | **‘School Improvement Liverpool Plans’**  Miss Craig: ie, ea  Miss Qershori: ay, ou  Miss Williams: scr, shr, thr  Mrs Hope:  Str, nch, sk | **‘School Improvement Liverpool Plans’**  Miss Craig: oy, ir  Miss Qershori: ie, ea  Miss Williams: sl, sp, sm, sc  Mrs Hope: scr,chr,thr | **‘School Improvement Liverpool Plans’**  Miss Craig: ue, aw  Miss Qershori: oy, ir  Miss Williams: sk, sn, tw, pr  Mrs Hope: sl, sp, sm, sc | **‘School Improvement Liverpool Plans’**  Miss Craig: wh, ph  Miss Qershori: ue, aw  Miss Williams: consolidation of phase 4  Mrs Hope: sk, sn, tw, pr |  |

|  |
| --- |
| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects  English & History:   * We are learning about life in the 1950/1960s in Liverpool. Children will be looking at how life was different for their grandparents. We are going to link this with the theme of growing up through a non-fiction English unit and performance poetry.   Music:   * Children will be delving deeper into the 1950/1960s era by exploring music by The Beatles.   Computing:   * To capture what the children have learnt they will produce a ‘talking book’ about life in the 1950/1960s.   Design & Technology:   * We will be designing and making a small-scale house from the 1950/1960s. |

|  |
| --- |
| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  What Liverpool was like when our Grandparents were young?  - Liverpool houses in 1950/1960s  - Toys in the 1950/1960s  - Liverpool Museum trip (When I was Little) |