

Medium Term Planning: Autumn 2 2018

Year 1

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|---|--|--|--|---|--|---|--|-----------------|
| The topic for this term is: What was life like when our grandparents were young? | | The launch event for this topic will be: Going back in time to a 1950/1960's classroom | | | | | | |
| The end of the term mini-project linking & applying knowledge is: Building homes on a 1950/1960's street in Liverpool | | | | | The visitor from employment, linked to the knowledge acquired this term, will be: A grandparent to visit the classes in school | | | |
| Class trip/workshop linked to the topic: 'When I was little' Museum of Liverpool | | | | | Other information: | | | |
| Wk commencing | 29.10.18 | 05.11.18 | 12.11.18 | 19.11.18 | 26.11.18 | 03.12.18 | 10.12.18 | 17.12.18 |
| English | 'What Job?' - Make links to own experiences - Discussing skills - Taking on the role - Creating a fact file | 'What Job?' - Features of instruction texts - Retrieve information - Plan for instructional text - Write instructional text | 'What Job?' - Consolidating learning - Researching and discussing jobs - Fact File of chosen job | 'Growing Up' - Punctuation lesson - Introducing theme of growing up through poetry - Discussing their personal achievements - Forming simple sentences - Composing a poem | Assessment Week | 'Growing Up' Performance poetry 'In My Life' by The Beatles - learning to appreciate poems and rhymes and to recite some by heart. | 'Growing Up' Analysing and discussing 'Grandad We Love You' - developing a love for reading by listening to and discussing poetry | |
| Mathematics | 'MEP' - Comparisons: balancing equations - Writing and using number 3 - Writing and using number 4 | 'MEP' - Writing and using number 4 | 'MEP' - Writing and using number 5 | 'MEP' - Writing and using number 5 - Revision (0-5) | Assessment Week | 'MEP' - Revision (0-5) - Writing and using number 6 | 'MEP' - Using the number 3; equalities and inequalities - Writing and using number 7 | |
| Science | Seasons Observe and describe weather associated with Autumn | | | | | | | |
| History/Geography | 'When our grandparents were young.' - Has childhood always been the same? - To create a | 'When our grandparents were young.' - Was Grandad's bedroom like mine? - To identify and | 'When our grandparents were young.' - How cool was Granny's school? - To identify and describe | 'When our grandparents were young.' - Did Grandad have an X-Box? - To identify and describe | 'When our grandparents were young.' - How did Grandma spend her pocket money? | 'When our grandparents were young.' - Trip | 'When our grandparents were young.' - Fact File about toys through time - To be able to produce a fact file | |

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| | timetable our grandparents may have had | describe differences and similarities between our own homes and the types of homes our parents might have grown up in | differences and similarities between our own experience of school and the experience our grandparents may have had | differences and similarities between the toys we play with and the toys our grandparents played with when they were young | - To identify and describe differences and similarities between how we spend our pocket money and how our parents might have spent theirs. | | about a member of The Beatles | |
| Art / DT | 'Seasons' - Autumn Leaves Printing | | 'Structures' - exploring Liverpool now and then | 'Structures' - exploring the interior of a 1950/1960's home | 'Structures' - evaluation of materials for purposes | 'Structures' - designing homes | 'Structures' - writing instructions for building a home | Project Week - To make a house from the 1950/1960s in Liverpool |
| Religious Education World Views | | | | | 'The Nativity Story' - To explore the Nativity Story | 'The Nativity Story' - To explain why the gifts given to the baby Jesus were so special | 'The Nativity Story' - To compare the Nativity's giving of gifts to Christian's giving gifts at Christmas | |
| Computing | 'We are storytellers' - listening to and discussing audio books | 'We are storytellers' - producing a talking book (page one: 1950/1960s – 2000s timeline) - using audio and pictures | 'We are storytellers' - producing a talking book (page two: 1950/1960s homes) - using audio and pictures | 'We are storytellers' - producing a talking book (page three: 1950/1960s school) - using audio and pictures | 'We are storytellers' - producing a talking book (page four: 1950/1960s toys) - using audio and pictures | 'We are storytellers' - producing a talking book (page five: 1950/1960s coins and sweets) - using audio and pictures | 'We are storytellers' - producing a talking book (page six: 1950/1960s music) - using audio and pictures | |
| Music | | 'The Beatles' - introducing The Beatles - looking at different instruments used | 'The Beatles' -introduce rhythm | 'The Beatles' - pulse and rhythm Practical Performance | 'The Beatles' - introducing pitch | 'The Beatles' - changing pitch of a famous Beatles song | 'The Beatles' Performance of Beatles song | Project Week - Beatles song playing in D&T houses |
| PE | 'Ball Skills' Be able to send an | 'Ball Skills' Be able to send an | 'Ball Skills' Identify space to | 'Ball Skills' Chase, stop and | 'Ball Skills' Chase, stop and | 'Ball Skills' Move towards a | 'Ball Skills' Move towards a | |

