

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

Key stage: 1 Cycle: 2 Term: Summer Term

Topic: Home Sweet Home Literacy Focus Text: "Voices in the Park" Anthony Browne

Week 1, 2 and 3 Fascinators: Enlarged overhead google earth maps. Where is this? Week 4, 5 and 6 Fascinators: Listen to a range of music from the past 100 years – classical, rock and roll, beatles, 1980s and present.							
Learning Challenge	Year 1:				Year 2: What would Dora or Ben 10 find interesting about Uttoxeter?		
Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Assessment Year 1	Assessment Year 2	Cross Curricular Links	Pshe
To identify and name common animals. To identify and name common animals that are carnivores, herbivores and omnivores. Describe and compare the structures of a variety of common animals.	To describe and compare different groups of animals.	How are you going to find out where different wildlife likes to live? BBC class clips – Minibeasts Spiders Looking after animals Life in the Water Animal Families	Write a list of questions to ask a park ranger. Visit Bramshall Park and produce a tally of – people using the park, equipment, wildlife, bins, and litter. Find out where range of wildlife lives and sort - logs, stones, walls, and plants. Minibeast observation sheet. Label an insect. Sort minibeasts into different criteria 'number of legs' etc	Can the children name different animals? Can the children sort some animas into groups? Can the children talk about different insects and mini beasts and say what they have in common? Can the children use observational skills?	Can the children name common animals? Can the children group animals? Can the children sort animals based on what they eat? Can the children compare insects and arachnids? Can children sort using different criteria?	Report writing – choose a minibeast you have observed and write a short report about it. Explain where it lives, what it looks like etc. Organise into paragraphs/sections with headings and sub headings.	Moral development: <ul style="list-style-type: none"> To have an ability to recognise the difference between right and wrong, and begin to readily apply this understanding in their own lives To have a developing understanding of the consequences of their behaviour and actions

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			<p>Make pom-pom spiders.</p> <p>Make hand puppet of a rabbit. Draw around hand templates and sew together.</p>	<p>Can the children talk about the materials they will use to make a model?</p> <p>Can the children talk about model making techniques to make their model?</p>	<p>Can the children design and make 3D models choosing the most appropriate material and techniques?</p> <p>Can the children evaluate their model?</p>		
<p>Science distinguish between an object and the material from which it is made</p> <ul style="list-style-type: none"> □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock □ describe the simple physical properties of a variety of 	<p>To classify and group different materials and to discuss their uses.</p> <p>To explore materials and objects using senses.</p>	<p>What is a material? Show a range of materials.</p> <p>Pair Share: 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? Discuss other materials and their uses.</p> <p>Look at objects and match to the material it</p>	<p>Sort a range of objects according to their materials.</p> <p>Describe range of objects using adjectives (Y2 - expanded noun phrases) E.g. wooden spoon – hard, warm, smooth etc Write descriptions around picture of object.</p>	<p>Can the children name objects and the materials they are made from?</p> <p>Can the children use some scientific words when describing the objects and materials?</p>	<p>Can the children name a range of different materials and what they are used for?</p>		<p>Social development: To cooperating well with others and being able to resolve conflicts effectively.</p>

