

# St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 1

Cycle: 1

Term: Summer Term

Topic: Materials

Literacy Focus Text: 'Into the Forest' by Anthony Browne

'What If?' by Anthony Browne

Week 1, 2 and 3 Fascinators: Tent, camping equipment, nature trail/forest/senses walk.

Learning Challenge						
Year 1: Which materials would the Three Little Pigs have used to build their house?				Year 2: Which materials would the Three Little Pigs have used to build their house?		
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Assessment Year 1	Assessment Year 2	Cross Curricular Links
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>To know the names of different materials and to discuss their uses.</b></p> <p><b>To explore materials and objects using senses.</b></p> <p><b>To classify and group a range of materials.</b></p>	<p>What is a material? Show a range of materials.</p> <p><b>Pair Share:</b> Why do we use glass for windows? Why don't we use paper for Wellingtons? Why don't we use paper for a waterproof coat?</p> <p>Discuss other materials and their uses.</p> <p>Introduce images from 'Into the Forest' by Anthony Browne.</p> <p>Picture Talk- Describe setting. Where is the little boy going? Why? What is he carrying? Why? Discuss traditional tale clues in illustrations. How many do you recognise?</p>	<p>Look at objects and match to the material it is made from - <a href="http://www.bbc.co.uk/schools/scienceclips/ages/6_7/grouping_materials.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/6_7/grouping_materials.shtml</a></p> <p><b>Pair Share:</b> Discuss why are the objects suited to the material?</p> <p>Feely bag – guess the object/material by just using sense of touch.</p> <p>Recycling Bin Game.</p> <p>Plan experiment – 'What material would you use for a basket that contains food and liquid?</p> <p>Experiment – Discuss</p>	<p>Can the children name a range of different objects?</p> <p>Can the children name the material an object is made from?</p> <p>Can the children use describing words/adjectives to describe objects? (scientific vocabulary)</p> <p>Can the children talk about how they would find something out?</p> <p>Can the children talk about how to plan an investigation?</p> <p>Can the children talk about how they would make the investigation fair?</p>	<p>Can the children name objects and match them to their materials?</p> <p>Can the children explain why a material has been chosen for a particular object?</p> <p>Can the children use scientific vocabulary to describe what an object feels like?</p> <p>Can the children talk to a partner about what recycling is and why it is important to do it?</p> <p>Can the children plan and conduct an investigation fairly?</p>	<p>SMSC Spiritual (curiosity)</p> <p>English Picture talk</p> <p>Writing in Role – diary writing.</p> <p>Conscience Alley 'What would you do?' SMSC Moral</p> <p>Writing advice to the boy – Email SMSC Moral</p> <p>Write alternative ending using Little Red Riding Hood story structure.</p> <p>Maths Sorting diagrams - venn diagrams, carroll diagrams</p>