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| | object with increased confidence using hand or bat | object with increased confidence using hand or bat | send a ball | control balls and other objects such as beanbags or hoops | control balls and other objects such as beanbags or hoops | moving ball to return with hand or bat | moving ball to return with hand or bat | |
| PSHE/RSE | Health and Wellbeing | | | Health and Wellbeing | | | Health and Wellbeing | |
| Handwriting | 'Oxford Owl' Forming the letter Z | 'Oxford Owl' Forming the letter W | 'Oxford Owl' Forming the capital letter H | 'Oxford Owl' Forming the capital letter A | 'Oxford Owl' Forming the capital letter J | 'Oxford Owl' Practising number formation | 'Oxford Owl' Practising break letters (p, b, g, j, q, z and x) | |
| Phonics | 'School Improvement Liverpool Plans' Miss Craig's group - ay, ou, ie Miss Horlick's group - tr, dr, gr, fr, cr, br, pr Miss Qershori's group- consolidating initial consonant blends, lp, lk, nd, mp Miss Hughes' group-recap phase 3 sounds learnt so far, oi, ur, ear, or | 'School Improvement Liverpool Plans' Miss Craig's group - ea, oy, ir Miss Horlick's group - bl, fl, cl, gl, pl, sl Miss Qershori's group-nch, scr, thr, str, ay Miss Hughes' group-er, air, ure, tr, dr | 'School Improvement Liverpool Plans' Miss Craig's group - ou, wh, ph Miss Horlick's group - sm, sp, sc, sk, sn, st Miss Qershori's group-ou, ie, ea Miss Hughes' group- gr, fr, cr, br, pr | 'School Improvement Liverpool Plans' Miss Craig's group - consolidation of all phonemes taught Miss Horlick's group - consolidation of all phonemes taught Miss Qershori's group-oy, ir, ou Miss Hughes' group-bl, fl, cl, gl, pl | 'School Improvement Liverpool Plans' Miss Craig's group - aw, ew, oe Miss Horlick's group - tw, pr, mp Miss Qershori's group-wh, ph, consolidating sounds taught. Miss Hughes' group-sl, sm, sp, sc, sk | 'School Improvement Liverpool Plans' Miss Craig's group - au, a-e, e-e Miss Horlick's group - nd, nk, nt Miss Qershori's group- consolidating phase 5 sounds taught Miss Hughes' group- sn, st, consolidating all phase 4 taught | 'School Improvement Liverpool Plans' Miss Craig's group - i-e, o-e, u-e Miss Horlick's group - ft, lt, pt, xt Miss Qershori's group-aw, ew, oe Miss Hughes' group- tw, pr, mp, nd, nk | |



Linking knowledge across subjects

Summarise where you will link knowledge across different subjects

English & History:

- We are learning about life in the 1950/1960s in Liverpool. Children will be looking at how life was different for their grandparents. We are going to link this with the theme of growing up through a non-fiction English unit and performance poetry.

Music:

- Children will be delving deeper into the 1950/1960s era by exploring music by The Beatles.

Computing:

- To capture what the children have learnt they will produce a 'talking book' about life in the 1950/1960s.

Design & Technology:

- We will be designing and making a small-scale house from the 1950/1960s.



Learning about Liverpool

If applicable, summarise how this topic will develop pupil's knowledge on the city of Liverpool!

What Liverpool was like when our Grandparents were young?

- Liverpool houses in 1950/1960s
- Toys in the 1950/1960s
- Liverpool Museum trip (When I was Little)