

## Year 1 Term 6 Medium Term Plan

Topic Title: Everchanging environments

### English

This term, we will continue to review and learn set 1, set 2 and set 3 sounds (depending what group we are in). We will have lots of practice looking for special and chatty friends in words, Fred talking, Fred talking in our heads and reading the words.

Children will also have lots of practise using these sounds in their spellings, using Fred fingers and pinching the sounds to help them. We will continue to hold a sentence to practise remembering what we are writing and thinking of all the things we need to include (capital letters, finger spaces and full stops).

Handwriting will continue to be a focus with gross motor and fine motor activities being incorporated into our daily routines. These activities will support children's pencil grip and letter formation.

We will continue to write in our thematic sessions and have daily red word activities. Additionally, we will be writing a 'showpiece' each week. This will sometimes link with our thematic learning but may also be linked to other parts of the curriculum. We will be focusing on sentence construction, use of correct punctuation, conjunctions (and, but, so, because) and use of adjectives to describe. We will also be re-reading our writing to check that it makes sense and make changes as needed.

### Maths

#### Multiplication

To place objects into arrays

Can describe an array in two ways

To pictorially represent multiplication sentences

To understand repeated addition

To make multiplication stories

To move towards the bar model to solve word problems

#### Division

To relate grouping to repeated subtraction

Use arrays to help solve division problems

To know the link between multiplication and division

To solve one step word problems

To use reasoning to explain

#### Fractions (Quarters)

To recognise a quarter of an object (as one of four equal parts)

To recognise a quarter of a shape (as one of four equal parts)

To identify a quarter of a quantity (to share equally between 4).

To know that a quarter is the same as half and half again.

To place fractions on a number line

#### Statistics

To sort objects using one criteria (Carroll diagrams)

To sort objects using more than one criteria (Carroll diagrams)

To sort objects using one criteria (Venn diagrams)

To sort objects using more than one criteria (Venn diagrams)

#### Addition and Subtraction

Recap of skills taught and address gaps

To solve one-step word problems

### RE

In Term 6, children will learn about what Muslims celebrate and facts about the Islamic religion. They will learn about Mecca, Ramadan and Eid al-Fitr. Children will

### PSHE

In week 1, children will learn about how unkind words can affect people and how to respond and react to unkind words. We will learn that our bodies and feelings can be hurt by words and actions. We will also learn that people can

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| learn how these are celebrated and compare to celebrations they have experienced. | <p>say unkind things online. Reading books which focus on body positivity and self-acceptance Titles like "Be Who You Are" and "It's Okay to Be Different" by Todd Parr. "Bodies Are Cool" and "Embrace Your Body" also offer positive messages about appreciating various body shapes and sizes.</p> <p>We will also spend a day learning about 'money sense'. We will learn the difference between needs and wants and what skills we may need to have to do a particular job.</p> <p>In the final week of term, when we spend time with our new teachers on transition days, we will focus on our aspirations.</p> |
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| <p><b>Art</b></p> <p>In Art this term, we will be exploring the PSHE theme of aspiration 'Don't count the days, make the days count' considering our responsibilities for the environment. For this we will be looking at things the children can do to help the environment, and we will use inspiration from David Attenborough and Jane Goodall. In this unit, we will revisit painting, we will look at what white and black does when added to paint and mix, use and apply secondary colours. The artist we will be exploring in this unit is J.M.W Turner. We will look at his artwork of sunsets and beaches and begin to ask questions about artwork. To link this to our responsibilities for the environment, we will be using only natural resources to paint such as twigs, leaves and flowers. We will then create a collaborative piece of artwork on a canvas.</p> | <p><b>Music</b></p> <p>This term we will focus on singing and playing music together. We will perform both solo and in a chorus. We will learn to invent and improvise within music.</p> |
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| <p><b>P.E.</b></p> <p>During term 6, the children will be learning to replicate a basic running technique. They will also be replicating basic jumping, throwing and slinging techniques. This will be done by using a variety of different athletics games where children will be competing against each other.</p> |
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| Thematic Curriculum |   |
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| Topic Title:        | Everchanging environments.  |
| Big Question:       | How does our environment change over the year?  |
| Golden Thread:      | Understanding the world   |
| Prior Knowledge:    | In Reception, in the Understanding the World the children covered the theme of Growth. Within this, the children learnt the words seed, root, petal and stem. They planted seeds and made simple observations as the seeds changed and grew and used observational drawing to record this. Across the year, the children also learnt about the 4 seasons and the key features that identify these seasons.  |
| Blurb overview:     | In this unit, the children will become botanists and learn the basic structure of flowering plants and trees. They will learn and use the language of stem, trunk, flower, blossom, petals, seeds, leaves, roots and branches. The children will use the understanding of plants to be able to identify and understand the differences between evergreen and deciduous trees. When being geographers in Everchanging Environments, we will link our botany learning to geography when learning about the weather and seasons. We will |

