

YEAR 1 MEDIUM TERM PLAN SUMMER 2

The Big Question: Who travels and where do they go?

Launch Assembly:			WOW Day:		
Foley 5: Care and Kindness <i>Freedom</i> and Friendship	Foley 5: Individuality Responsibility	Foley 5: Community <i>Tolerance</i> and Trust	Foley 5: Resilience Strength and weakness	Foley 5: Growth <i>Respect</i> and Sustainability	Foley 5: Care and Kindness <i>Individual rights</i> and Peace

Everything starts with a read!



Local Kinver Canals - journeys	National Great Britain	International The Seven Continents
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<p>History and Geography National Curriculum Links: History Learn about events beyond living memory that are significant nationally or globally. 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 significant historical events, people and places in their own locality Geography Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>New Learning: Children will be able to name the 7 continents and 5 oceans of the world. They will learn about the four countries in the United Kingdom and their capital cities. Children will learn about the history of significant individuals who have been pioneers within the field of travel, such as The Wright Brothers. They will learn about how their inventions have allowed us to travel in the ways that we do today. Children will learn about the first balloon flight and where it travelled tracking its journey on a map. Children will learn about the canal system and how it was made to transport cargo. Key knowledge / facts: There are seven continents: Europe, Africa, Asia, North America, South America, Antarctica and Australia. There are five oceans: Pacific, Atlantic, Indian, Arctic and Antarctic. Capital cities: England (London), Wales (Cardiff), Scotland (Edinburgh), Northern Ireland (Belfast).</p>	<p>Knowledge rich curriculum / Building on prior learning: Children will have learnt about Italy and Mexico in year 1 and been able to locate Italy on a map. They would have been briefly introduced to the four countries in the UK in autumn 2. Skills required: Ask and answer simple questions about what they have seen or heard. Have an understanding that events have happened beyond living memory and those significant individuals have had an impact on how we travel today. First hand experiences: WOW day – sea side experience Aeroplane role play experience Map work using atlases and globes Use of Google Earth to look at different places and localities. Key language: Map , Compass, Compass point, Direction, North, east, south, west</p>
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<p>Music National Curriculum Links:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - listen with concentration and understanding to a range of high-quality live and recorded music 	<p>New Learning: The children will learn about music associated with the sea - Sea Shanties, Handel's Water Music. They will learn to sing and perform a sea shanty. They will offer their thoughts and feelings in response to listening to the music and draw pictures about what it conjures up in their mind. They will add movement (e.g. Rhythmic sail hoisting/deck scrubbing) and dance to the sea shanties. Children will learn to sing other simple songs on the theme of Pirates.</p> <p>Key knowledge / facts: What a sea shanty is – purpose (sailors sang them on ships to accompany the heavy tasks on board such as sail hoisting or deck scrubbing), type of music (folk song/workers song) History of the sea shanty</p> <p>History of Handel's water music - date</p> <p>Key language: Sea Shanty, genre, tempo – fast/slow, pitch - high/low, volume – loud/quiet, dynamics, acapella - sing without musical accompaniment, collective music</p>	<p>Knowledge rich curriculum / Building on prior learning: Children have learnt a range of simple songs to sing and perform in small groups and as a class.</p> <p>Skills required: Sing a song in tune Sing at the correct pace as part of a group Sing at an appropriate volume Keep a steady pulse with some accuracy by adding movement to the music e.g. tapping leg whilst singing sea shanty. Show awareness of the audience when performing. Compare different pieces of music Use simple vocabulary to describe a piece of music e.g. fast/slow, loud/quiet, high/low</p> <p>First hand experiences: Videos, music and visual stimuli https://www.youtube.com/watch?v=-CuyLbC2TZo https://www.youtube.com/watch?v=mAyidg25uE Hornpipe – research origin https://www.youtube.com/watch?v=gwdSQO_Ore0 Pirate Songs to sing – The Pirate Song (when I was one) https://www.youtube.com/watch?v=QVfVlcW1alo Drunken Sailor https://www.youtube.com/watch?v=gGyPuey-1Jw</p>
<p>Art / DT National Curriculum Links:</p> <ul style="list-style-type: none"> - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>New Learning: Treasure Map Making – Children will design their own treasure maps using coffee, tea or onion skins to stain the paper, tearing around the edges of the paper to create an island shaped map, drawing the features of the map using charcoal, chalks and pencils. Children can make their own seals for the maps by</p> <ul style="list-style-type: none"> - using art foil, exploring rubbings on raised objects - Clay seals – Create a raised design using paper straws, card, past and roll a circle of clay, flatten it and print the seal design into the clay. Make two holes to thread string through. Let it harden then paint it silver or gold and thread ribbon or string through to tie it around the rolled scroll map. <p>Key knowledge / facts: Map</p> <ul style="list-style-type: none"> - Investigate old treasure maps on the internet – what were they for, who made them - Investigate the features of the map – crumpled, old, stained, pictures/writing on them, compass points, x marks the spot - Investigate the use of simplistic pictures to represent different areas of the map e.g. tree, rocks, beach, caves. Use of colour. Simplistic treasure pictures. 	<p>Knowledge rich curriculum Building on prior learning: In EYFS children have moulded various models using playdough. They have investigated different textures. They have used simple tools and techniques to shape, assemble and join materials. They have investigated rubbings such as coin rubbings during their maths investigation of coins. They have threaded stiff string through holes e.g. 'untangle the aliens' busy fingers activity.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Dying paper using natural products – tea, coffee, onion skins • Ripping paper • Rubbings • Drawing features of map • Use of clay <p>First hand experiences:</p> <ul style="list-style-type: none"> • Scrunching and staining papers – investigate effects of scrunching paper and dying it in tea, coffee, or onion skins. Evaluate which works best for this purpose. • Practise ripping paper with control into specific shapes • Explore rubbings – go on a 'rubbings walk' and find out which things around school give an effective pattern

