

	YEAR 1 SUMMER TERM 1 Medium Term Plan 2021;						
	TOPIC TITLE: Changes						
	OBJECTIVES/SKILLS						
	<b>SUBJECT</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Key Q:		How does a caterpillar become a butterfly?		How many different types of animals are there?		Do all animals that hatch from eggs look the same?	
Chosen BLP: Managing distraction, questioning, revising, collaboration.	PSHE	<b>WALT:</b> identify members of my family and know that there are lots of different types of families. Jigsaw- Relationships (Families)	<b>WALT:</b> identify what being a good friend means to me. Jigsaw- Relationships (Making Friends)	<b>WALT:</b> know appropriate ways of physical ways to greet my friends and know which ones I prefer. Jigsaw- Relationships (Greetings)	<b>WALT:</b> know who can help me in my school community. Jigsaw- Relationships (People Who Help Us)	<b>WALT:</b> recognise my qualities as a person and a friend. Jigsaw- Relationships (Being My Own Best Friend)	<b>WALT:</b> say why I appreciate someone who is special to me. Jigsaw- Relationships (Celebrating My Special Relationships)
	Science	<b>WALT:</b> talk about changes. Life cycles- caterpillars. Intro our baby caterpillars. Look at how they will change.	<b>WALT:</b> make observations of animals and discuss why some things occur. Observe caterpillars and how they have changed so far. Intro life cycles of birds and frogs.	<b>WALT:</b> compare and describe common animals. Discuss our favourite animals. Produce class graph using software. Children describe their favourite and justify their choice.	<b>WALT:</b> To identify, name and group animals into fish, amphibians, reptiles, birds and mammals. Intro classification. Children then sort animals into correct groups.	<b>WALT:</b> identify nocturnal and diurnal animals. Discuss owls and other animals that are nocturnal. Look at features that help them at night.	<b>WALT:</b> identify animals that are carnivores, herbivores and omnivores. Intro the three terms. Children sort animals on a Venn diagram.
	History	<b>See Summer 2</b>					

Geography	<p><b>WALT:</b> talk about the features of our own immediate environment.</p> <p>Walk around school (link to science-nature.) Children to talk about what they have seen and produce map of school.</p>	<p><b>WALT:</b> know about similarities and differences in relation to places.</p> <p>Look at a school in a different part of the world, e.g. Africa (BBC Bitesize clip.) How is it the same/different?</p>	<p><b>WALT:</b> locate countries on a map (UK)</p> <p>Children to discuss each of the four countries that make up the UK. Identify on a map.</p>	<p><b>WALT:</b> use Google Maps.</p> <p>Children use Google Maps to find the four countries that make up the UK.</p>	<p><b>WALT:</b> ask and answer geographical questions.</p> <p>Look at aerial view of UK and use as a prompt for questions, e.g. which of the four countries has the largest coast?</p>	<p><b>WALT:</b> use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Look at our surrounding area on Google Maps and ordnance survey maps. Refer to local landmarks. Annotate with the correct symbols.</p>
Art D&T	<p><b>WALT:</b> understand features of Pop Art and create artwork using paint and paper (Andy Warhol.) Look at examples of Pop Art, particularly the work of Andy Warhol.</p> <p>Research using child-friendly websites.</p>		<p><b>WALT:</b> understand features of Pop Art and create artwork using felt tip pens (Roy Lichtenstein.)</p> <p>Create own Pop Art pictures using bright and vibrant colours.</p>		<p><b>WALT:</b> understand and create 3D art</p> <p>Create 3D pop art using decoupage technique.</p>	
Computing	See Art/DT.	See Geography.	See Science.	See Geography.	See Geography and RE.	See Geography and RE.
Music		<p><b>WALT:</b> explore pulse and rhythm.</p> <p>Music Express (Feel the Pulse- Move Yourself.)</p>		<p><b>WALT:</b> explore pulse and rhythm.</p> <p>Music Express (Feel the Pulse- Follow Me.)</p>		<p><b>WALT:</b> explore pulse and rhythm.</p> <p>Music Express (Feel the Pulse- Beat and Rhythm.)</p>

