**Medium Term Planning: Spring 1 2020**

**Year 1**

| **The topic for this term is:**  The World | | | **The launch event for this topic will be:**  Travel agents role play in hall. | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The end of the term mini-project linking & applying knowledge is:**  To make a sculpture of a geographical feature. | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  Travel agent | | | |
| **Class trip/workshop linked to the topic:**  Liverpool John Lennon Airport | | | | | **Other information:** | | | |
| **Wk commencing** | **07.01.20** | **13.01.20** | **20.01.20** | **27.01.20** | **03.02.20** | **10.02.20** |  |  |
| English | **Grammar and Punctuation Recap**  -conjunctions  -capital letters ad full stops  -verbs, adjectives and nouns  -common exception words | **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 | **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 |  |  |
| Mathematics | **MEP 47-50:**  - Using 7  - Using 7 | **MEP 51-55:**  - Using 8  - Revision 0-8 | **MEP 56-60:**  - Revision 0-8  - Writing 9  - Using 9 | **MEP 61-65:**  - Writing 10  - Using 10  - Revision 0-10 | **MEP 66-70:**  - Revision 0-10  - Shape | **3D Shape:**  - Recognise and name common 3D shapes |  |  |
| Science | **Materials**  Switched on Science (6.1 Lesson 1)  -Distinguish between an object and the material from which it is made.  -Compare and group together a variety of everyday materials  on the basis of their simple physical properties.  Identify and classify. | **Materials**  Switched on Science (6.1 Lesson 3)  - Observe closely, using simple equipment.  Perform simple tests.  - Use their observations and ideas to suggest answers to  questions. | **Materials**  Switched on Science (6.3 Lesson 1)  - 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, water and rock. | **Materials**  Floating and Sinking Investigation  Working Scientifically  Perform simple tests to compare and group. | **Materials**  Waterproof materials investigation.  Perform simple tests to compare and group. | **Materials**  Reflective material investigation.  Perform simple tests to compare and group. |  |  |
| History/Geography | **People and their Communities**  -To describe the location and place that they live in as part of the UK. | **People and their Communities**  -To understand what the coast is like and to see it through the eyes of someone who lives there. | **People and their Communities**  -To understand what living in a rainforest is like, and to compare it with our own lives. | **People and their Communities**  -To understand how and why different buildings are built to suit different places, using the example of Timbuktu. | **People and their Communities**  -To understand what a city is, and to locate world cities on a map. | **People and their Communities**  -To explain their reasons for going on a journey to another country and imagining what a journey would be like. |  |  |
| Art / DT | **DT**  Moving pictures based on geographical features.  - To be able to create a sliding mechanism. | **DT**  Moving pictures based on geographical features.  - To be able to use levers to create a moving  mechanism. | **DT**  Moving pictures based on geographical features.  - To investigate and create wheel mechanisms. | **DT**  Moving pictures based on geographical features.  - To be able to design a picture with a moving  mechanism. | **DT**  Moving pictures based on geographical features.  - To be able to make a moving picture based on a  design. | **DT**  Moving pictures based on geographical features.  - To be able to create a sliding mechanism. |  |  |
| Religious Education World Views |  |  |  | **Prayer**  - To understand the word prayer  - To explain how people pray in different ways | **Prayer**  - To describe the different items that people use to help them pray | **Prayer**  - To describe the different reasons why people pray |  |  |
| Computing | **We are Painters**  - Looking at illustrations from traditional tales | **We are Painters**  - Planning illustrations for their traditional tales | **We are Painters**  - Creating and storing illustrations | **We are Painters**  - Retrieving and manipulating illustrations | **We are Painters**  - Making an e-book | **We are Painters**  - Evaluating the e-books |  |  |
| Music | **Music from Around the World**  Music from India  Experiment with create, select and combine sounds using the inter-related dimensions of music. | **Music from Around the World**  Classical music from the UK  Experiment with create, select and combine sounds using the inter-related dimensions of music. | **Music from Around the World**  Music from South America  Play tuned and unturned instruments musically. | **Music from Around the World**  Music from Africa  Listen with concentration and understanding of high quality live and recorded music. | **Music from Around the World**  Music from Ireland  Experiment with create, select and combine sounds using the inter-related dimensions of music. | **Music from Around the World**  Music from China  Experiment with create, select and combine sounds using the inter-related dimensions of music. |  |  |
| PE | **Dance**  - Perform basic body actions along with music | **Dance**  - Use different body parts and combine leg and arm movements | **Dance**  - Remember and repeat simple movement patterns | **Dance**  - Confidently explore space within their dances and movements | **Dance**  - Recognise that dances can have themes and stories  - Work with a partner | **Dance**  - With help, compose a basic dance movement phrase |  |  |
| PSHE/RSE | **The Go-Givers:**  **Resilience**  -To recognise, name and deal with their feelings in a  positive way. | **The Go-Givers: Who’s Afraid?**  -To recognise, name and deal with their feelings in a positive way | **The Go-Givers:**  **The clown of God**  - To think about themselves, learn from their experiences and recognise what they are good at. | **The Go-Givers:**  **Chicken Soup**  - To realise that people and other living things have needs, and that they have responsibilities to meet them |  |  |  |  |
| Handwriting | **Nelson Handwriting:**  - forming the letter J | **Nelson Handwriting:**  - forming the number 6 | **Nelson Handwriting:**  - forming the letters p, b, g, i, q, z and x | **Nelson Handwriting:**  - forming the prefix ‘un’ | **Nelson Handwriting:**  - joining the letters c and n | **Nelson Handwriting:**  - forming the suffix ‘ed’ |  |  |
| Phonics | **Liverpool School Improvement**  Miss Craig: oy, ir  Miss Williams:  scr, shr, thr  Miss Qershori:  ie, ea | **Liverpool School Improvement**  Miss Craig: ue, aw  Miss Williams: ay, ou  Miss Qershori:  oy, ir | **Liverpool School Improvement**  Miss Craig: wh, ph  Miss Williams: ie, ea  Miss Qershori:  ue, aw | **Liverpool School Improvement**  Miss Craig: ew, oe  Miss Williams: oy, ir  Miss Qershori:  wh, ph | **Liverpool School Improvement**  Miss Craig: au, ey  Miss Williams: ue, aw  Miss Qershori:  ew, oe | **Liverpool School Improvement**  Miss Craig: consolidation of phase 5 so far  Miss Williams: wh, ph  Miss Qershori:  au, ey |  |  |

|  |
| --- |
| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects  -Geography and Music- looking at the different styles of music from across the world.  -Music and PE- creating dances and movement to music from across the world.  -Science and Geography- materials and things we may need for a trip to a different country.  -DT and Geography- creating a moving picture of the rainforest. |

|  |
| --- |
| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  Looking closely at where we live in terms of the UK and the world. |