**Medium Term Planning: Autumn 1 2019**

**Year 1**

| **The topic for this term is:**Our Local Area  | **The launch event for this topic will be:** Helping the ‘Mayor of Liverpool’ to update his old maps of Fazakerley.  |
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| **The end of the term mini-project linking & applying knowledge is:**Building a 3D model of our local area. | **The visitor from employment, linked to the knowledge acquired this term, will be:**A reporter from the Liverpool Echo. |
| **Class trip/workshop linked to the topic:**Local area walk  | **Other information:** |
| **Wk commencing** | **02.09.19** | **09.09.19** | **16.09.19** | **23.09.19** | **30.09.19** | **07.10.19** | **14.10.19** | **21.10.19** |
| English | -Sentence structure and composition  | **‘Once upon a time WordSmith Unit**- Introduce fairy tales- Features of fairy tales- Sequencing fairy tales- Question marks-Retelling the story | **Once upon a time WordSmith Unit**- Oral composition- Questions and punctuation- Predictions- Word sounds | **Once upon a time WordSmith Unit**- Exploring different versions of fairy tales- Inference- Writing own version of a fairy tale- Features of fairy tales- Sentence punctuation | **Once upon a time WordSmith Unit**- Sentence composition - Punctuation- Exploring character through drama- Writing about characters- Discussing our favourite fairy tales | **Sensational Senses**- link what they hear or see with their own experiences-experiment with sound effects- Recognise and join in with repeated or predictable parts of a poem- Sound words- Experiment with sound and rhythm | **Sensational Senses**- Rehearse sentences orally before writing them down- Write simple sentences- Use real and invented words to describe things they can feel- Check sentences for correct structure | **Wordsmith:** **Word Detectives**- Syllables- Compound Words- The Prefix ‘un’- Plurals- Suffixes |
| Mathematics | -Number formation and recognition  | **‘MEP’**-comparisons left to right-comparisons up and down -comparisons ordering -comparison of sets  | **‘MEP’**-comparison of sets-comparisons more, less, equal to-position and direction  | **‘MEP’**-comparison of sets-less than, more than and equal to  | **‘MEP’****-**identifying and writing 0-identifying and writing 1-identifying and writing 2  | **‘MEP’**-writing and using +,-,=-writing and using 0,1,2-comparisons  | **‘MEP’**-comparisons -writing and using 3-writing and using 4 | **‘MEP’**-writing and using 4-writing and using 5 |
| Science |  | **Wonderful Weather**-Consider what they already know about weather and generate questions.-Make observations and respond appropriately.-Look at weather forecasts and the symbols used by forecasters.-Create weather forecasts about the weather at school. | **Wonderful Weather**-Observe, record and discuss the weather.-Understand how the observed weather is typical (or not) of the weather for the season.-Create a collage of the current season, weather and wildlife and compare to other seasons in the year. | **Wonderful Weather**-Understand that the day length changes each day and varies from season to season.-Investigate shadows and their shapes.-Consider the questions: Does my shadow always look like that? What was it like first thing in the morning? Is it better to play shadow tag at lunchtime or after school? | **Wonderful Weather**-Consider what effect rain has on us and our daily lives.-Design and make a weather station.-Record the rainfall over a period of time.-Make predictions about the results from the rainfall gauges.-Use the scientific vocabulary: weather, rainfall, precipitation and data. | **Wonderful Weather**-Make a wind sock to measure wind direction.-Observe and record wind direction over time and notice patterns between rainfall and wind, and changes in direction.-Use the scientific vocabulary: wind, direction, gauge, patterns and data. | **Wonderful Weather**-Consider warm and cold weather and measure temperature.-Understand air temperature changes across the seasons.-Make a thermometer box to use outside to measure temperature.-Use the scientific vocabulary: wind, direction, gauge, patterns and data. | **Physics Light**-shadows |
| History/Geography | **Launch Event**  | **Maps** | **Local Area** | **Local Area** | **Local Area** | **Local Area** | **Local Area** |  |
| Art / DT |  | **‘Structures’**- exploring how the buildings have changed structurally. | **‘Structures’**-Local Area Trip  | **‘Structures’**- evaluation of materials for purposes | **‘Structures’**- sketching and planning their building.  | **‘Structures’**- writing instructions for building a home | **‘Structures’**- creating the buildings  | **‘Structures’**- putting all building together to create our local area.  |
