

Rossett Acre Primary
Year One Summer 1 Medium Term Plan 2022-23
Wonderful World

| | Week 1 17/4/22 The World <i>What do we want to discover/know?</i> | Week 2 24/4/22 Arctic | Week 3 1/5/22 Africa | Week 4 21/3/22 Africa | Week 5 28/3/22 Harrogate | Week 6 4/4/22 Harrogate |
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| English | 'Miranda the Explorer' Comprehension | Miranda the Explorer' Shared writing Create an exploring story *I can link what I read or hear to my own experiences. *I can read what I have written aloud to my friends in class. | 'Meerkat Mail' Comprehension *I can write a postcard. *I can use 'wow' adjectives. *SPAG-I can use ing/ed endings. *I can use contractions I'm, I'll etc. | 'Handa's Surprise' Comprehension Talk for Writing *I can draw a story map to help me retell the story. *I can sequence sentences to form short narratives. *I can re-read what I have written to check that it makes sense. *I can innovate the story of 'Handa's Surprise' e.g. in Arctic dif sea creatures steal dif types of fish. *SPAG -I can add s/es for plurals. | 'Immi' Comprehension Sensory Workshop Write description of Arctic-factual *I can sequence sentences to form short narratives. *I can re-read what I have written to check that it makes sense. *I can write capital letters for the names of people and places. *SPAG-I can name the letters of the alphabet in order. -Animal alphabet | 'Greedy Zebra' Comprehension Description Suffixes- ing, ed *I can create my own perfect animal using different parts from other animals. |
| Phonics | ay, a_e, ea, e | ie, i_e, o, o_e | Ue, U-e, ew, aw | Ea (head), ir, ou, oy | i, a, ow, u | Ph, wh, ie, g |
| Spellings | running playing skipping jogging hopping dropping | play day cake shake seal team | Pie tie line slime no so | glue argue June tune chew new | head bread girl swirl house mouse | tiger lion snow glow acorn |

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| | sitting | he she | bone stone | claw saw | toy boy | jacob music unicorn |
| Maths | Multiplication | Division | Multiplication and Division | Fractions | Fractions | Position and Direction |
| Science <i>Plants/Growing Animals Seasonal Change Weather around the world</i> | <i>Weather around the world</i> | Animals Science Experiment *Change over time <i>Observe Ice Temperature- cold Change over time</i> | Science Experiment *Change over time <i>Observe fruit Temperature- hot Change over time</i> | Animals * I can identify and name a variety of African animals -Sorting- Africa/ Arctic -Describe -Structure -Matching adults and babies | Plants Harrogate vs Rain Forest *I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees *I can identify and describe the basic structure of a variety of common flowering plants, including trees. -Structure of plants -Label plants -Seasons spring>Summer -Seasons- weather around the world. | |
| History | | * I can learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Christopher Columbus, Mary Seacole, Captain Scott and Helen Thayer] | | | | |
| Geography | Continents and Oceans *I can name and locate the world's seven continents and five oceans. *I can use world maps, atlases and globes to identify the UK -Label World map. -Explore globes atlases and maps. | Arctic * I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <i>Contrast- homes, animals, weather, food, city, town, village...</i> | Africa * I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <i>Contrast- homes, animals, weather, food, city, town, village...</i> | Africa * I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <i>Contrast- homes, animals, weather, food, city, town, village...</i> | Harrogate * I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country <i>Contrast- homes, animals, weather, food, city, town, village...</i> | Harrogate * I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country <i>Contrast- homes, animals, weather, food, city, town, village...</i> |

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| Art | Papier Mache Globe *Use a range of materials creatively to design and make products *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | Pencils/shadows Create a piece of artwork of the landscape of Africa. I can use coloured pencils for a desired effect. *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | Printing <i>Handa's fruit</i> *Use a range of materials creatively to design and make products *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | Local Artist- Claire Baxter *Learn about the work of a range of artists and make links to their own work. (<i>Exhibition of our and her work</i>) *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | Local Artist- Claire Baxter *Learn about the work of a range of artists and make links to their own work. (<i>Exhibition of our and her work</i>) *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | Local Artist- Claire Baxter *Learn about the work of a range of artists and make links to their own work. (<i>Exhibition of our and her work</i>) * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |
| PSHCE Citizenship Sex and Relationships | Citizenship *I can express a simple opinion, agreement and disagreement. | Shared Responsibility Know how people and other living things have different needs; about the responsibilities of caring for them. I share the world with many people – <i>my world your world.</i> | Sex and Relationships Gender Differences *I can name the different external body parts. *I can explore gender stereotypes. | Relationships *I can explore different types of human relationships (i.e. mother/daughter, mother/father, friendships etc.). Recognise people are different ages – <i>my grandpa is amazing</i> | Relationships *I know family and friends should care for each other. *I know about change and loss and the associated feelings. | Communication * I can identify different feelings. * I can express feelings in a positive way. *I know how to stay safe. |
| R.E NYAS-1.4 How do we show we care? | Caring and being cared for: how does it feel? *I can talk about the people who care for me and the people I care about. *I can talk about how this makes me feel. | What can stories tell us about caring? *I can recognise different ways of showing care, and that songs and music can express caring attitudes. *I can explain that everyone needs care at some time, and all people, can 'give' care and receive care. | Who is a neighbour to me? Learning from a Christian story *I can consider the meaning of Jesus' parable of the Good Samaritan *I can think about the things anyone can do to show that they care, and the idea that leaving things undone or unsaid is missing a chance to care. | Who do we care for, and who cares for us? Learning from a Muslim story *I can listen to a story. *I can explain the way that people were helped in the story. | Who should you care for? Learning from a Sikh story *I can think about the Sikh story and understand that even if others say we should leave someone out, or not care for them, we might choose to care anyway. *I can think carefully about the causes of care and of conflict in my life. | How have some people shown they cared? Mother Theresa * I can identify some ways that the stories I hear show helpfulness and care. *I can relate the person's caring approach to their religious belief. |
| ICT | Topic Research Collectors Wonderful World | Topic Research Collectors Arctic | Algorithms and Simulations Bee bots- Retell story of Handa | Algorithms and Simulations Bee bots- Harrogate | Algorithms and Simulations Bee bots- Harrogate | Algorithms and Simulations Bee bots- P&D- Links to Maths |
| D.T | | | | | | |

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| P.E <i>Outdoor</i> | Athletics Long jump | Athletics Shot put | Athletics Sprinting | Athletics Relay | Athletics Javelin | Athletics Long distance - run a mile |
| P.E <i>Indoor</i> | Real PE Unit 6 Health and Fitness | Real PE Unit 6 Health and Fitness | Real PE Unit 6 Health and Fitness | Real PE Unit 6 Health and Fitness | Real PE Unit 6 Health and Fitness | Real PE Unit 6 Health and Fitness |
| Music <i>*Listen to music from all around the world.</i> | <u>Music around the world</u> Rain, Rain Go Away Exploring Timbre, Tempo & Dynamics <i>Learn songs: In the Jungle... The Animal Boogie...</i> | | <u>Creative Music Project</u> Sounds of Africa- animals, people, weather | | <u>Music around the world</u> Rain, Rain Go Away Exploring Timbre, Tempo & Dynamics | |