**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.  |
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| **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 materialson 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 toquestions. | **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 InvestigationWorking 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 movingmechanism. | **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 movingmechanism. | **DT**Moving pictures based on geographical features.- To be able to make a moving picture based on adesign. |  **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 AmericaPlay tuned and unturned instruments musically.  | **Music from Around the World**Music from AfricaListen with concentration and understanding of high quality live and recorded music.  | **Music from Around the World** Music from IrelandExperiment 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 apositive 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, irMiss Williams: scr, shr, thrMiss Qershori:ie, ea | **Liverpool School Improvement**Miss Craig: ue, awMiss Williams: ay, ouMiss Qershori:oy, ir  | **Liverpool School Improvement**Miss Craig: wh, phMiss Williams: ie, eaMiss Qershori:ue, aw | **Liverpool School Improvement** Miss Craig: ew, oeMiss Williams: oy, irMiss Qershori:wh, ph | **Liverpool School Improvement**Miss Craig: au, eyMiss Williams: ue, awMiss Qershori:ew, oe | **Liverpool School Improvement**Miss Craig: consolidation of phase 5 so farMiss Williams: wh, phMiss Qershori:au, ey |  |  |

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| **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.  |

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