

Summer 1 2018 Medium Term Plan Year 1

Topic = Once upon a time...

Starting point (Hook): Into the forest. Storytelling with Y6.

Outcome: Woodland visit.

Role play area: Chn to vote and make during out first week.

Trips/visitors: Woodland visit.

Topic display: Woodland/ plant scene

English display: Children's fairy-tale work.

			Creative curriculum/Learning journey			
Week	Special events	Literacy Focus text – Into the forest/ Fairytale	Science learning Theme/area – Plants Key Question: What do seeds need to grow?	History learning Theme/area – Significant individuals. Victorian study.	Art & DT learning Theme/area –	Computing learning Theme/area – Scratch
1		Into the forest- getting to know the text. Asking questions and exploring interests.		Significant individuals- Charles Dickens. What did he do?	Investigating ingredients to make porridge.	Creating fairy-tale settings.
2		Goldilocks and the three bears. Story writing and innovation.	Using seeds, predicting what might grow. Planting- what do we think that seeds need to grow? Setting up experiment (child led).	Significant individuals- Charles Dickens. All about CD.	Where will our ingredients come from?	Adding a character to your setting. Possible motion added.
3		Goldilocks and the three bears. Story writing and innovation.	Making and recording observations on seeds. Reading and discussing variables.	Significant individuals- Charles Dickens. Exploring the impact he has had worldwide.		Sound and motion added to Fairy-tale scene.
4		The three little pigs Story writing and innovation.	Naming and describing plants. Making simple observations and predicting how the plants might change over the next two weeks (monitor each week and record findings).	Significant individuals- Queen Victoria I Exploring the impact of her Monarch.		

5	SATS	Non-fiction <i>Instructions</i>	Evaluating findings from both plant observations		Designing porridge- Tasting porridge- which temperature is best and why?	
6	SATS	Non-fiction <i>Report (bears)</i>			Adding toppings to porridge and evaluating.	

Week	Maths Key areas to cover	Music Theme/area –	P.E Theme/area – Cricket	P.E Theme/area – Striking and fielding games.	PSHE/JIGSAW Theme/area – managing self/ keeping safe	R.E Theme/area –
1	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)	Charanga- Your imagination.	Throwing and catching. Re-visit catching variables- different heights, left, right and straight.	Introduction to rounders.	how to contribute to the life of the classroom to help construct, and agree to follow, group and class rules and to understand how these rules help them	Judaism – exploring and comparing a Jewish home.
2	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)		Catching techniques- stopping the ball (barrier).	Throwing/ catching small balls	that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)	Judaism- exploring and understanding special events. Shabbat.
3	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)		Throwing techniques- wrist flick -seated to standing throw.	Batting practise- game scenario	that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	Judaism- exploring and understanding special events. Shabbat.

					about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices	
4	Fractions. Exploring $\frac{1}{2}$ and $\frac{1}{4}$		Batting- grip and stance.	Putting into game scenario- counting rounders	to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	
5	Fractions. Exploring $\frac{1}{2}$ and $\frac{1}{4}$		Batting- backswing and step.	Rounders games- $\frac{1}{2}$ and $\frac{1}{2}$	that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
6	Geometry: position and direction.		Batting- the straight drive. TBC in term 6.	Rounders games- $\frac{1}{2}$ and $\frac{1}{2}$	that they belong to various groups and communities such as family and school	