	RE	<p><b>WALT:</b> find out about the gurdwara and the Guru Granth Sahib.</p> <p>Intro using PowerPoint and photographs. Children draw and label a place that is special to them.</p>	<p><b>WALT:</b> understand why the 5Ks are special to Sikhs.</p> <p>Show artefacts to represent each of the 5Ks. Invite pupils to share their experiences. Children label a body outline with 5Ks.</p>	<p><b>WALT:</b> understand what the ik onkar and the khanda mean to Sikhs.</p> <p>Discuss symbols, e.g., football emblems, school badges. Intro ik onkar and khanda and meaning behind them. Invent own symbol to show identity.</p>	<p><b>WALT:</b> understand what the langar is.</p> <p>Every Gurdwara needs a langar. Why? Explore what happens in the langar: anyone can eat free meals there. What Sikh values does the langar represent? Ask some pupils to make a lego or playmobil model of a langar and get all pupils to make a figure to sit down in the kitchen together.</p>	<p><b>WALT:</b> understand why sharing is important to Sikhs.</p> <p>Give two pupils a bag of 'safe in school' sweets. Emphasise that the sweets are theirs to do what they want to with. Ask the rest of the class in small groups to decide what should happen to the sweets. What advice would a Sikh give about the sweets. Talk about why the guru might say that sharing equally is the best thing to do.</p>	<p><b>WALT:</b> talk about and identify parts of the Gurdwara.</p> <p>Virtual tour of the Gurdwara (Holy Cribs on YouTube.)</p> <p>Children write a recount of what they saw.</p>
	PE	<p><b>WALT:</b> use equipment with improving skill and control.</p>	<p><b>WALT:</b> use equipment with improving skill and control.</p>	<p><b>WALT:</b> use equipment with improving skill and control.</p>	<p><b>WALT:</b> work together to play team games.</p>	<p><b>WALT:</b> work together to play team games.</p>	<p><b>WALT:</b> work together to play team games.</p>
	British Values	<p>Mutual Respect- PSHE (different family types.)</p>	<p>Democracy- PSHE (being a good friend and being fair.)</p>	<p>Individual Liberty- PSHE (being able to stand up for beliefs and sense of personal space.)</p>	<p>Rule of Law- PSHE (respect for our teachers and need for school rules.)</p>	<p>Mutual respect- PSHE (listening to other people's views about themselves.)</p>	<p>Tolerance- PSHE (knowing we all have different qualities that make us good people.)</p>
	S&L Language Development	<p>Talk Boost and Wellcomm Big Book of Ideas.</p> <p>New vocabulary- Family, relationships, family members, mutual respect.</p> <p>Life cycle, caterpillar, egg, cocoon, chrysalis, butterfly.</p> <p>Environment, features, map.</p> <p>Pop Art, internet, search, search bar.</p> <p>Sikh, Sikhism, Guru Granth Sahib, gurdwara.</p>	<p>Talk Boost and Wellcomm Big Book of Ideas.</p> <p>New vocabulary- Change, grow, develop, egg, nest, hatch, chick, frog spawn, tadpole, froglet.</p> <p>Similarity, difference, climate.</p> <p>5Ks, kesh, kangha, kirpan, kara, kachera.</p> <p>Pulse, rhythm.</p>	<p>Talk Boost and Wellcomm Big Book of Ideas.</p> <p>New vocabulary- Greeting, appropriate, inappropriate, individual liberty.</p> <p>Compare, describe, most popular, least popular, explain.</p> <p>Locate, England, Scotland, Wales, Northern Ireland, United Kingdom, Great Britain, Union Jack.</p> <p>Ik onkhar, khanda, symbols, belonging, identity.</p>	<p>Talk Boost and Wellcomm Big Book of Ideas.</p> <p>New vocabulary- Rule of law.</p> <p>Fish, amphibian, reptile, bird, mammal, classification, classify, sort, groups.</p> <p>Google Maps, aerial view.</p> <p>Langar, values.</p>	<p>Talk Boost and Wellcomm Big Book of Ideas.</p> <p>New vocabulary- Personal qualities.</p> <p>Nocturnal, diurnal.</p> <p>Coast.</p> <p>Guru Nanak.</p> <p>Decoupage, 3D.</p>	<p>Talk Boost and Wellcomm Big Book of Ideas.</p> <p>New vocabulary- Appreciate, appreciation, tolerance.</p> <p>Herbivores, carnivores, omnivores, diet, Venn diagram.</p> <p>Landmarks.</p> <p>Sequence, structure.</p>

	Reading	<b>WALT:</b> Link our own experiences to our reading and using these to help understand the text. Text- The Very Hungry Caterpillar.	<b>WALT:</b> ask and answer questions to improve understanding. Text- Caterpillar to Butterfly.	<b>WALT:</b> Predict what might happen from what has been read so far. Text- Beware of the Frog.	<b>WALT:</b> summarise the main ideas drawn from text. Text- Growing Frogs.	<b>WALT:</b> Make inferences from the text based on what is said and done in the book. Text- Lazy Ozzie.	<b>WALT:</b> Discuss word meanings and link new meanings to words already known. Text- White Owl, Barn Owl.
	Phonics	Phase 5: ay ou ie ea Phase 4: cvcc words Phase 3: j v w x	Phase 5: oy ir ue ue Phase 4: ccvc words Phase 3: y z zz	Phase 5: aw wh ph ew Phase 4: two-syllable words Phase 3: qu ch sh th	Phase 5: ew oe au ey Phase 4: consolidation Phase 3: ng ai ee igh	Phase 5: a-e e-e i-e Phase 4: consolidation Phase 3: oa oo oo ar	Phase 5: o-e u-e Phase 4: consolidation Phase 3: or ur ow oi
	English/Writing	<b>WALT:</b> use basic accurate punctuation (capital letter, finger spaces, full stops, question marks, exclamation marks.) Outcome- Story with a predictable pattern.	<b>WALT:</b> use adjectives. Outcome- Recount (our caterpillars.)	<b>WALT:</b> use conjunctions (and, but, because.) Outcome- Fantasy story.	<b>WALT:</b> use plurals and add -s or -es. Outcome- Explanatory text about tadpoles and frogs.	<b>WALT:</b> add -ed and -ing to words. Outcome- Adventure story.	<b>WALT:</b> add -un to a word to change the meaning. Outcome- Non-chronological report about owls.