	<ul style="list-style-type: none"> - Develop specific skills as separate challenges towards final art work – ripping paper to create jagged shape, crumpling papers and staining using tea or coffee, creating pictorial representations of features of the landscape/treasure. - Design own maps - Bring together all the skills to create own treasure map. <p>Seal</p> <ul style="list-style-type: none"> - Investigate what the seal would do - Look at examples of seals on the internet - What would the seal have been made from and how would they have been produced (wax, melting, printing with printing block) - Investigate rubbings. Use crayons and paper to make rubbings of coins, buttons and other items in relief. - Transfer these skills to create rubbings on foil for the seals or pressing into clay. Attach to scroll. <p>Key language:</p>	<p>when rubbed. Which works best to make rubbings – pencil, crayons and wax crayons?</p> <ul style="list-style-type: none"> • Look on the internet to find out about treasure maps – what are they? What is their purpose? What are the key features on the map? • Investigate seals – what are they for? How are they made?
<p>Science <u>National Curriculum Links:</u></p> <p>Animals including humans</p> <ul style="list-style-type: none"> - identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Working Scientifically</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions. 	<p><u>New Learning:</u></p> <p>Children will learn about different animals that live around our world. They will learn to name and classify a variety of common animals into groups. These groups include: fish, amphibians, insects, reptiles, birds and mammals. (Identifying and classifying)_Children will explore the features of each of these types of animals and begin to compare the structures of the different animals (for example, birds have wings, reptiles have scales and fish have gills). They will also learn that some animals give birth to live young, whilst others lay eggs. (Observing closely, identifying and classifying)_They will consider the question: ‘How can we organise animals in a zoo’, suggesting different ways to organise, group and classify – giving their reasons for their choices. (Asking simple questions and recognising they can be answered in different ways). Children will consider the question: ‘What animals might I meet on my travels around the world?’ and think about those animals they might see on land, in water or in the air. (Using their observations and ideas to suggest answers to questions) They will use their skills of observation to find out what mini-beasts might be living under the cover of rocks and record the different kinds of animals they see. (Observe closely, using simple equipment, gathering and recording data to help in answering questions)</p> <p><u>Key knowledge / facts:</u></p> <ul style="list-style-type: none"> - Mammals: Give birth to live young, usually have fur or hair, warm blooded, cannot breathe underwater. Some common 	<p style="text-align: center;"><u>Knowledge rich curriculum</u></p> <p><u>Building on prior learning:</u></p> <p>In EYFS children have explored the natural world around them, making observations and drawing pictures of animals.</p> <p>They have had chances to name and describe animals they see in books, videos and first hand whilst outside.</p> <p>Children have joined in with a range of well-known nursery rhymes, songs and poems that feature the names of animals.</p> <p>They have listened to and explored stories where animals are the main characters.</p> <p><u>Skills required:</u></p> <ul style="list-style-type: none"> • Making observations of the structures of different animals. • Comparing different animals, noticing similarities and differences • Grouping and classifying animals according to their structure and features • Recording the different types of mini-beasts found outside <p><u>First hand experiences:</u></p> <ul style="list-style-type: none"> • Exploring pictures of different animals to observe, group and sort

