

Class One Medium Term Planning Grid-overview of key experiences and activities
 Summer 1 2017 Topic: Plants/Growing

| | Week 1 24 th April | Week 2 1 st May | Week 3 8 th May | Week 4 15 th May | Week 5 22 nd May |
|-----------------------------------|---|---|---|--|--|
| Important Dates | | | | | |
| English (Literacy) | Nonsense Poems The Quangle Wangle's Hat The Works By P Cookson | Nonsense Poems The Quangle Wangle's Hat The Works By P Cookson | Action Poems | Action Poems | Bog baby |
| SPAG | Verbs | Adjectives | Compound Words | Adverbs | Adverbs |
| Letters and Sounds Year 1 | Revise all Sounds Tricky words- see Individual Word Mats | Revise all Sounds Tricky words- see Individual Word Mats | Revise all Sounds Tricky words- see Individual Word Mats | Revise all Sounds Tricky words- see Individual Word Mats | Assessment |
| Letters and Sounds Reception Only | Practice recognition and recall of Phase 2 and 3 graphemes. Phase 4 Reading tricky words said, so Spelling tricky words; he, she, we me, be | Practice recognition and recall of Phase 2 and 3 graphemes. Phase 4 Reading Tricky words; have, like, some, come Spelling tricky words was you | Practice recognition and recall of Phase 2 and 3 graphemes. Phase 4 Reading tricky words; were, there, little, one Spelling tricky words they all, are | Practice recognition and recall of Phase 2 and 3 graphemes. Phase 4 Reading tricky words; do, when, out, what Spelling tricky words my, her | Assessment |
| Mathematics Year One | <ul style="list-style-type: none"> Place Value Count to 40 forwards and backwards, beginning with 0 or 1, or from any number Count, read and write numbers from 1-40 in numerals and words. Identify and represent numbers using objects and pictorial representations Given a number, identify 1 more or 1 less | | | <ul style="list-style-type: none"> Addition and Subtraction Add and subtract one digit and two digit numbers to 20, including zero Read, write and interpret mathematical statements involving addition and subtraction signs | |
| Mathematics Reception | <ul style="list-style-type: none"> Addition and subtraction One more, one less Counting on and back to find an answer | <ul style="list-style-type: none"> Doubling, halving and sharing Time | | | <ul style="list-style-type: none"> Patterns- symmetrical/repeating Beginning to name 3D shapes |

Class One Medium Term Planning Grid-overview of key experiences and activities
 Summer 1 2017 Topic: Plants/Growing

| | | | | | |
|---|---|---|---|--|---|
| RE- Reception (Understanding the World- People and Communities) | Good Samaritan: To listen to and respond to a range of faith stories in a variety of ways (sense of place, imagination, language for communication, language for thinking, reading, cultures and beliefs, responding to experiences, physical and expressing and communicating ideas. | What does friendship mean? I can explain what being a friend means to me. I can identify the personal qualities fo characters in a story and relate this to my own experiences. I can demonstrate my own ideas using pictures. | Jesus chose special friends: I know that Jesus chose 12 disciples to be his special friends, helpers and followers. I can talk about the feelings of the disciples. | Why was Jesus a friend to children? I can talk about why I think Jesus liked children and was their friend. | Who was Zacchaeus and how did he change? I can retell the story of Zacchaeus through drama and role play. I can give some reasons why Jesus chose Zacchaeus. I can explain in simple terms how Jesus's friendship affected Zacchaeus. I can select and illustrate parts of the story. |
| PSHE Year One | To know where different foods come from. I know that some foods are grown locally and some are imported from around the world. | To understand the different between a custom and a ritual. I can name some of the customs within my local community. | To appreciate why we celebrate special events with different food. I understand why we use chocolate for special foods and celebrations. | To appreciate how much chocolate we use. I can tell the amount of chocolate we eat in our class. | To know where chocolate comes from. I can tell you the main countries chocolate comes from and how it is grown. |
| Geography (Understanding the World) – 2 lessons per week (SE) - Comparing life in a remote Scottish Island | Understand where we live in the UK / Europe / World Use vocabulary linked to physical features of land | Use vocabulary linked to human features of land Compare life on mainland to an island | Forest School | Compare and contrast life in the Indian village (from last term) | Forest School |
| Science (Understanding the World-The World) Identifying Plants | To find out what a plant is. | To identify and describe garden plants. | To identify and describe wild plants. | To identify and describe a range of trees. | To identify the different parts of a plant. |
| DT Eat More Fruit and Vegetables | To find out the favourite fruits and vegetables in the class and present the data in a pictogram. | To examine, taste and describe a variety of fruits and vegetables. | To find out how to handle and prepare a variety of fruits and vegetables. | To be able to design a recipe to include fruit and/or vegetables. | To be able to make and evaluate a food product based on a design. |
| ART | Nature in Art Animals | Nature in Art Faces | Nature in Art Pizza and Pie | Nature in Art Names | Nature in Art Mandalas |

Class One Medium Term Planning Grid-overview of key experiences and activities
 Summer 1 2017 Topic: Plants/Growing

| | | | | | |
|---|--|--|---|--|--|
| | Andrew Goldsworthy | | | | |
| Computing (Understanding the World-Technology) | Word bank | 2Go Make Your Own | Fish (programming) | Handling data | E-safety |
| PE (Physical Development) | Warm Up Roll and Hold Invasion Games <ul style="list-style-type: none"> • Kick Start Kick • Feint and Dodge | Warm Up Roll and run Invasion Games Long and Short Throwing Figure of 8 Dribble Push the ball Alternate Bounce | Warm Up Underarm Duo Invasion Games Count and Throw Piggy in the middle roll Two versus Two Shuttle Relay Bean bag sprint | Warm Up Throw and Catch Striking and Fielding Games Beat the Ball Wall Bounce Hoop Bounce Bowl and Bounce | Warm Up Bouncing Bonanza Striking and Fielding Games Triangles Beanbag and hoop catch Bat-hand ball |
| Music | Listening to Pitch and rhythm – same or different? Duration of notes. Creating different patterns Signs and symbols Songs around topic | Listening to Pitch and rhythm – same or different? Duration of notes. Creating different patterns Signs and symbols Songs around topic | Listening to Pitch and rhythm – same or different? Creating music based on watching BBC bitesize Music KS1 quiet, loud, fast and low. Using signs and symbols to notate music created. Songs around topic | Listening to Pitch and rhythm – same or different? Creating music based on quiet, loud, fast and low. Growing things Using signs and symbols to notate music created. | Assessment |
| French | My family Year 1 based on Les Aventures Book 1 ma famille Reception- games using vocabulary for the family and some animals | | On the beach Games and activities around the weather vocabulary/ summer clothes/ things on the beach. Numbers to 20 | | |
| Handwriting Year 1 | | | | | |
| Fine Motor Activities (Reception Only) | Twirls Criss Cross Circles Quick write s/a/t/p he/she/we/me/be | Peg patterns Peg Pass Quick Write i/n/m/g was/you | Forest School | Dice Roll Spot the Dots Quick Write o/c/k/ck/ they/all/are | Switch it Build a Tower Quick Write All Phase 2 My/her |

Class One Medium Term Planning Grid-overview of key experiences and activities
Summer 1 2017 Topic: Plants/Growing

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|