



MEDIUM TERM PLANNING | YEAR 1 2017-18 | Summer 2



Reflection Corner: Stepping Stones

Secrets of Success: I Imagine

Role Play: Rainforest Explorers

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SMSC opportunities Social (So) Moral (Ma) Spiritual (Sp) Cultural (Cu) British Values	Monday 4 th June - Zoo4You visit in school			Sports Week Sports Morning – Monday 25 th June INSET day – Friday 29 th June	Wednesday 4 th July – DT Day		
Maths	Multiplication and Division Multiplication and arrays. Sharing	Number and place value Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit numbers and solve place-value additions	Number and Place Value Multiplication and Division Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10	Measurement and Geometry Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; revise months of the year; read, interpret and create a pictogram; begin to recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes and continue repeating patterns	Mental addition and subtraction Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers; find change from 10p and from 20p	Number and place value Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more and 10 less than any number to 100; explore patterns in 10s, 5s and 2s on a 9×9 grid; count in tens from any given number	Recap of term



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Literacy	<p>Animal Descriptions</p> <p>Focus sentence writing – full stops and capital letters.</p>	<p>Animal Descriptions</p> <p>Focus on exclamation marks and adjectives.</p>	<p>Animal Fact Files</p> <p>Focus on asking questions and question marks</p>	<p>Poems about animals</p> <p>Read poems about animals – Rumble in the Jungle</p> <p>Features of poetry – rhythm and rhyme</p>	<p>Poems about animals</p> <p>Change a poem from Rumble in the Jungle</p>	<p>Poems about animals</p> <p>Create own animal poem.</p>	<p>Recount Writing and Memories about Year 1</p> <p>Children make a booklet Adjectives Similes</p>
Science	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals.</p> <p>Naming and identifying animals.</p> <p>Birds and land invertebrates</p>	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals.</p> <p>Naming and identifying animals.</p> <p>Mammals and aquatic mammals</p>	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals.</p> <p>Naming and identifying animals.</p>	<p>Sort and group animals</p> <p>Looking at the different structures of animals –Classifying animals</p> <p>Reptiles, amphibians and fish</p>	<p>Which animals are carnivores, herbivores and omnivores?</p> <p>Recording data</p>	<p>Describe the structure of common animals</p> <p>For example describing a beetle; it has a hard shell</p> <p>Sketching animals</p>	<p>Assessment</p> <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).</p>



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Computing 9	Purple Mash: Animal paint projects.	Purple Mash: Animal paint projects.	Purple Mash: Animal paint projects.	Keeping personal information safe – Hector's World Week 1	Keeping personal information safe – Hector's World Week 2	Keeping personal information safe – Hector's World Week 3	Keeping personal information safe quiz
DT	Discuss different mechanisms. What have we used before? E.g split pins/levers	How to secure materials together e.g pins/celotape/ glue What works best with different materials?	Moving animal picture design What techniques will you have to use? What materials will you use?	Practise making a moving lever picture.	DT Day – create a moving lever picture of an animal.	To create products using levers, wheels and mechanics Create products using levers. Design products that have a clear purpose and an intended user.	Make thank you cards.
History	What makes a person significant? Why are explorers significant people?	Who was Ibn Battuta? When did he live? Introduce timeline of explorers to children.	Who was Christopher Columbus? Write a message in a bottle describing the experiences of Christopher Columbus.	Neil Armstrong	Robert Falcon Scott (Scott of the Antarctic). Comparison with explorers that have been there since. What are the changes that have occurred in extreme weather exploring since Captain Scott travelled to the Antarctic? Add more recent Antarctic explorers to the timeline.	Assessment KPI: Describe significant people from the past.	Modern Day Explorers



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<p>Music</p>	<p>Charanga – Recorder Stage 1</p> <p>Explain how to produce a sound on a recorder. Point out that a recorder must be given the same amount of respect as any other instrument.</p>	<p>To understand pulse and move in time to the music To begin to understand musical words (pulse, beat, rhythm, pitch) To rap and sing in time To understand how to assemble and put away the instrument</p>	<p>To move/clap the pulse in time with the music with increasing accuracy To sing with increasing confidence and expression To assemble and put away the instrument independently To play a note on the beat</p>	<p>To begin using musical words to describe music (pulse, beat, rhythm, pitch) To understand the difference between pulse (or beat) and rhythm To show good posture, rested and seated position on the instrument To begin improvising rhythms on the instrument</p>	<p>To use musical words to describe music To play rhythms with increasing accuracy in games To play notes on the beat, accurately every time To perform a complete piece together</p>	<p>To use musical words to describe and compare music To play instrument with increasing accuracy To begin improvising vocally To begin to understand structure and arrangement</p>	<p>Assessment: To take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument</p>
<p>PE</p>	<p>Throwing To revisit the fundamentals of an underarm and overarm throw. How to throw for accuracy. How to throw for distance.</p>	<p>Throwing To introduce the fundamentals involved in throwing a bean bag for distance. To learn how to throw a foam javelin.</p> <p>Obstacle Races Students will learn what an obstacle race is. Students will participate in an obstacle race.</p>	<p>Baton Exchange Students will learn the correct way to hold a baton. How to hand over a baton in a relay race.</p>	<p>Sports Week/Sports Morning</p>	<p>Kickball/Games</p>	<p>Kickball/Games</p>	<p>Kickball/Games</p>



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RE	Introduction – Why are they having a Jewish party?	What is Rosh Hashanah? (Jewish New Year)	Why are they having another Jewish party? Sukkot	Why are they having a party in December? Hanukkah	Why are they having a Jewish festival called Purim?	Assessment: AT1: Practices and Ways of Life AT2: Values and Commitments	Thank you prayers
PHSE	Changing Me Piece 1 – Life Cycles	Changing Me Piece 2 – Changing Me	Changing Me Piece 3 – My Changing Body	Changing Me Piece 4 – Boys and Girls Bodies	Changing Me Piece 5 – Learning and Growing	Changing Me Piece 6 – Coping with Changes	Moving to Year 2 – feelings and emotions