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<p>everyday materials □ compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>is made from - http://www.bbc.co.uk/sc/chools/scienceclips/ages/6_7/grouping_materials.shtml</p> <p>Pair Share: Discuss why are the objects suited to the material?</p> <p>IWB – Match images of different objects to descriptions. Discuss and use key vocabulary – bendy, flexible, hard, shiny, soft, waterproof, strong (durable), magnetic</p> <p>Video – Cat's eyes 'waterproof'</p>	<p>Mind Map – Range of different materials and their uses. (Glass, paper, wood...)</p> <p>Predict whether an object will be magnetic or non-magnetic. Test objects with magnets. Record predictions and results in a table.</p> <p>Picture of the school or classroom. Children to label with material name and a caption to describe why it has been used.</p> <p>Plan and conduct an experiment to find the best material to use as waterproof clothes for Barnaby Bear.</p> <p>Draw a picture of an object made from inappropriate materials. Can you explain why it is inappropriate e.g. a chocolate teapot.</p>	<p>Can the children record in different ways?</p> <p>Can the children use prediction skills?</p>	<p>Can the children record in different ways using labels and captions?</p> <p>Can the children use their prediction skills and record their ideas?</p> <p>Can children use scientific vocabulary when describing?</p> <p>Can the children use maps?</p> <p>Can the children interpret an aerial view?</p> <p>Can the children conduct an experiment and talk about what they have found out?</p> <p>Can the children talk about the suitability of a material for an object?</p>		
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<p>Use basic geographical vocabulary to refer to physical features e.g. beach, forest and human features e.g. city, factory.</p> <p>Use simple compass directions and locational directional language.</p> <p>Use aerial photographs to recognise landmarks and human/physical</p>	<p>To identify human and physical features of the local environment.</p> <p>To use map skills.</p> <p>To use co-ordinates.</p> <p>To use a key.</p>	<p>Share text "Voices in the Park" by Anthony Browne.</p> <p>Pair Share: What parks do you go to? What do you do when you go to the park? Ask a friend. Which is the better park in Uttoxeter? Why?</p> <p>Hot seat - 'park visitor'. Children to ask questions about the park.</p> <p>In partners, mime and partner to guess what you are doing in the park.</p> <p>Where are those parks?</p>	<p>Draw playground apparatus using a ruler for straight lines.</p> <p>Design and make playground apparatus that moves (straws/pipe cleaners/lego dacta/mecano). Review and Evaluate.</p> <p>Discussion groups – "Bramshall park is better than Pennycroft Park" "Slides are better than swings".</p>		<p>Can the children identify features of their local environment?</p> <p>Can the children use a map?</p> <p>Can the children use a key on a map?</p> <p>Can the children identify and use NSEW?</p> <p>Can children list features of their local environment?</p> <p>Can the children identify ways in which they can</p>	<p>Make persuasive leaflets including superlatives to persuade people to visit a local park.</p> <p>Write letters to the council about what should be included in the new developments in Uttoxeter.</p> <p>Don't Drop Litter posters</p> <p>Pick Up after your Dog Posters</p>	<p>PSHE and Citizenship (yr1) 2f that they belong to various groups and communities such as family and school</p> <p>PSHE and Citizenship (yr 2) 1b share their opinions on things that matter to them and explain their views 4a to recognise how their behaviour affects other people 4d that families and friends should care for each other</p> <p>Cultural development: To develop an</p>

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<p>features.</p> <p>Devise a simple map.</p> <p>Use basic symbols in a key.</p> <p>Use simple fieldwork and observation skills to study the geography of their school and its grounds and the surrounding environment.</p>		<p>Use images of parks in Uttoxeter and surrounding areas. Tell someone else where your park is. Show map of Uttoxeter on IWB. Show aerial satellite view on - www.earth.google.com and discuss known landmarks and directions from their house.</p> <p>Discuss features of local environment. List together. Model design for playground equipment.</p>	<p>Willow weaving / mosaic to create a permanent sculpture for outside environment.</p> <p>Use IWB to consolidate the use of co-ordinates/keys to locate things on a map. Look at a map of a park. What can you see in the North? Etc.</p> <p>Using maps identify landmarks. Use NSEW to direct someone to a landmark.</p> <p>Colour the route from school to the park on a map.</p> <p>Use the camera to take overhead pictures of range of classroom equipment. Can you guess what it is? (use IWB to reveal photos)</p>		<p>look after their local environment?</p> <p>Can children talk about climate change?</p> <p>Can the children relate their learning to their own lives and issues in our world?</p>	<p>understanding and appreciation of the range of different cultures within school as an essential element of their preparation for life in modern Britain</p>
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			Draw an overhead plan of a range of playground apparatus.				
Significant historical events, people and places in their own locality - Mary Howitt, Uttoxeter	To explore a significant local person from the past.	Mary Howitt Redfern Cottage Visit	Research Mary Howitt. Can the children explain who Mary Howitt is? Can the children say where Mary Howitt was from? Can the children retell some important events in Mary Howitt's life?	Can the children use artefacts, photos and non-fiction books to research?	Can children research a significant local person from the past and write facts about them in their own words?		Cultural development: <ul style="list-style-type: none"> To develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
Art Pupils should be taught: □ to develop a wide range of art and design techniques in using colour, pattern, texture,	To create observational sketches of our local environment. To create work in the style of an artist – Georgia	Look at Georgia O'Keeffe's flower paintings. Focus on colours used. Use of light and dark. Model how to use oil pastels and chalks to create same effect.	Observational sketches/paintings of Uttoxeter. Georgia O'Keeffe style flower art using pastels and chalks.	Can the children discuss lines and texture when looking at sketches of Uttoxeter? Can the children discuss different colours and patterns when looking at	Can the children name any famous artists? Can the children discuss light and dark shades? Can the children talk		

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<p>line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>O'Keefe. To create work in the style of Turner.</p>	<p>Use Turner's seascapes as a stimulus for discussion.</p>	<p>Sketch flowers using different HB pencils. Create shadow on petals. Art work based on Voices in the Park illustrations. Seascape art work</p>	<p>famous art work? Can the children talk about what they should use to recreate work by a famous artist? Can the children discuss tone when sketching? Can the children talk about light and dark when shading and sketching?</p>	<p>about the use of colour in art work? Can the children use a range of different media in their art work? Can the children use water to create different shades?</p>		
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