



# MEDIUM TERM PLANNING | YEAR 1 2017-18 | Summer 1



Reflection Corner: Story Coordinates

Secrets of Success: Don't Give Up

Role Play: Garden Centre

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SMSC opportunities</b> <b>Social (So)</b> <b>Moral (Ma)</b> <b>Spiritual (Sp)</b> <b>Cultural (Cu)</b> <b>British Values</b>		Painshill Park – Weds 25 <sup>th</sup> April				
<b>Maths</b>	Multiplication arrays  Division	Use number fact to add and subtract 1-digit numbers to/from 2-digit numbers with totals above 10; sort out additions into those you 'just know' and those you need to work out.	Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers Add 1-digit and 2-digit numbers to 20, including adding three small numbers using pairs to 10 and doubles	Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity Compare, describe and solve practical problems, e.g. by direct comparisons for lengths and heights, weight and capacity	Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes and begin to know $2/2=1$ , $4/4=1$ and $2/4=1/2$ ; recognise, name and know value of coins 1p-£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Assessment and recap of the term



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<b>Literacy</b>	<p><b>Information texts</b></p> <p>Write instructions on how to plant and look after a bean (science link)</p>	<p><b>Information texts</b></p> <p>Write instructions about something else e.g. sandwich making etc</p>	<p><b>Stories with familiar settings</b></p> <p>Read The Curious Garden by Peter Brown Read snippets of The Secret Garden by Frances Hodgson Burnett</p> <p>What would they find if they walked up a trail to a forgotten door?</p> <p>Plan in drama session.</p>	<p><b>Stories with familiar settings</b></p> <p>Write about finding a hidden garden. What would it look like? What would you see? Recap use of adjectives.</p> <p>Prefix 'un' Exclamation sentences</p>	<p><b>Stories with familiar settings</b></p> <p>Write their own story in a familiar setting – it could be at their home, in their garden etc.</p>	<p><b>Information texts</b></p> <p>Information about Judaism – RE link</p>
<b>Science</b>	Planting beans	Wild plants	In the garden	Terrific trees	Parts of plants How do plants grow?	Identify basic plants. Identify basic plant parts (roots, leaves, flowers, etc.)
<b>Computing</b>	Re introduce logging into Purple Mash and 2Code	What is an algorithm? Algorithm monsters	2 Code Fish Game	2Code Aeroplane Game	2Code Snail Race	Assessment – create simple programs



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<p><b>Art</b></p>	<p>Introduce Paul Cummins. Talk about the style of his work.</p> <p>Show pictures and discuss.</p> <p>Free-flow activities: play dough, paint, drawing etc</p>	<p>Talk about how Paul Cummins made the poppies that were at the Tower of London. He also made other flowers.</p> <p>Start thinking about the different flowers: how would you have made them? Painting, drawing, junk modelling etc.</p>	<p>Investigate different ways of creating textures with paint using watercolour and poster paint.</p> <p>Can you add anything to the paints to change the texture?</p>	<p>Make the flower sculptures.</p> <p>Discuss how they are going to paint them – techniques they will use.</p>	<p>Paint flower sculptures.</p> <p>(Use glue to make them shine)</p>	<p>How can we make our flowers shiny? Use extra glue or varnish to make them shine.</p> <p>Group crit – what do we think of our work? What could we change?</p> <p><b>Assessment:</b> Use painting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination.</p>
<p><b>DT</b></p>	<p>Focus on Art</p>	<p>Focus on Art</p>	<p>Focus on Art</p>	<p>Focus on Art</p>	<p>Focus on Art</p>	<p>Focus on Art</p>
<p><b>Geography</b></p>	<p><b>Compass directions N/S/E/W.</b></p> <p>Go into the hall and play – North, South, East, West game</p>	<p>Make own compasses and label the directions correctly.</p> <p><b>Children look at the UK and its surrounding seas – can they say whether they are north, south, east or west of where we are?</b></p>	<p>Look at hot places in the world – where are they located on the globe? Talk about the equator.</p>	<p>Look at cold places in the world – where are they located on the globe? Do we live in a hot or cold place?</p>	<p>Compare hot and cold places. What is the UK like? Will it get colder as you head north or warmer? What about south?</p>	<p><b>Assessment: Use compass directions (north, south, east and west)</b></p>



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<b>Music</b>	<p><b>Round and Round</b>          1. Games and vocal warm ups          2. Start to learn the song Round and Round          Sing the song</p>	<p><b>Livin' La Vida Loca Round and Round</b>          1. Games and vocal warm ups          2. Sing the song Round and Round          3. Play instrumental parts          Sing the song and play instrumental parts within the song</p>	<p><b>Imperial War March Round and Round</b>          1. Games and vocal warm ups          2. Sing the song Round and Round          3. Play instrumental parts          4. Improve using voices          Sing the song, play instruments and improvise using voices within the song</p>	<p><b>If Had Better Be Tonight Round and Round</b>          1. Games and vocal warm ups          2. Sing the song Round and Round          3. Play instrumental parts          4. Improve using instruments          Sing the song, play instruments and improvise using instruments within the song</p>	<p><b>Why Don't You Round and Round</b>          1. Games and vocal warm ups          2. Sing the song Round and Round          3. Play instrumental parts          4. Improve using instruments and voices          Sing the song, play instruments and improvise using voices and instruments within the song</p>	<p><b>Oye Como Va Round and Round</b>          1. Games and vocal warm ups          2. Sing the song Round and Round          3. Play instrumental parts          4. Improve using instruments and voices          Sing the song, play instruments and improvise using voices and instruments within the song          Assessment: Follow instructions on how and when to sing or play an instrument</p>
<b>PE</b>	Gymnastics	Gymnastics  Assessment	Tennis	Tennis	Rugby	Rugby
<b>RE</b>	Why are these objects special	What is it like to live as a Jew?	What is the Torah and how is it used in the Jewish faith?	What is the importance of Shabbat within the Jewish faith?	How do Jews worship in the Synagogue	Assessment: Forms of Expression (AT1) Identity and Belonging (AT2)



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<b>PHSE</b>	Families	Making Friends	Greetings	People Who Help Us	Being My Own Best Friend	Celebrating My Special Relationships  Assessment: I can tell you why I appreciate someone who is special to me and express how I feel about them.
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