

Medium Term Plan

Year 1		Topic Name Growing		Term 5	
Overarching Question?	How does your garden grow?				
Stunning Start	Bunnings/garden centre allotments				
Fantastic Finish	Cooking with produce we have grown				
Subject	Main Focus	NC Programme of study	Possible Tasks	Outcomes 'I can	
English Genres and Focus	Dialogue Instructions	T4W Rags to Riches tales Jack and the Beanstalk	Jack and the Beanstalk: speech bubbles, speech marks How to grow a seed	I can write a dialogue I can write a set of instructions	
Maths	Number: multiplication and division Number: fractions Geometry: position and direction	White Rose	<u>Multiplication and Division</u> Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <u>Fractions</u> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an	<u>Multiplication and Division</u> I can count 2s, 5s and 10's I can solve one step problems using multiplication and division using manipulatives and with the support of my teacher. I can recognise, find and name a half as one of two equal parts of an object, shape or quantity. I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	

			<p>object, shape or quantity.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Position and direction: Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>I can compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>I can compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>I can describe position and direction including whole, half, quarter and three quarter turns</p>
Science	<p>Plants The Seasons Animals including humans</p>	<p>Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Looking at seeds</p> <p>Growing seeds</p> <p>Fair test for growing plants</p> <p>Plants through the seasons</p> <p>Cooking with things we grow</p>	<p>I can name some common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can name and describe the basic structure of a variety of common flowering plants, including trees.</p>
	<p>ABC2 Net Games</p>			

PE				
Art/DT	Cooking and nutrition	<p>Talk about what he/she eats at home and begin to discuss what healthy foods are</p> <p>Say where some food comes from and give examples of food that is grown</p> <p>Use simple tools with help to prepare food safely</p>	<p>Healthy diet</p> <p>Fruit and vegetables: shopping, preparing and cooking</p> <p>Following a recipe</p>	<p>I can talk about what I eat at home and begin to discuss what healthy foods are</p> <p>I can say where some food comes from and give examples of food that is grown</p> <p>I can use simple tools with help to prepare food safely</p>
PSHE	Me and medicines and drugs	<p>Class discussion, role play</p> <p>Visit from School Nurse</p>	<p>Children learn</p> <ul style="list-style-type: none"> •about medicines that people might need when they are ill •about who is a safe person to give medicines •about different kinds of medicines, eg liquids, sprays, creams, drops •about where medicines come from •that all medicines have drugs in them and this makes them dangerous – and not to take anyone else’s medicine •that some people need to take medicines regularly to stay well •what to say to a grown-up if someone you know needs their medication •about places in and around the home where people put medicines and other dangerous substances •about how to keep safe around medicines and household substances •about strategies for dealing with persuasion to 	<p>I know:</p> <ul style="list-style-type: none"> •about medicines that people might need when they are ill •about who is a safe person to give medicines •about different kinds of medicines, eg liquids, sprays, creams, drops •about where medicines come from •that all medicines have drugs in them and this makes them dangerous – and not to take anyone else’s medicine •that some people need to take medicines regularly to stay well •what to say to a grown-up if someone you know needs their medication •about places in and around the home where people put medicines and other dangerous substances •about how to keep safe around medicines and household substances

			<p>taste, touch or take something because someone tells them to</p> <ul style="list-style-type: none"> •about how we know we are getting better •a vocabulary for ‘feeling better’ 	<ul style="list-style-type: none"> •about strategies for dealing with persuasion to taste, touch or take something because someone tells them to •about how we know we are getting better •a vocabulary for ‘feeling better’ <p>I know that my body needs food to help me grow and stay healthy</p> <p>Explain how to stay safe in the sun</p> <p>I know that too much exposure to the sun can cause me harm and sun block can help protect me</p> <p>I know why the brain, heart and lungs are important body parts</p>
RE	<p>Judaism</p> <p>The Jewish way of life</p>	<p>Discuss what precious items they have in their home. Why are they important?</p> <p>Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.</p> <p>Talk about remembering what really matters: how do people make a special time to remember?</p> <p>Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all</p>	<p>Talk about the fact that Jewish people believe in God.</p> <p>Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat)</p>	<p>I can talk about the fact that Jewish people believe in God.</p> <p>I can recognise that some Jewish people remember God in different ways</p>

		<p>people. Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Chanukah the stories and meanings associated with it; find out about how the 9-branched Chanukiah links to the story of Chanukah. Use play, artefacts,</p>		
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		photographs and storytelling to explore questions about Jewish life for themselves.		
Computing	Learn about algorithms	Understand what algorithms are and how they are implemented on digital devices	Make the link between recipes and instructions to the way an algorithm works	I can explain that an algorithm is a step by step set of instructions
Geography	Seasonal weather changes	Describe seasonal weather changes	Look at how plants change through the seasons	I can describe seasonal weather changes
History	George Forrest: botanist	Find answers to some simple questions about the past from simple sources of information Describe some simple similarities and differences between artefacts Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past	Use fact files and search engines to find information Compare the life of Forrest and a modern botanist	I can find answers to some simple questions about the past from simple sources of information I can describe some simple similarities and differences between man made objects I can sort historical objects from 'then' and 'now' I can ask and answer relevant basic questions about the past
Music	BBC Schools Radio Primary Music KS1: Jack and the Beanstalk Songs about	Listen to music with sustained concentration Find the pulse whilst listening to music and using movement	https://www.bbc.co.uk/programmes/articles/4BzQ44KqZdxM8m3hSSsdMgS/primary-music-ks1-jack-and-the-beanstalk-info https://www.bbc.com/bitesize/clips/z2pxpv4	I can concentrate and listen to a piece of music I can find the pulse by moving my body I can use musical words and phrases to describe a

	<p>fruit and vegetables and healthy eating</p>	<p>Use the correct musical language to describe a piece of music</p> <p>Recognise different instruments</p> <p>Discuss feelings and emotions linked to different pieces of music</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</p> <p>Listen to, copy and repeat a simple rhythm or melody Understand that pitch describes how high or low sounds are</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>Learn and perform chants, rhythms, raps and songs</p> <p>Work and perform together</p>		<p>piece of music</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 rhythm describes the mixture of long and short sounds which are performed on top of the pulse</p> <p>I can listen to, copy and repeat a simple rhythm or melody</p> <p>I can understand that pitch describes how high or low sounds are</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> <p>I can perform rhymes, raps and songs</p> <p>I can work and perform as part of an ensemble or as a group singing</p> <p>I can understand how to sing musically</p>
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		<p>with others as an ensemble or as a group singing</p> <p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p>		<p>after warming up, sitting or standing well so that I can project the sounds confidently</p>
Local focus	Allotments in the local area, places where we buy vegetables			
Visitors or trips	<p>Visit to allotment</p> <p>Visit to supermarket</p> <p>Visit to garden centre</p>			
Special Focus Days/Weeks	Fruit and Vegetable Café: Cooking Day using some of the things we have grown			
Key Vocabulary	Plant, seasons, leaf, stem, root, flower, germinate, harvest, ingredients, recipe, instructions			
Language Enrichment Opportunities	<p>Role Play: Kitchen Cook, Café</p> <p>Science Investigation area</p>			