

Medium Term Plan Summer Term 2 2017

Year 1

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| <p>The Lighthouse Keeper. Texts: 8 Lighthouse keeper stories Lunch- Rescue- Tea- Cat - Breakfast Picnic- Catastrophe Christmas-</p> <p>Harry and the Jaggerdy Dagger</p> | <p>5.6.17 The Lighthouse Keepers Lunch</p> | <p>12.6.17 The Lighthouse Keepers Cat</p> <p>Y1 Phonics Screening Test Week</p> | <p>19.6.17 The Lighthouse Keepers Catastrophe</p> | <p>26.6.17 The Lighthouse Keepers Picnic</p> <p>YEAR 1 Sports Day Monday 26th June</p> <p>Beach Day Fri 30th June</p> | <p>3.7.17 Harry and the Jaggedy Daggers</p> <p>Change over day 5th July</p> | <p>10.7.17 Harry and the Jaggedy Daggers</p> | <p>17.7.17 Harry and the Jaggedy Daggers</p> <p>Reserve Beach Day Mon 17th July</p> | <p>24.7.17</p> <p>26th End of Term</p> |
| <p>Literacy Core texts The Lighthouse keepers Lunch – Harry and the Jaggedy Daggers - series of books. Beach Fact books</p> | <p>Invent a sandwich. Extended writing- Holiday news</p> <p>Year 1 Spag Conjunctions</p> | <p>Character profiles</p> <p>Year 1 Spag Dictation</p> | <p>A rescue at sea- creative writing- Extended writing</p> <p>Year 1 Spag Use prefix un</p> | <p>Shopping List For Picnic</p> <p>Year 1 Spag Contractions</p> | <p>Cc History Mary Wheatland</p> <p>Year 1 Spag Word endings s, es</p> | <p>Extended writing for tracking based on Harry and the Jaggedy Daggers</p> <p>Year 1 Spag Comma</p> | <p>My memories of Year 1- Extended writing</p> <p>Year 1 Spag Add endings ing-ed-er and est</p> | <p>Year 1 Spag</p> |
| <p>Guided Reading/ RIC</p> | <p>Extract from Lighthouse Keepers</p> | <p>RIC/Comprehen-sion</p> | <p>Extract from Lighthouse keepers</p> | <p>RIC/Compre hens-ion</p> | <p>Extract from Harry and the Jaggerdy</p> | <p>RIC/Comprehen-sion</p> | <p>Fact finding beach books</p> | <p>Fact finding beach books</p> |

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| | Lunch | | Catastrophe | | Daggers | | | |
| Phonics | Taught in streamed groups across Key stage 1 30 mins daily | Taught in streamed groups across Key stage 1 30 mins daily | Taught in streamed groups across Key stage 1 30 mins daily | Taught in streamed groups across Key stage 1 30 mins daily | Taught in streamed groups across Key stage 1 30 mins daily | Taught in streamed groups across Key stage 1 30 mins daily | Taught in streamed groups across Key stage 1 30 mins daily | Taught in streamed groups across Key stage 1 30 mins daily |
| Drama/role play | Lighthouse Lunch | Lighthouse Lunch | Lighthouse Cat | Lighthouse Picnic | Beach cafe | Beach cafe | Beach Cafe | Beach cafe |
| Maths | <p><u>Number: Four operations</u></p> <p>Read, write and interpret mathematical statements involving multiplication, (x) division and equals (=) signs.</p> | <p><u>Number: Four operations</u></p> <p>Solve one step problems that involve multiplication and division, using concrete objects, pictorial representations and missing number problems.</p> | <p><u>Money:</u></p> <p>Recognise and know the value of different denominations of coins and notes.</p> | <p><u>Money:</u></p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> | <p><u>Capacity:</u></p> <p>Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> | <p><u>Capacity:</u></p> <p>Measure and begin to record capacity and volume.</p> | <p><u>Weight/Mass:</u></p> <p>Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than].</p> | <p><u>Time:</u></p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems</p> |

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| | | | | | | | | for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds). |
| Mental Maths | <u>Mental maths x 10 mins daily</u> | <u>Mental maths x 10 mins daily</u> | <u>Mental maths x 10 mins daily</u> | <u>Mental maths x 10 mins daily</u> | <u>Mental maths x 10 mins daily</u> | <u>Mental maths x 10 mins daily</u> | <u>Mental maths x 10 mins daily</u> | <u>Mental maths x 10 mins daily</u> |
| Science | Plants Identify and name a variety of common plants, including garden plants, wild plants-trees | Plants Identify and name a variety of common plants ,including garden plants, wild plants-trees | Plants Identify and name a variety of common plants, including garden plants, wild plants-trees | Materials Distinguish between an object and the material it is made. | Materials Identify and name a variety of everyday materials including wood plastic glass and rock | Materials Describe the simple physical properties of everyday materials | Materials Compare and group together a variety of everyday materials on the basis of their physical qualities | Science assessment |
| R.E. UC 'God' Unit. Key Question: What do | Retell and suggest meaning to religious stories A2 Recap the Lost Recap the Lost | Retell and suggest meaning to religious stories A2 Recap the Lost Son (UC) Resource sheet 2 - Draw ways Christians show they | To recognise features of religious practise -Discuss worship: | To understand why Christians pray.A1 B1 Show children four jelly baby coloured | To Pray for a special person.A1 C2 Friendship Refer back to jelly babies - | Write a prayer for God's beautiful world. A1 B1 C1 Creation Refer back to jelly babies - which one will we need? | Ask and respond to questions about what individuals and communities do. | Retell and suggest meaning to religious stories A2 To use Godly |