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		<p>Why is the little boy carrying a basket? What is the basket made from? What does it hold? Who is it for?</p> <p>Video – Cat's eyes 'waterproof'</p>	<p>what we will need to keep the same and what we will change to make the experiment fair.</p> <p>Predict and compare results with predictions</p> <p>Independnet activities outside to extend vocabulary and understanding- through practical and observations:</p> <ul style="list-style-type: none"> <li>• Which paper is best for wrapping up a present</li> <li>• Magic materials drip drop</li> <li>• Tear it</li> <li>• Which material is best for mopping up spills</li> <li>• Which bag is the strongest</li> </ul> <p>Range of recording- photos/in books/boards.</p>	<p>Can the children talk about what they have seen?</p> <p>Can the children talk about any changes?</p> <p>Can the children predict what may happen next?</p> <p>Can the children ask questions about what has happened?</p> <p>Can the children use simple lists and tables to record any results?</p>	<p>Can the children ask questions?</p> <p>Can the children think scientifically?</p> <p>Can the children observe changes in an investigation?</p> <p>Can the children talk about their results?</p> <p>Can the children reflect on what has happened?</p> <p>Can the children use tables, tallies and charts to record their observations and data?</p>	
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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>□ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p>DT Design</p> <ul style="list-style-type: none"> <li>□ design purposeful, functional, appealing</li> </ul>	<p><b>To understand how to change materials by bending, squashing and twisting etc.</b></p> <p><b>To use different materials to share my ideas.</b></p> <p><b>To make a winding mechanism.</b></p> <p><b>To work on projects in three dimensions and on different scales.</b></p> <p><b>To design an object.</b></p>	<p><b>IWB:</b> Aardman Animations – View different podcasts of Wallace and Gromit being created using clay, alongside Chicken Run, Morph and Pirates. How did they create it? What did they use? What steps did they take to make the character? Did they create all the parts separately or altogether?</p> <p>Watch Wallace and Gromit - The Wrong Trousers. What is our bed going to look like? How are we going to make it? What are we going to use? Model how to create a simple bed frame. What can we use for the mattress? The bedding?</p>	<p>Create characters from Wallace and Gromit using plasticine or salt dough.</p> <p>Design Sheet – Wallace's bed.</p> <p>Use designs previously completed to create their own 3d model of Wallace's bed. What does it look like? What features does it need? What material are you going to use? Why are you using it? Purpose? (straws, card, lollipop sticks, cardboard boxes)</p> <p>Investigate different winding mechanisms on toys, trucks, boats,</p>	<p>Can the children talk about how materials can change shape?</p> <p>Can the children describe the changes using scientific vocabulary?</p> <p>Can the children design a 3d model?</p> <p>Can the children describe which materials they will use and why they have chosen them?</p>	<p>Can the children identify and compare a range of different materials and how they are used?</p> <p>Can the children discuss purpose and suitability of certain materials?</p> <p>Can the children plan, design and make a 3D model?</p> <p>Can the children review and evaluate their model?</p> <p>Can the children justify their choice of materials and techniques?</p>	

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<p>products for themselves and other users based on design criteria</p> <p>Make</p> <ul style="list-style-type: none"> <li>□ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>□ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>□ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>□ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		<p>Which material would be best? Why?</p> <p>Watch Wallace and Gromit - The Wrong Trousers. What is special about Wallace's bed? What does it do that your bed doesn't do?</p> <p>Discuss winding mechanisms. What is a winding mechanism? Have you used one before? What have you use it for? What did it do? How does it work?</p>	<p>cranes. Can you create your own toy with a winding mechanism out of construction?</p> <p>Add winding mechanism to their 3d model. What is the mechanism going to do? Where does it need to go? How will it work? Evaluate work and make any changes necessary to improve their invention.</p>		<p>Can the children talk about how they might make their 3D model move?</p> <p>Can the children discuss a range of winding or moving different mechanisms and how they work?</p>	
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<p>Art</p> <p>□ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>To explore contrasting colours in Art.</b></p>	<p>Power point – Anthony Browne's illustrations for the book. Why has Anthony Browne chosen dark colours for the forest and colourful for the characters? Discuss contrasts. How can we recreate this in our art work?</p>	<p>Tree sketching – charcoal</p> <p>Produce art work in the style of Anthony Browne with contrasting colours.</p> <p>Tree word art display</p>	<p>Can the children sort and match hot and cold colours?</p> <p>Can the children talk about and sort light and dark colours?</p>	<p>Can the children identify differences in a range of colours?</p> <p>Can children describe what is different in colours?</p> <p>Can the children compare contrasting colours?</p>	
<p>Geography</p> <p>- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>□ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>□ use simple fieldwork</p>	<p><b>To be able use maps and draw own plans.</b></p> <p><b>To be able to use co-ordinates to locate on a map.</b></p> <p><b>To recognise North, South, East and West.</b></p> <p><b>OS symbols (AA)</b></p>	<p>Look at a range of maps on the IWB of schools and Uttoxeter. What are the maps of? What can you identify on the maps? Have you seen a map like this before? What is different to the maps we have used last half term?- (older)</p> <p>Look at a plan of the school in preparation for a rubbish hunt. Locate key features of the school. Model how to show if there is rubbish-tally for amounts, then use a colour system to show the most affected areas.</p> <p>Look at atlases and ask children in pairs to find different places using co-</p>	<p>Maps and plans school.</p> <p>Make a list of similarities and differences about a new and old map of St.Mary's.</p> <p>Make a map of the school adding key features of the school. Add a key to the map</p> <p>Draw up a plan of the school. Make a set of instructions for children to follow on a treasure hunt.</p> <p>Using a plan of the school go on a rubbish hunt around the playground, highlighting the areas where most rubbish is</p>	<p>Can the children use aerial photographs, maps and atlases to locate?</p> <p>Can the children use templates to create an aerial view map of their own locality?</p> <p>Can the children write simple instructions to create a treasure hunt?</p> <p>Can the children recognise NSEW on a compass?</p> <p>Can the children use directional vocabulary?</p>	<p>Can the children use aerial photographs, maps and atlases to locate?</p> <p>Can the children use co – ordinates and keys to help them locate?</p> <p>Can the children draw their own simple map using co-ordinates?</p> <p>Can the children add a key to their map?</p> <p>Can the children write instructions for their treasure map hunt?</p> <p>Can children use compasses to follow instructions and directions?</p>	

