

Term: Summer 2 2019		Year One Medium Term Planning				Mrs Sheldon, Mrs Mackie & Mrs Copping			
		Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:	Week 7:	Week 8:
Writing	Composition	The Very hungry Caterpillar Imitation	The very Hungry caterpillar Innovation	The very hungry caterpillar Imitation	Info texts Minibeasts	Assessment week	Minibeast Poems	End of year activities	
		<ul style="list-style-type: none"> <li>a) Write sentences by: 1. saying out loud what they are going to write about</li> <li>b) sequencing sentences to form short narratives makes sense</li> <li>d) discuss what they have written with the teacher or other pupil peers &amp; teacher</li> </ul>				<ul style="list-style-type: none"> <li>2. composing a sentence orally before writing it</li> <li>c) re-reading what they have written to check that it</li> <li>e) read aloud writing clearly enough to be heard by</li> </ul>			
	VG & P	<ul style="list-style-type: none"> <li>a) leaving spaces between words</li> <li>c) punctuate sentences using a capital letter &amp; full stop, question or exclamation mark pronoun 'I'</li> <li>e) learning the grammar for year 1 in English Appendix 2 discussing their writing</li> </ul>				<ul style="list-style-type: none"> <li>b) joining words and joining clauses using and</li> <li>d) using a capital letter for proper nouns &amp; the personal</li> <li>f) use grammatical terminology in Appendix 2 in</li> </ul>			
Spoken Language	<ul style="list-style-type: none"> <li>a) listen and respond appropriately to adults and their peers &amp; knowledge</li> <li>c) use relevant strategies to build their vocabulary</li> <li>e) give structured descriptions, explanations &amp; narratives for dif. Purposes</li> <li>h) speak audibly and fluently play, etc</li> </ul>				<ul style="list-style-type: none"> <li>b) ask relevant questions to extend their understanding</li> <li>d) articulate and justify answers, arguments and opinions</li> <li>g) use spoken language to develop understanding</li> <li>i) join in discussions, presentations, performances, role play, etc</li> </ul>				
Hand Writing	<ul style="list-style-type: none"> <li>a) sit correctly at a table, holding a pencil comfortably &amp; correctly finishing in right place</li> <li>c) form capital letters</li> <li>e) understand which letters belong to which handwriting 'families' &amp; practise these (cursive - joined)</li> </ul>				<ul style="list-style-type: none"> <li>b) form lower-case letters in correctly, starting &amp;</li> <li>d) form digits 0-9</li> </ul>				
Reading Comprehension	Pleasure	<ul style="list-style-type: none"> <li>a) listening to and discussing a wide range of poems, stories and non-fiction</li> <li>c) familiarisation of key stories, traditional &amp; fairy tales, retelling &amp; exploring features</li> <li>f) discussing word meanings, linking new meanings to those already known</li> </ul>				<ul style="list-style-type: none"> <li>b) link what they read or hear to own experiences</li> <li>d) recognising &amp; joining in with predictable phrases</li> </ul>			
	Books	<ul style="list-style-type: none"> <li>a) draw on what they know or on background information &amp; vocab. from teacher correcting mistakes</li> <li>c) discussing significance of title &amp; events</li> <li>e) predicting what might happen on basis of what has been read</li> </ul>				<ul style="list-style-type: none"> <li>b) checking that text makes sense as they read,</li> <li>d) making inferences on basis of what is being said &amp; done</li> </ul>			
	Discuss what's read to them, taking turns & listening to others								
Explain understanding of what is read to them									

<b>Phonics</b>	<b>Reading</b>	Twice daily phonics input according to <b>Letters &amp; Sounds</b> , and a <b>daily guided reading carousel</b>		
		<ul style="list-style-type: none"> <li>a) apply phonic knowledge and skills as the route to decode words</li> <li>c) read accurately by blending sounds in unfamiliar words correspondences '</li> <li>h) read aloud books that are consistent with their developing phonic knowledge confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>b) respond speedily with the correct sound to graphemes</li> <li>d) read common exception words, noting unusual</li> <li>i) re-read these books to build up their fluency &amp;</li> </ul>	
	<b>Spelling</b>	<ul style="list-style-type: none"> <li>a) words containing each of the 40+ phonemes already taught,</li> <li>c) the days of the week</li> <li>e) naming the letters of the alphabet in order spellings of same sound</li> <li>g) using spelling rule for adding -s or -es for nouns &amp; third person singular for verbs</li> <li>i) using -ing, -ed, -er &amp; -est with no change needed to spelling of root word English Appendix 1</li> <li>k) write from memory simple sentences dictated by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>b) common exception words</li> <li>d) name the letters of the alphabet</li> <li>f) using letter names to distinguish between different</li> <li>h) using the prefix un-</li> <li>j) apply simple spelling rules and guidance, as listed in</li> </ul>	