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|  | learn how the weather changes throughout the year, we will associate weathers with seasons and to begin to understand the length of the day changes throughout the year resulting in an everchanging environment. |   |
| Celebration of Learning  | Eating edible plants  |   |
| Text Links   | A tiny seed; A seed is sleepy; Titch; The Last Wolf; The enormous potato; Plants around the world; Rumble in the jungle   |   |
| Oracy End Point:   | Describing the growth of a plant in a presentation to reception children.   | Physical: Use appropriate tone of voice for context<br>Cognitive: Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally<br>Linguistic: Describe events that have happened to them in detail<br>Social and Emotional: Describe events that have happened to them in detail   |
| <b>Science</b>   |   |   |
| Substantive Knowledge  |   | Disciplinary Knowledge  |
| <ul style="list-style-type: none"> <li>Identify the basic structure of flowering plants and trees – stem/trunk, flower, blossom, petals, seeds, leaves, roots, branches.</li> <li>Understand the difference between evergreen and deciduous trees.</li> <li>Identify a range of deciduous and evergreen trees.</li> </ul> -to know about the work of past and present scientists:<br>Past - David Douglas<br>Present -Parent/grandparent of child or Alan Titchmarsh |   | -explore the world around them and raise their own questions<br>-ask people questions and use simple secondary sources to find answers<br>-observing closely, using simple equipment<br>-gathering and recording data to help in answering questions<br>-observe changes over time<br>-use simple measurements and equipment (for example, hand lenses, egg timers) to gather data<br>- record simple data using drawings, taking photographs and simple tables<br>- record and communicate their findings in a range of ways and begin to use simple scientific language<br>-talk about what they have found out and how they found it out |
| <b>Geography</b>   |   |   |
| Substantive Knowledge  |   | Disciplinary Knowledge  |
| <b>Geography</b><br><br>-To know that weather changes throughout the year and it can be observed<br>-To know the weather associated with each season<br>-To know that the length of the day changes throughout the year.<br>*make links to Thunderbolts and Lightning learning.  |   |   |
| <b>Cultural Capital</b>  |   |   |
| Weekly Overview  |   |   |
| Week 1   | <b><u>PSHE Week</u></b><br>Monday - IALT understand what unkind words are and IALT understand what to do if we hear unkind words.   |   |

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|        | <p>Tuesday – PE</p> <p>Wednesday – Art - In term 6 we will be exploring the PSHE theme of aspiration, in particular our responsibilities for the environment. We will be looking at the work of David Attenborough and Jane Goodall and what they have done to help the environment. We will then consider the things we can do to help the environment. We will go on a walk and collect natural resources to create our own paintbrushes. <i>About the things they can do to help the environment.</i></p> <p>Thursday - IAL that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>Friday - IALT understand how people may feel if they experience hurtful behaviour or bullying</p>   |
| Week 2 | <p>Monday - We will start our new thematic unit by looking at the Big Question ‘How does our environment change over the year?’ We will discuss our ideas around this question. We will then start the week by identifying the basic structure of trees to include the trunk, leaves, roots and branches. We will observe our flowers we have planted and look for changes over time and record these using drawings and taking photographs.</p> <p><i>Identify the basic structure of trees – stem/trunk, seeds, leaves, roots, branches.</i></p> <p><i>Observe changes over time (begin a record to observe the flowers changing in the planter)</i></p> <p><i>Record simple data using drawings, taking photographs and simple tables</i></p> <p>Tuesday – PE</p> <p>Wednesday – Art - In this lesson, the children will be learning about the artist J.M.W. Turner and looking at his famous paintings of the beach and sunset ‘Sunset off Margate Pier’. I am learning to ask questions about a piece of artwork.</p> <p>Thursday – In this lesson, we will recap on evergreen and deciduous trees and how we identify between the two. be learning to name a range of deciduous trees. <i>Understand the difference between evergreen and deciduous trees. Identify a range of deciduous and evergreen trees.</i></p> <p><i>Explore the world around them and raise their own questions</i></p> <p><i>Ask people questions and use simple secondary sources to find answers</i></p> <p><i>Observing closely, using simple equipment</i></p> <p><i>Gathering and recording data to help in answering questions</i></p> <p>Friday In this lesson, we will be learning to name a range of evergreen trees <i>Understand the difference between evergreen and deciduous trees.</i></p> <p><i>Identify a range of deciduous and evergreen trees.</i></p> <p><i>Explore the world around them and raise their own questions.</i></p> <p><i>Ask people questions and use simple secondary sources to find answers</i></p> <p><i>Observing closely, using simple equipment</i></p> <p><i>Gathering and recording data to help in answering questions</i></p> |