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| <p><i>Christians believe God is like?</i></p> | <p>Son (UC)</p> <p>Make hidden meaning boxes - what does it tell you God is like? (Resource sheet 1)</p> <p>(Loving like a parent)</p> <p>Love</p> | <p>love God.</p> <p>Stick drawings to a large dice - children throw dice and act out what it means to be a Christian.</p> <p>Faithfulness</p> | <p>What is true worship? James 1:26-27</p> <p>Why do we have a thinking candle?</p> <p>Peace</p> | <p>characters (UC sheet3) Take a real jelly baby in that colour, eat and write a prayer of that type.</p> <p>Reverence</p> <p>Spirituality – Decorate prayer corner with fresh flowers. Discuss how it feels to have somewhere quiet where you don't have to chat to anyone.</p> | <p><i>which one will we need?</i></p> <p>Spirituality – Promote Thinking Area. Participate in Prayer spaces - Fizzy Forgiveness in water.</p> | <p>Spirituality – Visit the Prayer Garden in small groups to make special prayers about creation.</p> | <p>Father John to show a CofE baptism. Show other types on Powerpoint. Refer back to the original baptism in the river.</p> <p>- To know what baptism is. B1 A1</p> <p>Hope</p> | <p>Play - Jonah to respond to an Old Testament story using arts and crafts/multimedia as chosen by children, C3 A1</p> <p>Trust</p> |
| <p>Computers</p> | <p>To Create a programme and debug it,</p> <p>To talk about internet safety- to treat computers with respect at school and home</p> | <p>To Create a programme and debug it</p> <p>To talk about internet safety- To treat computers with respect at school and home</p> | <p>To Create a programme and debug it</p> <p>To talk about internet safety- To treat computers with respect at school and home</p> | <p>To Create a programme and debug it</p> | <p>To understand what an algorithm is. To input instructions into Bee Bots</p> | <p>To understand what an algorithm is. To input instructions into Bee Bots</p> | <p>To understand what an algorithm is. To input instructions into Bee Bots.</p> | <p>To understand what an algorithm is. To input instructions into Bee Bots</p> |
| <p>Art</p> | <p>Rock pools</p> | <p>Rock pools</p> | <p>Sea scape</p> | <p>Sea scape</p> | <p>Observational drawing of shells</p> | <p>Making Jelly fish</p> | <p>Self portrait For assessment</p> | |

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| D.T. | Make a lighthouse | Make a lighthouse | Design a pulley for the lighthouse | Design a pulley for the lighthouse | Design a sandwich for Mr Grindling | Design a Beach hut for Mary Wheatland | Design a Beach hut for Mary Wheatland | |
| Geography | CC science Local school grounds | Cc Science/ school grounds | Cc Science Beach environment to know where a beach would exist- cliff, shore sea horizon | CC Science Beach environment to know where a beach would exist- cliff, shore sea horizon- The white cliffs of Dover- play Vera Lynn song | Cc Science To study the physical geography on our Beach Trip to look at life on the beach | | | |
| History | | | | To know about the historical character Mary Wheatland | To know about the historical character Mary Wheatland | To know about the historical character Mary Wheatland | | |

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| P.E. | Games Plans provided by The PE specialist working with the Teachers | Games | Skills for Sports Day | Skills for Sports Day | Games | Games | Games | Games |
| PHSCE/WWO | Co operation , listening and using names games. "I have a space on my right" | Eye contact, trust and communication. "mirroring" | n/a | "Squiggle drawing" Working in pairs, communication game. | "Following" Eye contact Trust game | "dancing pens" Communication Working in pairs trust | Re visit "I have a space on my right" | n/a |
| Music | Charanga Scheme | Charanga Scheme | Charanga Scheme | Charanga Scheme | Charanga Scheme | Charanga Scheme | Charanga Scheme | Charanga Scheme |
| Events | | | | YEAR 1 Sports Day Monday 26 th June Beach Day Fri 30 th June | Change over day 5 th July | | Reserve beach Day Mon 17 th July | 26th end of Term |

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