**White Rose Maths**

**Block 3 Geometry: Position & Direction (1 week)**

- Describe turns
- Describe Position (1)
- Describe Position (2)

**Block 4 Number: Place Value within 100 (2 weeks)**

- Counting to 100
- Partitioning numbers
- Comparing numbers (1)
- Comparing numbers (2)
- Ordering numbers
- One more, one less

**Block 5 Measurement: Money (1 week)**

- Recognising coins
- Recognising notes
- Counting in coins

**Block 6 Time (2 weeks)**

- Before and after
- Dates
- Time to the hour
- Time to the half hour
- Writing time
- Comparing time

**Science**

Sc1/2.1 Plants:

Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees

Sc1/1 Working Scientifically:

Sc1/1.1 asking simple questions and recognising that they can be answered in different ways

Sc1/1.2 observing closely, using simple equipment

Sc1/1.3 performing simple tests

Sc1/1.4 identifying and classifying

Sc1/1.5 using their observations and ideas to suggest answers to questions

Sc1/1.6 gathering and recording data to help in answering questions.

1.06 Know about the basic conditions needed for living things to survive

1.07 Know about the differences between living things and things that have never been alive

1.08 Know that living things grow and reproduce

1.09 Know that the features of the school environment affect the types of living things found there

1.10 Be able to sort living things into simple groups 1.11 Be able to recognise living things in the school environment

1.12 Understand that different locations support different living things

1.14 Know the names and characteristics of a range of animals

1.20 Know the names of the parts of plants

1.21 Know that seeds grow into plants

1.22 Know that plants need light to grow

	1.23 Know that plants need water to grow								
Computing	<p>Rising Stars: <i>We are celebrating!</i>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Develop basic word processing and formatting skills</li> </ul>								
IPC	<b>Flowers and Insects</b>								
	<b>Week 1:</b>	<b>Week 2:</b>	<b>Week 3:</b>	<b>Week 4:</b>	<b>Week 5:</b>	<b>Week 6:</b>	<b>Week 7:</b>	<b>Week 8:</b>	

	<p>Introduce our very own caterpillar kits!</p> <p>Discuss and show various life cycles including humans.</p> <p>Trip to Butterfly farm</p>	<p>Task 1: Recount trip</p> <p>Task 2: Life cycle of a butterfly</p>	<p>What is an insect?</p> <p>Show and discuss a range of minibeasts. How can we sort them? Wings/no wings, number of legs etc.</p>	<p>Research ants. Are ants' insects? What body parts do they have?</p> <p>Go on an ant hunt? Where will we find some? Take magnifying glasses.</p> <p>Children to draw and label an ant.</p>	<p>Watch Bee movie (English links) Research bees. Discuss the links between flowers and bees.</p> <p>Geography link: How do Bees help the environment? Could we live/survive without bees?</p>	<p>Music Task 1:</p> <p>Listen to the flight of the honeybee. Which instruments can you hear? Experiment with percussion</p> <p>Task 2: Learn, sing and perform some minibeast songs.</p>	<p>Art Task 1:</p> <p>Study artists who have created pieces around flowers/nature.</p> <p>Task 2: Children to create their own in a similar style.</p>	<p>End of year activities.</p>
--	---	--	--	--	--	---	--	--------------------------------

<p><b>Design &amp; Technology</b></p>	<p><b>Pupils should be taught about:</b></p> <p><b>Design:</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria  - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make:</b> - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate:</b> - Explore and evaluate a range of existing products  - Evaluate their ideas and products against design criteria</p> <p><b>Technical Knowledge:</b> - Build structures, exploring how they can be made stronger, stiffer and more stable  - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
---------------------------------------	--

<b>Art &amp; Design</b>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- To use a range of materials creatively to design and make products</li> <li>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>
<b>RE</b>	<p><b>Judaism</b></p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>-to know about religious artefacts and how they are used</li> <li>-to compare two religions</li> <li>-to think about groups that they belong to</li> </ul>
<b>PSHE</b>	<p><b>Year A: Living Long, Living Strong</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• understand the need for basic hygiene</li> <li>• know that people change and grow</li> <li>• explore and understand different types of families</li> <li>• know how to look after their teeth</li> <li>• know how to stay healthy</li> <li>• set a personal goal</li> </ul>
<b>PE</b>	<p><b>Indoor PE: Dance - Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, &amp; begin to apply these in a range of activities</li> <li>- Perform dances using simple movement patterns.</li> </ul> <p><b>Outdoor PE: Games - Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>- Participate in team games, developing simple tactics for attacking and defending</li> </ul>