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and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		ordinates.	found.  Using compasses follow instructions around the playground to get to an end point. Record start and end point.  Using N,S,E,W etc record down directions for particular places within the UK (Places we are going on holiday? Places we have visited?)  Using a map, locate where you may be going on holiday/ have visited before and plan a route. Record how you will travel to get there. Record three things you have found out. ie- you cross the sea...etc First skills map- symbols  First Skills Maps – North, south, east and West.			
<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features,</li> </ul>	<b>To identify the features of our local environment. (parks, forests)</b>	Read and compare the two stories - Percy and the Park Keeper and Into the Forest.  Describe the environment in	Construct playground equipment from lego, clix, straws, multilink, Knex etc	Can the children describe their local environment?  Can the children make a 3D	Can the children use geographical vocabulary when describing features of their local environment?	SMSC Spiritual

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<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>DT</p> <p>Plan, make and evaluate making a 3D model.</p>		<p>both stories. What parks/forests do you go to? What do you do when you go to the park/forest? Ask a friend. Which is the better park/forest? Why? Hotseat as a 'park visitor'. Children to ask questions about the park. In partners, mime and partner to guess what you are doing in the park.</p> <p>What do you play on in the park? How does it work? Do you push, pull, or spin? Discuss designing and making own playground equipment. What materials would you need? Which parts need to move?</p> <p>Use Big Book Map Skills 2 &amp; IWB ActivStudio 'annotations' to introduce plans</p> <p>Look at present development plans in Uttroter. How is your local environment going to change? Why? Do you think it's a good thing or a bad</p>	<p>Measure materials accurately using rulers.</p> <p>List / draw features of a park/forest (inc. toilets, bins, sports facilities etc) List reasons why you use the park/forest.</p> <p>Discussion and writing - "Bramshall park is better than Pennycroft Park" ..... "Slides are better than swings". "Dimingsdale is better than Dovedale..."</p> <p>Conscience Alley.</p> <p>Letter writing to the local council.</p>	<p>model?</p> <p>Can the children use rulers to measure?</p> <p>Can the children use a range of techniques to join and cut materials needed?</p> <p>Can the children talk about their thoughts, feelings and opinions in a polite way?</p> <p>Can the children talk about how their local environment has been changing?</p>	<p>Can the children construct a 3D model?</p> <p>Can the children talk about strength and suitability of materials they have chosen?</p> <p>Can the children use equipment and techniques to construct their model?</p> <p>Can the children debate with another person in a polite and respectful way?</p> <p>Can the children talk about their thoughts, feelings and opinions in a polite way?</p> <p>Can the children write a letter containing some of their thoughts and feelings?</p>	<p>SMSC Spiritual, Social and Moral</p> <p>SMSC Spiritual, Social and Moral</p> <p>English –</p>
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		<p>thing? Why?</p> <p>Park Ranger guest speaker.</p>		<p>Can the children talk about positive and negative impacts of changes to their local environment?</p>	<p>Can the children talk about positive and negative impacts of changes to their local environment?</p>	<p>Rules for new park area/ planters/playground areas.</p> <p>SMSC Moral, Cultural and Social</p>
<p>PSHE</p> <p>Science</p> <p>Materials and their properties – Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass,</li> </ul>	<p><b>To know what damages the environment.</b></p> <p><b>To know how to be environmentally friendly.</b></p>	<p>What do you like about the park? How can you look after it? Who should look after it? How can you make it better?</p> <p>Talk about noise pollution, sound pollution as well as litter being harmful to the environment.</p> <p>Relate responses to our own playground (school council).</p> <p>What are the bad things</p>	<p>Visitor – Nurse, Life Caravan to talk about dangers.</p> <p>Poster – Keep safe in the Park.</p> <p>Recycling Bin Game.</p> <p>Explore recycling sites – <a href="http://www.recyclezone.org.uk/">http://www.recyclezone.org.uk/</a> <a href="http://www.oilierecycles.com/uk/html/explore.html">http://www.oilierecycles.com/uk/html/explore.html</a></p>	<p>Can the children talk about dangers in their locality?</p> <p>Can the children talk about what recycling is and who does it?</p>	<p>Can the children talk about what is good about their local environment?</p> <p>Can the children talk about how they can look after their locality?</p> <p>Can the children discuss recycling and describe what it is and why it is important?</p>	<p>SMSC Moral, Spiritual</p>



