**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.  |
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| **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, scMiss Qershori: – shr,thr and consolidating learningMiss Williams: nd,mp,ntMrs Hope:Consolidating learning, tr,dr,gr | **‘School Improvement Liverpool Plans’**Miss Craig: sk, sn, tw, prMiss Qershori’s group: sl, sp, sm, scMiss Williams: ft,sk, ptMrs Hope: pt, xt, nd | **‘School Improvement Liverpool Plans’**Miss Craig: ay, ouMiss Qershori: sk, sn, tw, prMiss Williams: xt,str,nchMrs Hope:nt,mp,ft | **‘School Improvement Liverpool Plans’**Miss Craig: ie, eaMiss Qershori: ay, ouMiss Williams: scr, shr, thrMrs Hope:Str, nch, sk | **‘School Improvement Liverpool Plans’**Miss Craig: oy, irMiss Qershori: ie, eaMiss Williams: sl, sp, sm, scMrs Hope: scr,chr,thr | **‘School Improvement Liverpool Plans’**Miss Craig: ue, awMiss Qershori: oy, irMiss Williams: sk, sn, tw, prMrs Hope: sl, sp, sm, sc | **‘School Improvement Liverpool Plans’**Miss Craig: wh, phMiss Qershori: ue, awMiss Williams: consolidation of phase 4Mrs Hope: sk, sn, tw, pr |  |

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| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjectsEnglish & 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.
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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of LiverpoolWhat 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) |