

Medium Term Planning Summer Term

Year 1: It's a bugs life/Around the World in 30 days

Launch: Exploring the school grounds

Landing: Science Homework to end It's a bugs life

Essential Opportunities (Subject content NC coverage + schools)

History	Geography	Art	PE	RE	Music	DT
<ul style="list-style-type: none"> • Key events in the past that are significant nationally and globally • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Investigate the world's continents and oceans. • Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use fieldwork and observational skills. • Use aerial photographs. 	<ul style="list-style-type: none"> • Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers. 	<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> • Study the main stories of Christianity. 	<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music. 	<p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves based on design criteria. • generate their ideas. <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be more stable.

Essentials for Progress (skills coverage)

<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases 	<ul style="list-style-type: none"> • Ask and answer geographical questions • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information • Use thick and thin brushes. • Mix primary colours 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. 	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Recognise, name and describe some religious artefacts, places and practices. • Identify the things that are important in 	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control 	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user.
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<p>to find out about the past.</p> <ul style="list-style-type: none"> • Describe historical events and people • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time. 	<p>continents and oceans studied.</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school • Use aerial images to recognise landmarks <p>Identify land use around the school</p> <ul style="list-style-type: none"> • Use locational language • Use basic geographical vocabulary • Devise a simple map • Name and locate the world's continents and oceans. • Identify seasonal and daily weather patterns in the United Kingdom 	<p>to make secondary.</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Use a combination of shapes. • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. • Use weaving to create a pattern. 	<ul style="list-style-type: none"> • Develop tactics. • Lead others when appropriate. 	<p>their own lives and compare these to religious beliefs.</p> <ul style="list-style-type: none"> • Describe some of the main festivals or celebrations of a religion. 	<p>long and short sounds, using voice and instruments.</p> <ul style="list-style-type: none"> • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	
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Cross – Curricular opportunities (Basic Skills coverage)

Using Communication	Using Maths
<p>Writing - Cross Curricular Ideas</p> <ul style="list-style-type: none"> • Write poems based on Spring/Minibeasts • Write sentences using nouns, adjectives, suffixes, days of the week • Write a riddle about a sea creature • Write a piece of non-fiction about the life cycle of a butterfly • Write a postcard using the story Meerkat mail • Write a message in a bottle using information about Christopher Columbus • Write an adventure story based on a holiday/journey 	<p>Maths – Cross Curricular Ideas</p> <ul style="list-style-type: none"> • Count and calculate in a range of practical contexts • Repeat key concepts in practical ways – play opportunities in the role play area • Explore numbers and place value up to 100 – shaving foam numbers, chalk numbers, using numicon, tens and dienes, Cuisenaire rods • Add and subtract using mental and formal written methods – addition and subtraction activities using objects, number bonds to 20, money • Use and apply in practical contexts a range of measures, including time – using a ruler to measure animals, link position to map work

<p>Practise writing high frequency words and phonic sounds in different contexts</p> <p>Speaking and Listening : Sharing holiday news Learn spring and minibeast poems Word bank adjectives , nouns and verbs Using ‘and’ to join two ideas together in a sentence Read a range of phonic words</p>	
Computing	
<p>Essential Opportunities</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. • Use logical reasoning to predict the behaviour of simple programs. • Organise, store, manipulate and retrieve data in a range of digital formats. 	<p>Essential for Progress (Skills)</p> <p>We will learn how to use word processing to type. We will learn how to save and print, change font size and colour, we will use return, back space and caps lock. We will use the ipads to take photographs of our work and learn how to print these to keep as a record of what we have done. We will discuss what technology we have in the home that helps us with our daily lives. We will learn how to use code</p>
Science	
<p>Essential Opportunities</p> <p>Plants</p> <ul style="list-style-type: none"> • Identify, classify and describe their basic structure. • Observe and describe growth and conditions for growth. <p>Animals and humans</p> <ul style="list-style-type: none"> • Identify, classify and observe. <p>Earth and space</p> <ul style="list-style-type: none"> • Observe seasonal changes. 	<p>Essential for Progress (Skills)</p> <p>Ask simple questions.</p> <ul style="list-style-type: none"> • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.

		<ul style="list-style-type: none">• Observe changes across the four seasons. We will look at our tree in Spring and Summer and discuss the changes	
Personal Development (PSHE)			
We will be following our PSHE programme using the SEAL/Rainbow pack. During the summer term we will start by looking at ‘Relationships’. This theme explores feelings within the context of our important relationships including family and friends. After half term we will be looking at the theme of ‘Changes’. This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it.			
E-safety			
<ul style="list-style-type: none">• Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school. Using www.thinkuknow.co.uk we will explore safety through the lessons and activities using Lee and Kim’s Adventures			
Curriculum Drivers			
Community	Spiritual and Moral	Risk Taking	Mastery
As members of a community we will: Understand that we have similarities and differences and we respect these. Learn to respect our classroom and follow classroom rules and expectations.	In our spiritual and moral development we will: <i>World and beauty:</i> Look at the awe and wonder of our world, the plants and minibeasts. Be aware of our local area and the natural beauty that surrounds our school.	As risk takers we will: Learn to work independently and collaboratively on open ended tasks.	In our aim to be mastery learners we will provide plenty of opportunities to revisit skills in different contexts.
ENRICHMENT OPPORTUNITIES			
Pond dipping Science Homework Finding out countries visited on holidays			
Implications for next term			
Skills to revisit		Subject Knowledge	