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<p>metal, water, and rock</p> <p>□ describe the simple physical properties of a variety of everyday materials</p> <p>□ compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>about the park? What can we do to make areas safer?</p> <p><b>Pair Share:</b> How can we avoid having too much rubbish in our bin? What is recycling? Why is it important to recycle? What can be recycled? What is the difference between recycling and reusing?</p> <p>BBC Class Clip – children recycling – <a href="http://www.bbc.co.uk/learningzone/clips/recycling-whats-the-best-way-to-sort-waste/2470.html">http://www.bbc.co.uk/learningzone/clips/recycling-whats-the-best-way-to-sort-waste/2470.html</a></p> <ul style="list-style-type: none"> <li>The three R's:</li> </ul> <p><b>Reduce</b> - reduce the amount of things you buy and use and you will have less to throw away</p> <p><b>Reuse</b> - keep using the same things as many times as you can</p>	<p>Design and make a Recycling bin. Evaluate design.</p> <p>Reduce, reuse and recycle diary (see worksheet)</p> <p>Use website for stories about reducing, reusing and recycling - <a href="http://www.nationwideeducation.co.uk/sustainability-education/students/04-07_sustainable-houses/work-sheets.php">http://www.nationwideeducation.co.uk/sustainability-education/students/04-07_sustainable-houses/work-sheets.php</a></p> <p>Sort objects into recyclable groups. What would you recycle, reuse or reduce? (paper, toys, cans)</p> <p>Use web game to sort range of objects into recyclable containers – <a href="http://kids.nationalgeographic.com/kids/games/actingames/recycle-roundup/">http://kids.nationalgeographic.com/kids/games/actingames/recycle-roundup/</a></p> <p>Find out three interesting recycling facts using the internet.</p>			SMSC Social
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PSHE	<p><b>L.O To understand sun safety.</b></p> <p><b>L.O To show awareness of road safety.</b></p>	<p><b>Recycle</b> - find new ways to use old things and</p> <p>Road safety stepping out walk year 1/2</p> <p>Recycling walk around the playground IWB to introduce sun safety.</p>	<p>road safety leaflet</p> <p>Sun safety</p> <p>Recycling- leaflet post</p> <p>Persuasive words.</p>	<p>Can the children discuss key facts about sun safety and road safety?</p> <p>Can the children record their ideas in different ways?</p>	<p>Can the children discuss and record key facts about sun safety and road safety?</p> <p>Can the children use persuasive words in their posters?</p>	SMSC- Moral, social,
<p>History</p> <p>Pupils should be taught about:</p> <p>□ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality</p> <p>DT</p> <p>Make a Victorian toy model.</p> <p>Make a Victorian game</p>	<p><b>Local history – Utttoxeter</b></p> <p><b>To understand changes in living memory.</b></p> <p><b>To know how and why children's lives have changed since the Victorian times</b></p> <p><b>To know how Victorian toys and games were different</b></p> <p><b>To know how and why</b></p>	<p>IWB – Show image of St Marys First School.</p> <p>Pair Share: What is the name of our school? Do you know the names of any other schools in Utttoxeter?</p> <p>IWB - Show images of two schools in the area.</p> <p>Pair Share: Which school building is older?</p> <p>Our school was built a little over 100 years ago.</p> <p>Do you think school was different 100 years ago in the Victorian times? How would it have been different? What do you want to find out about Victorian times? List questions on the</p>	<p>Play Victorian games and new classroom games.</p> <p>Role-play Victorian Museum</p> <p>Espresso- History- Toy Museum</p> <p>Comic Life – Import image of an old toy and write a description for display in toy museum. (name, age, usage, materials, age range etc)</p> <p>Extend to using Microsoft Word for descriptive text.</p>	<p>Can the children research schools from the Victorian times?</p> <p>Can the children list things that have changed and things that are the same now?</p> <p>Can the children talk about how children's lives have changed?</p>	<p>Can the children compare old and new schools?</p> <p>Can children compare school rooms and school games?</p> <p>Can the children describe what it was like for a Victorian child in a Victorian school?</p>	

