**STUNNING STARTER-**

Fieldwork trip – a walk in to Poulton Town Centre to study what we could see back then (1900’s) compared to what we can see today.

**Medium Term Plan**

**FANTASTIC FINISH-Open Afternoon**

Dressing up in different outfits linked to the weather. Displaying weather wheels made in DT and show casing Art and Music to represent the different moods that weather can influence.



**Speaking and Listening**

**Reading**

Word Reading

Comprehension

**Writing**

Phonics and Spelling

Punctuation

Vocabulary

Sentence and Text

Handwriting and Presentation

Composition

Story

Information

Poetry

**Science**

Working Scientifically – Planning

Working Scientifically – Recording Evidence

Working Scientifically – Conclusions

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

**Mathematics**

Problem Solving

Communicating

Reasoning

Number and Place Value

Mental Maths

Operations – Addition

Operations – Subtraction

Operations – Multiplication

Operations – Division

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

Statistics – Interpreting data

**Physical Education**

Swimming and Water Safety

Running & Jumping

Throwing & Catching

Flexibility, Technique, Control and Balance

Co-ordination, Agility & Strength

Movement & Pattern

Healthy & Active Lifestyle

**Computing**

Finding Things Out

Making Things Happen

Programming

Sharing & Reviewing

Investigating & Exploring

**Art & Design**

Drawing

Painting

3D Modelling

Printing

Textiles

**Design & Technology**

Design

Make

Evaluate

Axis, Pulleys and Gears

Electrical and Mechanical Components

Food Technology

Mechanisms

Structures

Textiles

**Geography**

Geographical Enquiry

Geographical Skills & Fieldwork

Location & Place Knowledge

Human and Physical

Sustainability

**History**

Finding Out About the Past (Enquiry)

Finding Out About the Past (Chronology)

Historical Events

Lifestyles of People in the Past

Significant People in the Past

**Religious Education**

Learning about Religion

Learning from Religion

**Modern Foreign Languages**

Listening and Responding

Speaking

Writing

**Music**

Play and Perform

Improvise and Compose

Listen and Understand

Musical Notation (KS2)

History of Music

**PSHE**

Health & Wellbeing

Relationships

Living in the Wider World

**What can we see??**

**Term:** Spring 2021 **Phase:** KS1

**KEY EVENTS:**

Fieldwork trips – Walk in to Poulton Town Centre (Hist) compare images of Poulton from early 1900’s to now – looking at houses, shops etc. (Geog) Identify physical and human characteristics of Carleton and Poulton. Fieldwork trip – Coach ride in to Fleetwood to identify physical and human characteristics of Fleetwood. Visit Fleetwood Maritime Museum and learn about the architecture and Decimus Burton’s plan for the town. Looking after my environment – litter picking, beach clean.

A study in to weather – looking at clothes people wear (then and now) and how weather can influence our different moods. Representing different moods through film and media, writing, music, art and dance.

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing Genres** | | | |
| Story | Poetry | Non-chronological | Instructions |
| Newspaper reports | Letters / Diary | Play Scripts | Recount |
| Persuasive | Explanation | Biography | Autobiography |

**OUTDOOR LEARNING**

Fieldwork trips to Poulton and Fleetwood.

Fieldwork and creating a map of Carleton Green

Looking after our local environment (litter picking, beach clean).

Creating outdoor learning links to all curriculum areas wherever possible.

**NON-NEGOTIABLES**

Food Technology

Practical Science Experiments

English Unit (reading and writing) evident and embedded throughout each week.

|  |  |  |  |
| --- | --- | --- | --- |
| **Weather Texts** | **Feelings and Emotions Texts** | **Traditional Tales Texts** | **Persuasive Texts** |
| The Wind Blew by Pat Hitchins  Weather Poems by Lee Bennett Hopkins  A Year in Percy’s park  By Nick Butterworth | In My Heart by Jo Witek  The Colour Monster  by Anna Llenas  Just Ask  by Sonia Sotomayor | Golidlocks and the three Bears  Little Red Riding Hood  The Three Little Pigs | Eat Your Peas by Kes Gray  I wanna Iguana  by Karen Kaufman and David Catrow  Don’t Let the Pigeon Drive the Bus by Mo Willems |

**ENGLISH** Writing:

* Say, write and punctuate simple and compound sentences using and, but and or.
* Use reason conjunctions: so, if, then, for, unless
* Use time conjunctions: while, as before, after
* Understand the correct tense to use.
* Select and generate nouns, adjectives and verbs.
* Punctuate simple sentences accurately, use commas in a list.
* Begin to use subordination
* Orally plan and rehearse ideas. Sequence ideas in order and map out a plan using story mapping, collecting new vocabulary, key words and ideas.
* Orally compose every sentence before writing (Y1)
* Re-read each sentence to check it makes sense, read aloud and evaluate writing with adults and peers. Use familiar plots and formulaic phrases to open and close texts.
* Write in different text forms e.g. explanation, traditional tales, persuasive and instructions and use specific features of writing for a range of audiences and purposes.
* Write about real and fiction events.
* Proof read writing to check for spelling, grammar and punctuation errors and correct these.

