



Year 1, Summer 2 - Medium Term Plan

Who were, and are, the famous people of Manchester?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Telling the time o'clock and half past Partitioning numbers into tens and ones, comparing numbers to 100 and recognising patterns in numbers Measuring capacity and comparing. Counting 2s 5s and 10s	Capacity post assessment. Mass and volume pre and post assessments. Money pre and post assessments. Unit assessments: Mass. Money. Position and direction. Addition and subtraction.	The use of Kagan structures within lessons to share, discuss, problem solve and explain. Timed pair share. Rally Robin, Maths Partners, Kagan group work.	LQ: How will you compare the mass of objects using the terms, heavier than, lighter than and as heavy as ? LQ: How will you the mass of an object using non standard units of measurement? LQ: What are the different UK coins? LQ: How will you count in 2s, 5s and 10s with coins? LQ: What are the UK notes? LQ: What are the number bonds to 20? LQ: How can I use ordinal numbers to describe the order and position of something? LQ: How can I describe position using quarter, half, three quarter and full turns? LQ: How will I partition numbers into 10s and 1s? LQ: How will I solve number bond to 20 addition equations? LQ: How will I use commutative law to rearrange these equations? LQ: How will I describe the properties of 2D shapes? LQ: How will I describe the properties of 3D shapes? LQ: How will I measure objects using cms? LQ: How will I use a number line to solve addition and subtraction equations? LQ: How will I solve addition and subtraction word problems? LQ: How will you use a picture to write addition stories to 20?	mass, volume, coins, money, notes, non standard units of measurement, heavier than, lighter than, as heavy as, centimetres, number bonds, 2D shapes, 3D shapes, properties, position, ordinal, quarter, half, three quarter, full, turns, position, direction, equations, commutative law, addition, subtraction, part part whole, fact families, more than, less than, equal to, word problems	Resilience
Writing	Writing sentences using a capital letter, finger spaces, full stop and adjectives. Writing sentences to form a short narrative, finding story. Writing non-fiction sentences. Writing poems using senses and adjectives. Drawing a story map and re-telling a story using actions. Innovate a familiar story. Writing using the past tense	Whole school writing project - plan and write our own story books. Non fiction writing about Marcus Rashford and Emmeline Pankhurst	Orally rehearsing sentences. Sharing my story with others.	LQ: Can I create a story map of The Bear, the Piano, and Little Bear's Concert? LQ: Can I use adjectives? LQ: Can I write a persuasive note? LQ: Can I retell the story of The Bear, the Piano, and the Little Bear's Concert? LQ: How can I create a plot and theme for an innovated story? LQ: How can I create my own character? LQ: Can I plan and write a letter to my Year 2 teacher? LQ: How can I create interesting sentences for my book? LQ: How can I map out the ideas for my book? LQ: Do I know what key features I will include in my writing, using a toolkit? LQ: Can I create interesting sentences for my book? LQ: Can I write the opening, build up, problem, resolution and ending to my story? LQ: Can I write the build up for my story? LQ: Am I able to use interesting vocabulary in my story? LQ: Can I create and publish my own book? LQ: Am I able to share my story with others? LQ: Can I write a non fiction text about Marcus Rashford and Emmeline Pankhurst? LQ: Can I name the features of fiction and non-fiction texts? LQ: What HRSWs and phonemes can we spot in our class story? LQ: Am I familiar with the structure and vocabulary of the whole class story? LQ: Am I able to read my own work aloud to an adult/ other children? LQ: Become familiar with the structure and vocabulary of the whole class story. LQ: What facts can I recall from a text?	Adjectives Plot Theme Setting Character Fiction Non-Fiction Opening Build Up Problem Resolution Ending	Creativity
Reading	Relating to own experiences to the books that are read. Learning key features of a non-fiction text. Re-read writing to check it makes sense.		Joining in with familiar stories using actions. Reading stories aloud to others.		Fiction Non-Fiction	Creativity



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Science	Children have explored the senses of animals. EYFS link: basic body parts.	Pre assessment: name the parts of the body and what are the body parts for, linked to senses Post assessment: Senses quiz	I think that I know this because ... I have noticed that is the same as is different to ...	LQ: What are the 5 senses and how are they linked to parts of my body? LQ: Which parts of the human body can I identify? LQ: What can I hear? Whistle investigation. LQ: How can my senses work together to help me? Sight investigation LQ: How can I use my sense of smell to predict what is in the pot?	Senses - touch, taste, smell, hearing, sight human body parts - head, knee, neck, elbows, mouth, knee, nose, ears, tongue, hands, eyes	Collaboration
Geography				Recap on where Manchester is on a map of the UK Looking at the city of Manchester on a map and discussing and locating where monuments are.		Collaboration
History	We have looked at other Famous people from history during BHM, Bob Marley Children have looked at time lines in previous history units. Children will have talked about significant people in the EYFS. Children know members of the royal family	Who are the famous people and what did they do?	Role play different scenarios from history	LQ:What do we mean by the term famous? LQ: Whoe are the famous people from the past who lived locally? LQ: who do we know that is famous from manchester that is still alive today? LQ: Who is Marcus Rashford and how has he made a difference to people's lives? LQ: Why there is a monument to a famous person or event in the town centre? LQ: Who is Emily Pankhurst and how she has made a difference to our lives? LQ: What is a timeline? LQ: What facts do I know about Marcus Rashford/ Emmeline Pankhurst? LQ: How can I create a simple timeline to capture recent events from the past 10 years? LQ: What famous people are from Manchester and what are they famous for? LQ: Who are the famous people are from the UK and what are they famous for? LQ: Which significant individuals have helped make our lives today better?	Past present similar different change dates Old, new, a long time ago. significant timeline order compare Similar/ Different. Fact/ opinion famous chronological courageous equality discrimination.	Fairness
DT						Creativity
Art	Spiral drawings water colour paintings graphite drawings oil pastel drawings	Collaborative minibeast art works print work from trip to gallery	Talking about what we see in nature Talking about our responses to art Discussing ways of representing what we see Talking about artistic techniques Whole class, group and paired discussions	How can artists be inspired by the flora and fauna around them? How can we use careful looking to help our drawing, and use drawing to help looking? How can we use a variety of materials to create images? (handwriting pen, graphite, oil pastel, paper and collage) How can our images become imaginative? How can we create an individual art work and then bring that art work together to make shared art works?	artist gallery print draw sketch flora fauna print collage	Creativity



