



Year 1, Summer 1 - Medium Term Plan

Why are some places in the world always hot and others are always cold?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	<p>Year 1:</p> <p>Counting to to 40</p> <p>Counting in 2s, 5s and 10s</p> <p>Identifying 1 more and 1 less</p> <p>Ordering and comparing numbers</p> <p>Place value (Tens and ones)</p> <p>Days of the week</p> <p>Months of the year</p> <p>Reception:</p> <p>Comparing length, weight and capacity</p> <p>Ordering two items by weight or capacity.</p> <p>Using everyday language related to time</p> <p>Ordering and sequencing events correctly</p>	<p>Counts to and across 100 forwards and backwards beginning with 0 or 1 or from any given number.</p> <p>Counts reads and writes numbers to 100 in numerals; counts in multiples of twos fives and tens.</p> <p>Recognises finds and names a half as one of two equal parts of an object shape or quantity.</p> <p>Recognises finds and names a quarter as one of four equal parts of an object shape or quantity.</p> <p>Recognises finds and names a quarter as one of four equal parts of an object shape or quantity.</p> <p>Measures and begins to record capacity and volume.</p> <p>Measures and begins to record time (hours minutes seconds).</p> <p>Sequences events in chronological order using language.</p> <p>Sequences events in chronological order using language.</p> <p>Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times</p>	<p>It must be xx because xx.....</p> <p>I know thst because</p> <p>I know that, so</p> <p>It could be xx because</p> <p>It cannot be, because</p>	<p>LQ: Can I split an object (shape) into two equal parts?</p> <p>LQ: Am I able to identify shapes that have been split into two equal parts?</p> <p>LQ: Can I split an object (shape) into four equal parts?</p> <p>LQ: Am I able to identify shapes that have been split into four equal parts?</p> <p>LQ: Can I count in sequences of 10 followed by counting ones?</p> <p>LQ: Am I able to understand the value of the tens and ones digits in a number?</p> <p>LQ: Can I use multiple methods of representing and constructing a number?</p> <p>LQ: Am I able to place numbers in order from smallest to greatest and vice versa?</p> <p>LQ: Can I see patterns of numbers when increasing or decreasing by 1, 2 or 5?</p> <p>LQ: Can I use a number line, a 100-chart and base 10 materials to represent numbers?</p> <p>LQ: Can I use the analogue clock to tell the time to the half hour using the term 'half past'?</p> <p>LQ: Am I able to sequence events in order of time and use the terms 'next,' 'before' and 'after' to describe the order of events?</p> <p>LQ: Can I use the terms 'quicker', 'slower', 'earlier' and 'later' when comparing time.</p> <p>LQ: Can I order the days of the week and the months of the year?</p> <p>LQ: Do I know how to compare volume using the terms 'more than' and 'less than', 'full', 'half full' and 'empty'?</p> <p>LQ: Can I find the capacity of a container using non-standard units?</p> <p>LQ: Am I able to describe volume using the terms 'half' and 'quarter'?</p> <p>LQ: Do I know how to compare the mass of objects using the terms 'heavy' and 'light', 'heavier than', 'lighter than' and 'as heavy as'?</p> <p>LQ: Am I able to find the mass of an object using non-standard units?</p> <p>LQ: Can I use visualisation skills to estimate the number of units?</p>	<p>Equal</p> <p>Fractions, Half, Quarter</p> <p>Tens, Ones</p> <p>Smallest, Greatest</p> <p>Time</p> <p>O'Clock, Half past</p> <p>Hour, Minute, Second</p> <p>Next, before, after</p> <p>Quicker, slower</p> <p>Earlier, later</p> <p>Weeks, Months</p> <p>Volume, full, empty</p> <p>Mass, heavy, light</p> <p>Estimate</p> <p>Patterns</p>	Resilience



