

Medium Term Planning: Autumn 2 2018

Year 1

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)