| 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 Treasure Hunters**-introducing positional and directional language  | **We are Treasure Hunters**-recording algorithms  | **We are Treasure Hunters**-introducing the robot  | **We are Treasure Hunters**-introducing programming  | **We are Treasure Hunters**-creating a map for our robot to travel around  | **We are Treasure Hunters**-programming the robot to move around the map.  | **We are Treasure Hunters**-using all skills to create algorithms and move robot around 3D model of the local area |
| Music |  |  |   |  |  | **Charanga**-‘Hey You’ | **Charanga**-‘Hey You’ | **Charanga**-‘Hey You’ |
| PE |  | **‘Ball Skills’**Be able to send an object with increased confidence using hand or bat | **‘Ball Skills’**Be able to send an object with increased confidence using hand or bat | **‘Ball Skills’**Identify space to send a ball | **‘Ball Skills’**Chase, stop and control balls and other objects such as beanbags or hoops | **‘Ball Skills’**Chase, stop and control balls and other objects such as beanbags or hoops | **‘Ball Skills’**Move towards a moving ball to return with hand or bat | **‘Ball Skills’**Move towards a moving ball to return with hand or bat |
| PSHE/RSE | **Our Rules**-getting on and falling out,- roles and responsibilities -groups and communities | **Meet the Go-Givers**-equality and diversity -friendships  | **Exploring out Community** -our community -groups and communities | **Good Neighbours** -responding in emergencies -groups and communities-keeping safe and making choices  | **Rules: You Can’t do That Here**-feelings |  |  |  |
| Handwriting | **‘Oxford Owl’**-forming letter ‘c’ | **‘Oxford Owl’**-forming letter ‘d’ | **‘Oxford Owl’**-forming letter ‘l’ | **‘Oxford Owl’**-forming letter ‘i’ | **‘Oxford Owl’**-forming letter ‘r’ | **‘Oxford Owl’**-forming letter ‘k’ | **‘Oxford Owl’**-forming letter ‘z’ | **‘Oxford Owl’**-forming letter ‘w’ |
| Phonics | **‘School Improvement Liverpool Plans’**Miss Craig’s group – consolidation of all phonemes taughtMiss Qershori’s group- consolidation of all phonemes taught Miss Hughes group - consolidation of all phonemes taughtMiss Williams group- consolidation of all phonemes taught | **‘School Improvement Liverpool Plans’**Miss Craig’s group – consolidation of all phonemes taught and tr,dr,grMiss Qershori’s group- consolidation of all phonemes taught Miss Hughes group - consolidation of all phonemes taughtMiss Williams group- consolidation of all phonemes taught | **‘School Improvement Liverpool Plans’**Miss Craig’s group – cr,br,fr,stMiss Qershori’s group- tr,dr,gr,Miss Hughes group - consolidation of all phonemes taughtMiss Williams group- consolidation of all phonemes taught | **‘School Improvement Liverpool Plans’**Miss Craig’s group – bl,fl,gl,pl,clMiss Qershori’s group- cr,br,fr,stMiss Hughes group – tr,dr,grMiss Williams group- consolidation of all phonemes taught | **‘School Improvement Liverpool Plans’**Miss Craig’s group – lp,lf,lk,lt,nkMiss Qershori’s group- bl,fl,gl,pl,clMiss Hughes group - cr,br,fr,stMiss Williams group- tr,dr,gr | **‘School Improvement Liverpool Plans’**Miss Craig’s group – nd,mp,nt,ft,skMiss Qershori’s group- lp,lf,lk,lt,nkMiss Hughes group - bl,fl,gl,pl,clMiss Williams group- cr,br,fr,st | **‘School Improvement Liverpool Plans’**Miss Craig’s group – pt,xt,str,nch,scrMiss Qershori’s group- nd,mp,nt,ft,skMiss Hughes group - lp,lf,lk,lt,nkMiss Williams group- bl,fl,gl,pl,cl | **‘School Improvement Liverpool Plans’**Miss Craig’s group – shr,thr and consolidating learningMiss Qershori’s group- pt,xt,str,nch,scrMiss Hughes group - lp,lf,lk,lt,nkMiss Williams group- bl,fl,gl,pl,cl |

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| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjectsGeography and Science- linking the weather to our local area.Computing and Geography- programming a robot to move around of the local area.Maths and Computing- using positional and directional language.Maths and Science- creating charts to describe the weather.Geography and DT- designing a 3D model of our local area.Computing and DT- robot will be moving around the model of the local area.English and Geography- adapting a traditional fairytale so that it is set in Liverpool. |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool**The Geography unit will be looking at the local area of Fazakerley and also expanding to the city centre. The children will also be adapting a fairytale to include the local area as the setting. Children will also be taking part in a local walk.** |