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Writing	Writing sentences using a capital letter, finger spaces and a full stop. Writing sentences to form a short narrative, finding story. Writing non-fiction sentences. Drawing a story map and re-telling a story using actions. Innovate a familiar story. Writing using the past tense.	Pre assessment: Cold Task. Write a postcard Pre assessment short writing task - write a past tense sentence Post assessment: Hot task, write a postcard. Pre assessment - write a question Post assessment- Write a postcard about hot and cold climates Post assessment- Write an information text in sentences	Orally rehearsing sentences. Joining in with familiar stories using actions. Orally rehearse sentences. Speak audibly and fluently about their own holiday news. Research Kalahari desert. Share learnt information. LQ: What can I find out about the Kalahari Desert? How can I share the facts I have learnt? Asking and answering questions about hot and cold places Greenland and Ethiopia. Sharing key facts learnt about hot and cold places so far, sharing facts in kagan structures about Greenland and Ethiopia.	LQ: What can I write in my postcard to share my holiday news? LQ: Can I spell the days of the week and order events in a story? LQ: Can I use the conjunction 'because' to explain? LQ: Can I write facts about Kalahari Desert using capital letters, full stops and finger spaces? LQ: What facts can I write about the Kalahari Desert? LQ: Can I use the suffix -ed when writing about past events? LQ: Do I know what adjectives and nouns are? LQ: Do I know what I should include when writing an animal passport using adjectives and nouns? LQ: Can I edit and improve a piece of writing? LQ: Can I use the suffix -ed? LQ: Can I write sentences that include -ed verbs. LQ: Do I know a question mark is? LQ: Can I use a question word? LQ: Do I know about hot and cold places? LQ: What persuasive language can I use in a debate about hot and cold places? LQ: How can I use 'because' in a debate about hot and cold places?	Kalahari conjunction postcard Suffix noun adjective debate persuasive	Creativity
Reading	Relating to own experiences of the books that we are reading. Learning key features of a non-fiction text. Understanding that reading for meaning is important. Know the 5 key parts to a story.	To be able to read lines and put actions to them (performance skills). Read different texts – fiction and non-fiction, and be able to identify the differences between the two.	Orally rehearsing sentences. Joining in with familiar stories using actions. Participate in discussions linked to their understanding of nouns and adjectives.	LQ: What are the features of a postcard? LQ: What features can I identify when looking at passports? LQ: What adjectives and nouns can I identify when reading descriptions of animals? LQ: What information can I retrieve when reading about the Kalahari Desert? LQ: What questions can I ask about Greenland and Ethiopia? LQ: What information can I gather from reading about Greenland and Ethiopia? LQ: Where would you rather live? LQ: What information can I gather from reading about the Arctic? LQ: What information can I gather from reading about the desert?	Kalahari conjunction postcard Suffix noun adjective debate persuasive	Resilience
Science	We have looked at seasons previously in Year 1 at the start of the year. This unit will build on what the children already know and expand on key learning. We have looked at seasons previously in Year 1 at the start of the year. This unit will build on what the children already know and expand on key learning. We have discussed what all living things do eg grow, reproduce etc	Pre-assessment Week 1: Seasons and weather in the different seasons (cross curricular link to geography) Post assessment Week 4: What do we now know about each season? To explain what the weather is like during each season. To understand that there are four seasons and how these are different around the world. To understand the different weather in the four seasons and what people wear in hot and cold places.	I think that I know this because ... I have noticed that is the same as is different to ...	LQ: What are the names of the seasons and how do I identify each season? LQ: What is the weather is like during each season? LQ: Can I compare and contrast weather and day length across the season? LQ: What clothes do people wear in the different seasons? LQ: How will I describe the weather in Didsbury over the period of a week? LQ: How does the weather in the different seasons affect animals? LQ: Do I know how the length of the day changes?	Autumn, Winter, Spring, Summer Temperature Seasons Day length Thermometer Weather forecast Weather	Collaboration



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Geography	Children have already looked at the different countries in the UK and the capital cities. We have looked at the different seasons of the year	Pre-assessment- what do know about hot and cold places?(links to science) Post assessment: What are the key features of a hot or cold place and what do people wear in hot and cold places? What are the key features of a hot or cold place and what do people wear in hot and cold places?	Explain to their partner how to use a compass correctly. Using a globe orally record where the hot and places are in the world and explain where they live on a map.	LQ: Do I know where in the world is the Kalahari Desert and how far is it away from us? LQ: Do I know where we live? LQ: Do I know which is north, south, east and west on a compass and use these words to describe location. LQ: Can I explain how people have adapted to live in a very hot climate? LQ: Can I explain the key physical and human features of a very hot place? LQ: Can I explain how people have adapted to live in a very cold climate? LQ: Can I explain the key physical and human features of a very cold place?	Climate Compass Map, atlas and globe use, Equator North south east west points north pole south pole habitats	Collaboration
History	Children during their time in year 1 have explored the difference between time long ago and what we have today. We discussed travel and holidays and how these have changed over time.	Mini assessment carried out in the form of quizzes to check for understanding	Explain to their partner how places have changed over time.	LQ: Can I explaining changes in travel over the years? LQ: Do I know how the planet used to be and how over time it has changed due to global warming e.g melting ice caps.	Travel Global warming Melting Ice caps	Collaboration
DT	In the EYFS (Early Years Foundation Stage), cooking and nutrition curriculum focuses on practical life skills, healthy eating, and food safety, encouraging children to explore food, develop fine motor skills, and understand the importance of a balanced diet.	Can I cut and prepare food safely for my fruit kebab?	Use senses to describe and discuss different fruits. Describe where and how different fruits grow. Discuss likes and dislikes of fruits and explain why they have chosen it for their kebab.	LQ: Can I make a logo for a t-shirt? LQ: Can I talk about my work and the things that other people have done? LQ: Can I identify different fruits and where they grow? LQ: Which fruits will I choose for my fruit kebab? LQ: How do I cut and prepare food safely for my fruit kebab? LQ: Can I evaluate my fruit kebab?	fruit kebab strawberry pineapple banana grape apple hygiene knife	Creativity
Art	DT focus this term					Creativity
Computing	Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text	Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.	Continuous formative assessment through a variety of Kagan structures used in each lesson.	Creating media - Digital writing I can open a word processor I can recognise keys on a keyboard I can identify and find keys on a keyboard I can enter text into a computer I can use letter, number, and Space keys I can use Backspace to remove text I can type capital letters I can explain what the keys that I have already learnt about do I can identify the toolbar and use bold, italic, and underline I can select a word by double-clicking I can select all of the text by clicking and dragging I can change the font I can say what tool I used to change the text I can decide if my changes have improved my writing I can use 'Undo' to remove changes I can make changes to text on a computer I can explain the differences between typing and writing I can say why I prefer typing or writing	word processor backspace capital letters toolbar bold italic underline double-click	Creativity