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History	schools have changed	<p>question tree.</p> <p>Read – 'A day in the life of a Victorian Child'.</p> <p>Watch – BBC Primary History - Children in Victorian Britain (Children at school) DVD</p>	<p>Use 'borders and shading' to edit captions.</p> <p>BBC Primary History – Children in Victorian Britain 'Playing in the 1900's – What is Wrong?' Activity.</p> <p>Hotseat - Write down questions about Victorian childhood.</p> <p>Work with partner and discuss the differences between old and new classrooms using 'Schoolrooms Long Ago' sheet</p> <p>Observational drawing of a Victorian/modern school.</p> <p>Observe, draw and label an essential piece of classroom equipment – old and new. (eg IWB/slate, table/desk)</p> <p>Use school room artefacts for role play (slates, ink</p>			
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Use artefacts to research.			<p>pens, copybooks...)</p> <p>Write on slates and copybooks – Victorian schoolroom (use smocks and mob caps)</p> <p>History Hunt –go around the school looking for clues of old school .e.g school bell, old toilets</p> <p>Speech bubble opinions sheet e.g. "I would enjoy being a Victorian child because ...</p> <p>'School Room' – descriptive writing activity.</p> <p>'A 1900's classroom' what is wrong? Activity.</p> <p>Writing timeline – cut and stick to create.</p> <p><a href="http://www.bbc.co.uk/schools/victorians/flash.shtml">www.bbc.co.uk/schools/victorians/flash.shtml</a></p> <p>Spot the mistakes in a Victorian classroom picture.</p> <p>Use Victorian Child templates and clothes to create models of Victorian</p>			
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			<p>dressed children. Create sepia images of the children dressed in typical Victorian Dress. Children to take pictures of each other. Teacher to model how to make them into sepia. Children to alter each image and print.</p> <p>Coin rubbing – order coins – looking at old coins sheet</p> <p>1900 money sheet</p> <p>Find differences between today's money and old coins</p> <p>Use photographs of Uttoxeter to answer questions about shopping in the past. (Recording sheet – photos give us information)</p> <p>Using sheet from Grocery store to supermarket – compare and find differences</p> <p>Draw old food packaging</p>			
	<p>To know that food shopping was different in the past.</p>	<p>How are we going to find out about shopping in the past? Pictures, coins, photos. Scan an old photo of Uttoxeter high street onto the interactive whiteboard. What does the photo tell us about shops in the past? What is the same and what is different? Look at selection of old and new toy tills? How are they the same/different?</p> <p>Why has shopping changed? Look at photographs of milk being delivered to houses from milk churns? What do you get delivered to your houses today? Why do you get it delivered? Why did</p>				

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		<p>they get some food delivered 100 years ago?</p>	<p>– compare to today (marmite/ oxo) Draw own advert for a food they like to eat.</p> <p>Order different tills according to age</p> <p>Use a speech bubble sheet to show differences between shopping 100 years ago and today e.g. I get my meat from the butcher because the shop is on my street”.</p> <p>Using sheet from Grocery store to supermarket complete recording sheet how are old tills different to new tills.</p> <p>Complete food packaging sheet comparing old and new marmite packaging.</p> <p>List reasons for why food shopping has changed over the years – transport, packaging, internet, freezing.</p>			
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	Road safety		First steps  ROAD SAFETY – walk surrounding roads. Include crossings, junctions, safe places to cross and dangers.			SMSC Moral Social