

Medium Term Plan

Year 1		Topic Name Beach	Term 6	
<b>Overarching Question?</b>	What treasure will we find on the beach?			
<b>Stunning Start</b>	Go to beach, find treasure , message in a bottle			
<b>Fantastic Finish</b>	Go to beach , beach clean, decorate pebbles/ beach art			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can .....
<b>English Genres and Focus</b>	Frog and toad the list Finding tale Ending Recount Our day at the beach			
<b>Maths</b>	Geometry: position and direction. Place value within 100. Measurement: money, time.	White Rose Maths	Describe position, direction and movement, including whole, half, quarter and three quarter turns  Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.  Recognise and know the value of different denominations of coins and notes.  Sequence events in chronological	I can describe position, direction and movement. I can count to and back within 100. I can count, read and write numbers to 100. I can find one more or less. I can use pictures and objects to solve problems.  I know the values of different coins.  I can put events in order.  I can tell the time to the hour and half past the hour.  I can solve time problems.  I can measure and begin to record time.

			<p>order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. 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. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)</p>	
<b>Science</b>	Seasonal changes	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Summer Walk</p> <p>Observe summer changes</p> <p>Compare with previous seasons</p>	<p>I can explain changes through autumn, winter, spring and summer.</p> <p>I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.</p>
<b>PE</b>				I can use my skills to perform in sports and activities
<b>Art/DT</b>	Environmental art	<p>Use artwork to record ideas, observations and experiences</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Explore mark-making using a variety of tools</p>	<p>Sketching at the beach</p> <p>Sea painting</p> <p>Beach collages</p>	<p>I can use art to share my ideas</p> <p>I can draw things I have seen or imagined using lines</p> <p>I can try out ways mark-making using different tools</p>