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RE	Children have looked at different religions and explored the similarities and differences between the different religions.	Pre-assessment- Matching celebration names to pictures	Children to act out different celebrations	LQ: Can I explain what I celebrate and why? LQ: Do I know what happened at Easter and how it makes people feel? LQ: Do I know how Christians celebrate Easter and what matters the most? LQ: Can I explain why Jewish people tell the story of Passover every year? LQ: Do I know what Muslims celebrate at Eid-ul-Fitr?	faith community feeling belief festival celebration practices worship point of view symbol, artefact represent, Easter Passover celebration Good Friday, Easter Sunday service occasion Seder meal/plate Eid-ul Fitr Ramadan muslim christian	Fairness
PSHE	Keeping safe. Rules in school and outside of school.	Kagan poster about keeping safe, at the end of the half term unit.	Whole class discussions about these topics Timed pair share - kagan partner discussions Kagan group collaborative discussions and activities which promote talk and cooperation	LQ: Can I explain what germs are and how to minimise the risk of falling ill from germs? LQ: Can I explain the importance of washing hands and make sure I incorporate this into key points in the day? LQ: Do I know what an emergency is and what to do? LQ: Can I explain who the people in my life who love and care for me are? LQ: Can I name 5 trusted adults?	Germs Hygiene Emergency Adults	Kindness
Music	Knowledge about pulse, rhythm, timbre, working in a group; and choosing and using instruments to create a planned effect.	Pre assessment: Children watch seascape performances on seesaw and do a verbal evaluation of what was good and what could be improved. Post assessment: Videos of composition performances, posted on seesaw	Whole class conversations about elements of music Timed pair share - discuss ideas about compositions Kagan groups - collaborative discussions about composition ideas and working together to compose a piece of music, using musical vocabulary.	LQ: Identify high and low-pitched sounds LQ: Explore pitch and timbre LQ: Demonstrate tempo changes LQ: Create "Meerkat Mail" story sound effects LQ: Work collaboratively to compose a piece of music that tells a story LQ: Perform a "Meerkat Mail" composition	dynamics pitch high low tempo timbre perform compose	Creativity
PE	Children have prior knowledge of Tennis and have been shown how to hold the racket and return a moving ball.	Children will play a game of floor tennis in pairs to see what knowledge and understanding they have about hitting and returning the ball. The children will play the same game over a net and see the difference between week 1 to 6. Master basic movements including, running, jumping, throwing, catching, as well as developing agility, balance and coordination, and begin to apply these in a range of activities. The children should have the ability to strike a tennis ball when it is rolling towards them with some degree of accuracy. The children should also be able to have a rally with another person.	Oral feedback during and after lessons Use of key vocab	LQ: How do you hit targets? LQ: When striking the ball how should you stand? LQ: What are the 3 basic rules when playing a game of tennis? LQ: When we have returned the ball, what must we do next? LQ: What does the term 'rallying' mean? LQ: How can you hit targets when striking the ball with a Tennis Racket?	Tennis Rally Strike Target	Resilience



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Dance Gymnastics	Children will have experience of creating movement to music. Children have created a series of actions with a partner linking to a key theme. Children have created a group motif with a number of actions to a count of 32 beats.	To use a mind map as a stimulus to create a motif representing "animals". Using canon, the children will learn how to creatively move, using different levels and pathways as they travel. Children will also perform their routine to their classmates and learn how to feedback to others, commenting on how they might improve key elements of their dances. To use a mind map as a stimulus to create a motif representing "animals". Using canon, the children will learn how to creatively move, using different levels and pathways as they travel. Children will also perform their routine to their classmates and learn how to feedback to others, commenting on how they might improve key elements of their dances.	Evaluation and feedback opportunities, reflecting on their own and others work. I like how because I like how you Maybe next time you could Why not try to help you to I could improve by	LQ: Do I know the ways that animals move? LQ: Do I know what "canon" is in dance? LQ: Can I travel in levels and pathways? LQ: Do I know why feedback is good to enhance a performance?	Travel Pathways Performance routine Canon Motif	Creativity