**Medium Term Planning: Spring 2 2019**

**Year 1**

| **The topic for this term is:**  Explorers | | | **The launch event for this topic will be:**  A ride in a spaceship and a visit to Space. | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:**  Group presentation to year 2 of the information the children have learnt about local heroes. | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  Reverend Mike | | | |
| **Class trip/workshop linked to the topic:**  Class trip to the Church linked with our RE topic of Easter | | | | | **Other information:** | | | |
| **Wk commencing** | **24.02.20** | **02.03.20** | **09.03.20** | **16.03.20** | **23.03.20** | **30.03.20** |  |  |
| English | **Fantastic Voyages**  - explore setting vocabulary  - ask and answer questions, and make predictions  - explore a character  - explore setting and description  - sequencing events | **Fantastic Voyages**  - making inferences  - plan a story  - orally compose the beginning, middle and ending of a story, before writing  - ask and answer questions  - make predictions and inferences | **Fantastic Voyages**  - compose a diary entry for choral reading  - explore features of a diary  - write own diary entry  - compare two stories  - join sentences with ‘and’ | **Fantastic Voyages**  - build vocabulary through description  - orally compose and write a postcard  - plan a new story  - write a new story  - evaluate and edit a story | ASSESSMENT WEEK | **Pattern and Rhyme**  - exploring rhyme  - performing a poem  - create their own countdown poem  - exploring imagery  - create their own rhyming strings in the style of a poem |  |  |
| Mathematics | **MEP (Lessons 73 – 77)**  - days, weeks and months  - revision and practise 0-10 | **Time:**  - sequence events in chronological order using language  - recognise and use language relating to dates, including days of the week, weeks,  months and years  - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | **MEP (Lessons 78 – 82)**  - revision and practise 0-10  - number line 0-20  - operations without crossing 10 | **Money:**  - Recognise and know the value of different denominations of coins and notes | ASSESSMENT WEEK | **MEP (Lessons 83 – 87)**  - operations crossing 10  - additions and operations to 11 |  |  |
| Science | **Animals Including Humans**  -Identify, name, draw and label the basic parts of the human body and say which part  of the body is associated with each sense. | **Animals Including Humans**  -Identify and name a variety of common animals  including fish, amphibians, reptiles, birds and  mammals | **Animals Including Humans**  **-**Identify and name a variety of common animals  including fish, amphibians, reptiles, birds and  mammals | **Animals Including Humans**  -identify and name a variety of common animals that are carnivores, herbivores and  omnivores | **Animals Including Humans**  -describe and compare the structure of a variety of common animals (fish,  amphibians, reptiles, birds and mammals, including pets) | **Animals Including Humans**  -describe and compare the structure of a variety of common animals (fish,  amphibians, reptiles, birds and mammals, including pets) |  |  |
| History/Geography | **History**  To learn about what an explorer is. | **History**  To know and understand Christopher Columbus’ achievements as an explorer. | **History**  To learn about Captain Cook’s achievements, and why there are differing views about him deserving the title of a great explorer. | **History**  To understand Neil Armstrong’s achievements. | **History**  To learn about how Jessica Watson and Tim Peake were influenced by previous explorers. | **History**  To consider who is the greatest explorer, and be able to explain the reasons. |  |  |
| Art / DT | **Art**  Researching sculpture and Joan Miro. | **Art**  Researching sculpture and Alexander Calder. | **Art**  Researching sculpture and Anthony Caro. | **Art**  Researching rockets. | **Art**  Planning and making sculpture. | **Art**  Making a sculpture. |  |  |
| Religious Education World Views |  |  |  | **Discovery RE:** Easter  - to explore why Palm Sunday is so important to Christians | **Discovery RE:** Easter  - to discover what Jesus told his disciples to do | **Discovery RE:** Easter  - to find out what the cross represents to Christians |  |  |