	<p>mammals include: pets such as dogs, cats, hamsters, farm animals such as cows, sheep and horses, wild animals such as foxes, hedgehogs, elephants and giraffes, and humans!</p> <p>- Fish: Have fins and scales, can breathe underwater using gills, lay eggs in water, cold-blooded. Some common fish are salmon, cod and tuna.</p> <p>- Birds: warm blooded, have wings and beaks, have feathers, lay eggs, some can fly – but not all birds can fly. Some common birds are ducks, chickens, penguins and ostriches.</p> <p>- Reptiles: Cold blooded, lay eggs, have scales, cannot breathe underwater. Some common reptiles are snakes and lizards.</p> <p>- Amphibians: cold blooded, lay eggs, live on land and water – can breathe underwater through gills. Some common amphibians are frogs and toads.</p> <p>- Insects: invertebrates (they do not have a backbone), they have a 3-part body, 6 legs, many insects have 2 sets of wings, lay eggs, have skeletons on the outside of their bodies (exoskeletons)</p>	<ul style="list-style-type: none"> • Going on a minibeast hunt to find and record the different minibeast living in the outdoor areas. <p>Key language: animal groups: amphibians, birds, fish, herbivore, insects, mammals, reptiles Animal features: backbone, beak, body, cold-blooded, exoskeleton, feathers, fins, fur, gills, hair, invertebrate, lay eggs, live young, scales, tail, teeth, vertebrate, warm-blooded, wings Other key language: environment, habitat, land, pet, underwater, wild Working scientifically: compare, different, draw, identify, label, name, observe, same, similar</p>
<p>Computing National Curriculum Links:</p> <ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs 	<p>New Learning: Programming – Introduction to Animation</p> <p>Children will be introduced to using Scratch Jr on iPads. They will discover that they can move characters (sprites) on the screen using commands. They will compare Scratch Jr to the beebots they programmed last half term. Children will learn about the command blocks that join together to form an algorithm in Scratch Jr. Children will learn to use a start block to run their programs. They will also learn how to change the background. To begin with, children will follow given algorithms to create simple programs. Next, children will learn about the blocks in Scratch Jr that have numbers underneath them. They will learn the function of these values and experiment with changing them to see the effect! Children will then learn how to add and delete sprites in Scratch Jr. They will discover that each sprite has its own programming area and learn how to add programming blocks to give instructions to each of the sprites. Children will then apply what they have learnt to plan a ‘race’ project. They will decide the sprites they will use and an appropriate background. They will then plan the algorithms for each sprite in preparation to create it on Scratch Jr. Finally, the children will use their plans to create their ‘race’ project in Scratch Jr. They will firstly select the sprites and backgrounds that match their designs. Then they will input their algorithms and test them to check they work as expected. Children will debug their algorithms if there are any errors.</p>	<p>Knowledge rich curriculum / Building on prior learning: In EYFS children have explored using the beebots. They have begun to link the buttons to actions. Children have used the beebots on mats and in a beebot maze.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Recognise that different command blocks have different functions – for example movement and direction • Inputting simple sequences of instructions to make a sprite move • Design a program that can be inputted into Scratch Jr • Plan the algorithms to make sprites travel/move • Test code to check functions work as expected • Identify and correct errors in algorithms (debug) <p>First hand experiences:</p> <ul style="list-style-type: none"> • Investigate and explore the command blocks in Scratch Jr to see cause and effect. • Input simple algorithms that have been given to practise coding skills and see effects. • Experiment in changing the values on command blocks that have numbers to see the effect. • Changing the background and sprites – using multiple sprites on occasions.

Key knowledge / facts:

- Scratch Jr is a program we can use on an iPad to input code and create programs.
- Similar to beebots, we can give instructions to make something move.
- We need to join the command blocks to create an algorithm (a set of instructions) for a sprite (a character on the screen)
- In Scratch Jr, we are able to choose our background for our program and our sprite. We can have more than one sprite in a program too.
- For more than one sprite, each algorithm is written separately for each sprite.
- To create an effective program, we need to design what we want it to look like and what it will do. Then we need to plan the code, thinking about how the sprites will move. We will then input the code and test it works as we want it to. If not, we will need to debug the code by spotting where the problem is and changing it.

- Apply their learning to design and create their own 'race' program.
- Inputting their own code and testing it to check it works as expected – debugging errors as required.

Key language:

algorithm, anti-clockwise, backwards, blocks, clockwise, code, command, debug, direction, forwards, go, input, instructions, iPad, left, plan, predict, program, right, route, Scratch Jr, sequence, sprite