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Computing	This unit progresses learners' knowledge and understanding of programming and follows on from 'Programming A – Moving a robot', where children will have learned to program a floor robot using instructions.	Assessment opportunities are 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. An assessment rubric document for this unit can be used to assess learning and highlights whether pupils approaching (emerging), achieving (expected), or exceeding the expectations in this unit.	Continuous formative assessment through a variety of Kagan structures used in each lesson.	Year 1 – Programming B – Programming animations I can find the commands to move a sprite I can use commands to move a sprite I can compare different programming tools I can use more than one block by joining them together I can use a Start block in a program I can run my program I can find blocks that have numbers I can change the value I can say what happens when I change a value I can show that a project can include more than one sprite I can delete a sprite I can add blocks to each of my sprites I can choose appropriate artwork for my project I can decide how each sprite will move I can create an algorithm for each sprite I can use sprites that match my design I can add programming blocks based on my algorithm I can test the programs I have created	ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design.	Collaboration
	Children have prior knowledge of the names of sacred texts and religions that they belong to. Children have discussed Buddhist temples and important objects that you would find in the temple.	Which sacred books and stories belong to each religion? Who is Buddha and what do Buddhists believe?	Drama opportunities for re-telling key religious stories/ events. I know that ...	LQ: What are the names of the sacred texts and which religions do they belong to? LQ: What can we learn from Sacred Books? The Bible - The Good Samaritan The Qur'an - The Crying Camel The Torah - Noah's Ark LQ: Who was Buddha? LQ: What do Buddhists believe?	Sacred text Story Bible Christianity Torah Judaism Qur'an Islam Buddha Siddhartha Guatama Buddhism Shrine Inset Meditation Wheel of Life	Kindness
PSHE	Mental health awareness week lessons Zones of regulation learning about emotions learning about safety at home	Preassessment - verbally identify different emotions	Whole class discussions Paired discussions Kagan group discussions Presenting ideas to the class	How can I deal with comfortable and uncomfortable emotions? What can I do if I have a worry? What is mental health? What is resilience and how can we build our resilience? How can I stay safe online? What is work and what is money? How do we spend and save money responsibly? How have I changed since I was a baby? How have I changed since I started Year 1? What I am looking forward to/worried about when moving to Y2? What growth/resilience opportunities will have have when moving to Y2?	emotions worry mental health resilience safety online money work spend save change growth	Resilience



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Music	Pitch and tempo - "Meerkat Mail" compositions	End of unit performances, in kagan groups, shared on seesaw; perform as part of a group to demonstrate dynamics, pitch and rhythm	Whole class, group and paired discussions Collaborative work in groups, where children communicate to solve problems and create music together Introducing their work to the class when they perform	How can I move to reflect a character? How can I create sounds to reflect a character? How do I move at a speed that reflects the tempo of the music? What are dynamic changes and how do I respond to them? How can I demonstrate a sound pattern correctly to a pulse? How can I sing and play high and low sounds? How do I correctly interpret symbols showing high and low sounds? How do I demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these?	pitch tempo high low dynamics rhythm fast slow symbols instruments performance	Creativity
PE	Children have prior knowledge of Throwing and catching and have been shown how to hold the cricket bat and return a moving ball.	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 cricket ball when it is rolling/bouncing towards them with some degree of accuracy. The children should also be able to throw and catch with another person Create wide, long and thin body shapes, create shapes in a sequence, at different levels, individually and with a partner.	Oral feedback during and after lessons Use of key vocab	LQ: What are the key points when batting in cricket? LQ: How do you stand when bowling overarm? LQ: When should I use a long barrier? LQ: What position should your hands be in for a close catch? LQ: What steps do I have to take to use a front foot drive technique? LQ: What are some rules of bowling and batting rules in the game of cricket?	Front Foot drive, technique, overarm, throwing, accuracy, bowling, catching, consistent, position, fielding,	Resilience
Dance Gymnastics	Children have prior knowledge of gymnastics and creating pathways small and long. Symmetrical and asymmetrical shapes. Performing and giving feedback during previous dance and gymnastics units.	Demonstrate agility balance and coordination. Be physically confident. Show an understanding of what success looks like. Work with a partner to perform a routine. Children show they are able to work with a partner to perform a routine. Children to know what makes a good performance.	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: How will I create a wide body shape and spin whilst creating a wide shape? LQ: How can I hold my own body weight and create a tight, curled shape? LQ: What feedback can I give my peers based on their performance? LQ: How can I transfer my movements from the floor to apparatus? LQ: How will I create long and tight shapes whilst stationary and moving? LQ: How can I create a sequence using curled, wide and narrow shapes?	wide shape body weight tight curled performance feedback apparatus long	Resilience