| Computing | **Switched On ICT: We are Collectors**  Children will be taught how to use a search engine to find pictures online and how to save them to a document | **Switched On ICT: We are Collectors**  Collecting pictures of fish, sorting them in a powerpoint and labelling them | **Switched On ICT: We are Collectors**  Organising birds into two groups e.g. can it fly, sorting this in a powerpoint and labelling the information | **Switched On ICT: We are Collectors**  Grouping insects and other minibeasts based on their number of legs, sorting them in a powerpoint and labelling them | **Switched On ICT: We are Collectors**  Sorting mammals from smallest to largest, sorting this information in a powerpoint and labelling it | **Switched On ICT: We are Collectors**  Children will get the opportunity to display and discuss their work with each other whilst using self-evaluation and peer-evaluation |  |  |
| Music | **Charanga**  Latin style music | **Charanga**  Latin style music | **Charanga**  Latin style music | **Charanga**  Latin style music | **Charanga**  Latin style music | **Charanga**  Latin style music |  |  |
| PE | **Throwing and Catching**  Throwing and catching with different equipment. | **Throwing and Catching**  Using different equipment to catch in pairs. | **Throwing and Catching**  Throwing and catching with different equipment. | **Throwing and Catching**  Throwing and catching one handed. | **Throwing and Catching**  Aiming using different equipment. | **Throwing and Catching**  Rolling, kicking, bouncing, throwing to aim at a range of targets. |  |  |
| PSHE/RSE | **Staying Healthy**  - To learn about how to keep our bodies safe | **Staying Healthy**  - To explore when and how to take medicines safely | **Staying Healthy**  - To identify who should be able to give us medicines |  |  |  |  |  |
| Handwriting | **Oxford Owl**  Diagonal joins – letters ‘ig’ | **Oxford Owl**  Diagonal joins – letters ‘ar’ | **Oxford Owl**  Diagonal joins – letters ‘aw’ | **Oxford Owl**  Diagonal joins – letters ‘ef’ | **Oxford Owl**  Diagonal joins – letters ‘il’ | **Oxford Owl**  Diagonal joins – letters ‘ck’ and ‘tch’ |  |  |
| Phonics | **Liverpool School Improvement**  *Miss Craig’s group: a-e, e-e*  Miss Williams’ Group: ew, oe  *Miss Qershori’s group: consolidation of phase 5 so far* | **Liverpool School Improvement**  *Miss Craig’s group: i-e, o-e*  Miss Williams’ Group: ey, au  *Miss Qershori’s group: a-e, e-e* | **Liverpool School Improvement**  *Miss Craig’s Group: u-e*  Miss Williams’ Group: *a-e, e-e*    *Miss Qershori’s group: i-e, o-e* | **Liverpool School Improvement**  *Miss Craig’s Group:*  *- Teach alternative*  *Pronunciations*  *for graphemes*  *- Revisit Phase 3 ow (cow)*  *- Teach ow as oa (snow)*  *- Revisit Phase 3 er (unstressed) (hammer)*  *- Teach er (stressed) (term)*  Miss Williams’ Group: *i-e, o-e*  *Miss Qershori’s Group: u-e and consolidation of split digraphs* | **Liverpool School Improvement**  *Miss Craig’s Group:*  *- Teach alternative*  *Pronunciations*  *for graphemes*  *- Revisit Phase 3*  *ee (feet)*  *- Teach ie as (ee)*  *(field)*  *- Revisit Phase 5 ea (beat)*  *- Teach ea as (e)*  *(head)*  Miss Williams’ Group: *u-e*  *Miss Qershori’s Group:*  *- Teach alternative*  *Pronunciations*  *for graphemes*  *- Revisit Phase 3 ow (cow)*  *- Teach ow as oa (snow)*  *- Revisit Phase 3 er (unstressed) (hammer)*  *- Teach er (stressed) (term)* | **Liverpool School Improvement**  *Miss Craig’s Group:*  *- Teach alternative*  *Pronunciations*  *for graphemes*  *- Revisit Phase 3*  *y (yes)*  *- Teach y as (ee)*  *(happy)*  *- Revisit Phase 3*  *ee (feet)*  *- Revisit Phase 5*  *ea (beat)*  *- Revisit Phase 5*  *e-e (these)*  Miss Williams’ Group: consolidation of all split digraphs  *Miss Qershori’s Group:*  *- Teach alternative*  *Pronunciations*  *for graphemes*  *- Revisit Phase 3*  *ee (feet)*  *- Teach ie as (ee)*  *(field)*  *- Revisit Phase 5 ea (beat)*  *- Teach ea as (e)*  *(head)* |  |  |

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| **Linking knowledge across subjects** |
| Summarise where you will link knowledge across different subjects  This term the children are learning about our local heroes. We will link this through the English unit as well as the history unit.  Children will also be learning about Easter through our RE unit, which we will also link to our design and technology unit of ‘moving pictures’ – for this we will be making a moving picture Easter card. |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  Children will be learning about heroes from Liverpool as well as in the UK. |