<p><b>PSHE</b></p>	<p>Me and my feelings.</p> <p>Me and my relationships.</p>	<p><u>Me and my feelings</u> about some of the things that help people to feel good about their days to identify what makes them feel good about their days about some of the things that might make people feel not so good about their days a vocabulary of 'not so good' feelings about what they can do to make themselves feel better when they are feeling 'not so good' about how it might feel to be scared or uneasy about what they could do if they were feeling scared or uneasy that all feelings are OK, but not all behaviours are OK a vocabulary of angry feelings some appropriate strategies for managing angry feelings a vocabulary for feeling good to recognise what they are good at</p> <p><u>Me and my relationships</u> Understand the importance of family</p> <p>that there are physical attributes and feelings that they all share that we are alike in many ways but that each of us is unique and special. to view difference and diversity positively about how it might feel to be left out we have a right not to be afraid or hurt that difference is not an excuse for bullying about the value of being a friend and having friends about what friends do with and for each other</p>	<p><u>Me and my feelings</u> Billy wise by Judith Nicholls</p> <p>Temper Temper by Norman Silver</p> <p>The Bad-Tempered Ladybird by Eric Carle</p> <p>Snowy by Berlie Doherty</p> <p>Augustus and his Smile by Catherine Rayner</p> <p><u>Me and my relationships</u></p> <p>What Makes Me Happy? by Catherine and Laurence Anholt But Martin by June Couse I Am I really different? by Evelien van Dort Borka by John Burningham Melrose and Croc Find a Smile by Emma Chichester Clark Old Bear by Jane Hissey Not Now Bernard David McKee</p>	<p><u>Me and my feelings</u> I can talk about what makes them feel good about their days I have a vocabulary for 'not so good' feelings I can suggest ways of helping themselves to feel better when I am feeling not so good I can recognise and describe what scared and angry feel like I can suggest strategies for managing feelings of being scared or uneasy I have a vocabulary for describing how anger feels I suggest some strategies for managing anger I can identify my own strengths</p> <p><u>Me and my relationships</u></p> <p>I can identify feelings they have in common with others in the class I can identify and value the ways in which they are unique I have some strategies for managing feelings of being 'left out' I know that difference is not an excuse for bullying I can talk about ways that they are or can be good friends I can identify some of the things needed for effective teamwork and cooperation I can talk about ways they can show support and care for each other</p> <p><u>Personal and social</u> I can say why it is important to have different friends I can listen to other people's suggestions I know that people in my family are important and care for me I can share my ideas about something</p>
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<b>RE</b>	JUDAISM: The Jewish way of life?	<p>That many people have objects in their home that are 'precious' to them and that these can be linked to religion</p> <p>To recognise objects that can be found in many Jewish homes.</p> <p>What some of the words inside a mezuzah mean</p> <p>That Jewish people believe in one God</p> <p>Why a mezuzah is put on the doorposts of houses</p> <p>Why Jewish people celebrate Shabbat</p> <p>How Jewish people welcome Shabbat on a Friday night</p> <p>How Jewish people both rest and pray at Shabbat</p>	<p>What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</p> <p>What does the story of Chanukah make us think about? How do Jewish people celebrate Chanukah?</p> <p>What does the story of Chanukah make us think about? What is important at Chanukah time?</p> <p>Where is a special place for Jewish people?</p> <p>Where is a special place for Jewish people?</p> <p>What do we know about Judaism that we didn't know before?</p>	<p>I can retell a story the story of Chanukah.</p> <p>I can suggest what this story shows Jewish people about God.</p> <p>I can talk about how Chanukah is a special time for Jewish people.</p> <p>I can talk about and suggest why the Synagogue is a special place for Jewish people. I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.</p>
<b>Computing</b>	Coding	Predict the behaviour of simple programs	Use a programmable toy.	I can predict the behaviour of a programmed toy
<b>Geography</b>	Local area study: the beach	<p>Name, describe and compare familiar places</p> <p>Know about some present changes that are happening in the local environment e.g. at school</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc.</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p>	<p>Study the local beach: different parts, different times</p> <p>Look at ways to improve the school environment.</p>	<p>I can name, describe and compare places I know</p> <p>I can show I know about changes that are happening in the local environment e.g. at school</p> <p>I can use simple maps of the local area</p> <p>I can ask simple geographical questions</p> <p>I can link home with other places in my local area.</p> <p>I can suggest ideas for improving the school environment.</p>
<b>History</b>	Local history: the beach, fishermen, smugglers	Find answers to some simple questions about the past from simple sources of information	<p>Investigate local history of the beach.</p> <p>Investigate and learn</p>	I can find answers to some simple questions about the past from simple sources of information

		<p>Ask and answer relevant basic questions about the past</p> <p>Understand key features of events</p> <p>Identify some similarities and differences between ways of life in different periods</p> <p>Talk, draw or write about aspects of the past</p>	<p>about the history of the fisherman and the lifeboats.</p> <p>Learn about smugglers related to the local area.</p>	<p>I can ask and answer relevant basic questions about the past</p> <p>I can understand key features of events</p> <p>I can identify some similarities and differences between ways of life in different periods</p> <p>I can talk, draw or write about aspects of the past</p>
<b>Music</b>	Sounds of the Sea	<p>Recognise different instruments</p> <p>Discuss feelings and emotions linked to different pieces of music</p> <p>Understand that tempo describes how fast or slow the music is</p> <p>Understand that dynamics describe how loud or quiet the music is</p>		<p>I can name different musical instruments</p> <p>I can say what I like or dislike about a piece of music and describe how it makes me feel</p> <p>I can understand that tempo describes how fast or slow the music is</p> <p>I can understand that dynamics describe how loud or quiet the music is</p>
<b>Local focus</b>	Ocean guardians beach clean.			
<b>Visitors or trips</b>	Go to beach. Find treasure.			
<b>Special Focus Days/Weeks</b>	Book books.			
<b>Key Vocabulary:</b>	Beach, sea, coast, shore, fishermen			
<b>Language Enrichment Opportunities:</b>				