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| Week 3 | <p>Monday – In this lesson, the children will learn to identify the basic structures of flowering plants and will use the vocabulary: stem, flower, petals, seeds, leaves, roots to label. <b>Identify the basic structure of flowering plants, flower, blossom, petals, seeds, leaves, roots.</b><br/> <b>Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data.</b><br/> <b>Record and communicate their findings in a range of ways and begin to use simple scientific language.</b><br/> <b>Talk about what they have found out and how they found it out.</b></p> <p>Tuesday – PE</p> <p>Wednesday AM– <b>trip to Felderland Farm</b></p> <p>Art PM - In this lesson, the children will begin to use the natural paintbrushes that they have made and explore what white/black does when added to paint colours.</p> <p>Thursday - In this lesson, the children will write a recount of their trip to Felderland Farm and share their experience with Reception.</p> <p>Friday - In this lesson, the children will label the drawings and observe flowering plants in their local environments. <b>They will create scientific labelled drawings, as well as observing these features of flowering plants in their local environment.</b></p> |
| Week 4 | <p>Monday In this lesson,the children will learn to name and identify common garden plants. <b>Identify and name different common and wild garden plants. The children will identify and name different common and wild garden plants. They will compare and contrast what they have found out about different plants.</b></p> <p>Tuesday – PE</p> <p>Wednesday – Art - In this lesson, children will focus on creating moods in artwork by using colours and techniques. I am learning to mix, use and apply secondary colours in my work.</p> <p>Thursday - In this lesson, the children will learn to name and identify wild garden plants. <b>Identify and name different common and wild garden plants. The children will identify and name different common and wild garden plants. They will compare and contrast what they have found out about different plants.</b></p> <p>Friday – In this lesson, we will introduce the children to the scientists we will be learning about this term (David Douglas and Alan Titchmarsh) and find out some interesting facts about them. <b>To know about the work of past and present scientists:</b><br/> <b>Past - David Douglas</b><br/> <b>Present -Parent/grandparent of child or Alan Titchmarsh</b></p>                            |
| Week 5 | <p>Monday – Children will recap prior learning about how the weather changes throughout the year and how these can be observed and also describe the weather associated with each season. The children will then learn that the length of the day changes throughout the year.<br/> <b>To know that weather changes throughout the year and it can be observed</b><br/> <b>-To know the weather associated with each season</b><br/> <b>-To know that the length of the day changes throughout the year.</b></p> <p>Tuesday – PE</p> <p>Wednesday – Art - In this lesson, children will focus on their ideas for their showpiece and create a sunset/beach painting using their skills they have built on.</p> <p>Thursday – ORACY activity – children will go to Year R and describe the growth of a plant</p> <p>Friday – End of unit quiz</p>   |
| Week 6 | <p>Monday- Computing Day</p> <p>To describe what different freehand tools do</p>   |

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|        | <p>To use the shape tool and the line tool</p> <p>To make careful choices when painting a digital picture</p> <p>To explain why I chose the tools I used</p> <p>To compare painting a picture on a computer and on paper</p> <p><i>Tuesday</i> – PE</p> <p><i>Wednesday</i> – Art - In this lesson, children will create their SHOWPIECE! Children will use all of the skills learnt this term to create a final collaborative showpiece on canvas.</p> <p><i>Thursday</i> - Sports day PM</p> <p><i>Friday</i> - Money sense day – children will learn about the differences between needs and wants and that sometimes people may not be able to have the things they want. Children will learn how jobs help people to pay for things and learn about the jobs that people do. We will also discuss what strengths and interests someone might need to do different jobs.</p> |
| Week 7 | <p><b>Transition week</b></p> <p><i>Monday</i>- Chilton Way, expectations and relationship building; getting to know the children.</p> <p><i>Tuesday</i> – Oracy Project/PE</p> <p><i>Wednesday</i>- PSHE - Wellbeing &amp; Transition focus.</p> <p><i>Thursday</i> – RE Day – children will learn about the Muslim celebrations</p> <p>Lesson 1 - To find out about Ramadan</p> <p>Lesson 2 - To find out Eid al-Fitr</p> <p>Lesson 3 - To find out about Mecca.</p> <p><i>Friday</i> – children will enjoy time with their current teacher. School closes at 2pm.</p>   |