**ENGLISH** Reading:

* To apply and secure phonic decoding and blending until reading is fluent with the aim to read without overt sounding and blending.
* Reading and re-reading texts that match developing phonic knowledge and build fluency and confidence in word reading.
* Read common exception words developing fluency and accuracy.
* Read contractions, understanding apostrophes.
* Listening to and discussing a wide range of traditional tales, explanation texts, instructions and persuasive texts; at a level beyond what they can read. Explaining and expressing their views, listening to what other people say and explaining their understanding of these texts.
* Discussing significance of title and events. Predicting what might happen and making inferences based on what has been read and understood by things said and done.
* Becoming familiar with and to retell a wide range of stories, fairy tales and traditional tales and recognise their characteristics and recurring literary language; joining in with predictable phrases.
* To know the difference between fiction and non-fiction and recognise how they are structured differently.
* Discuss the sequence of events in books and how items of information are related.
* Make links between texts. Discuss and clarify meanings of words, linking to words they already know, making sure that the text makes sense to them. Discussing favourite words and phrases. Ask and answer questions about a text.

**MATHS (Continued)**

* Estimate and measure temperature.
* Recognise and use language relating to dates e.g. days of week, weeks, months and years.
* Know number of seconds in a minute, minute in an hour and hours in each day.
* Recognise and use units of measure.
* Measure and begin to record.
* Know the different coins.
* Sort objects and shapes, present data in block diagrams (Y1) Ask and answer questions about totalling and comparing data.
* (Y2) Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
* Recognise and name 2D and 3D shapes, identifying properties, including the number of sides, edges, vertices and faces as well as line symmetry.
* Develop fluency, reasoning and problem-solving skills throughout the maths curriculum.

**MATHS**

* Read, write and interpret mathematical statements and symbols.
* Add and subtract number bonds to 10, 20 and 100
* Adding 1 digit and 2-digit numbers
* Add numbers using pictures, objects and mentally TO + O, HTO + O adding 0 + 0 + 0 and TO + TO
* Selecting appropriate mental strategy. Solving problems involving addition and subtraction.
* Recall and use doubles and halves
* Recall and use multiplication and division facts for 2, 5 and 10.
* Recognising odd and even numbers.
* Understand division as grouping and sharing and multiplication as repeated addition and arrays.
* Solving problems involving multiplication and division.
* Compare, describe and solve practical problems involving measure; height, length, mass, weight, time, money.

**HISTORY**

Select and analyse images over time of Fleetwood, Blackpool, Poulton-Le-Fylde/Carleton linking back to 1900. Compare images with today and label changes they observe.

To recognise the differences between the past and the present e.g. clothes, houses, transport.

How and why did towns and cities expand (industrial Revolution and post war Britain). Explore Fleetwood’s fishing industries.

Find answers to simple questions about the past based on pictures and video footage. E.g What did people wear at the seaside? How did people travel? What jobs did people do? What recreation activities did they have?

**Fieldwork trip in to Poulton and/or Fleetwood to compare with images from the past.**

**GEOGRAPHY**

Use fieldwork and observational skills to study geography of school and grounds. Introducing key human and physical features of Carleton Green and the surrounding area.

Which continent are we on? What are the world’s seven continents? What are the world’s five oceans?

Which four countries make up the United Kingdom? What are the capital cities in these countries e.g. Scotland (Edinburgh) Wales (Cardiff) Ireland (Dublin) England (London). Use world maps, atlases and globes to locate United Kingdom.

Study Blackpool looking at the human and physical geography. Use basic geographical vocabulary when referring to these features. What are geographical similarities and differences between Blackpool and Barbados?

Which countries in the world are hot and cold? Understand that this is because of the North Pole, South Pole and the Equator.

**Fieldwork trip in to Poulton and/or Blackpool to identify physical and human features.**

**RE**

**Islam:** How can shared links unite communities? E.g. Communities coming together to clean the beach, to raise money for charity (making links with how the Islamic community Ummah is united in prayer). How do we show that we are grateful? Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis. What are the rituals in Islamic prayer? Eg Salah, wudhu and the use of the prayers mat. What is an act of submission? Submission to God is an important aspect of Islamic life. Why is God important to Muslims and how do they show their gratitude to God? What do we do everyday as a sign of commitment and belonging? Who should we be grateful to and how can we show this?

**Christianity:** How do humans use and abuse the natural world? Why should our planet matter to all humans and how should this influence our behaviour? How might Christians express their concern for the natural world? What are Harvest Festivals and why do Christians consider them to be important? Describe how and why Christians might thank God for creation at Harvest Festivals. Retell the Genesis 1 story of creation. Why do you think Christians think it is important to look after the world? How do you use resources? E.g. consider litter, recycling, waste. What can we do to show that we care about our world?

**COMPUTING**

* To know and understand that everyday devices respond to commands e.g. think about how you use buttons and switches.
* Follow simple instructions that someone gives you e.g learning a dance, playing robots and moving in directions, following a course (blindfolded).
* Use these ideas to control a robot (Beebot) using a range of commands and understanding that programs execute by following a precise set of instructions.
* To create simple programs and predict outcomes. Know what debugging is and find errors in their programs. Use algorithms and know that they can be implemented as programs on devices (Beebot).

**SMSC/ PSHE / BRITISH VALUES**

* To understand what it means to be a good friend, understanding what teasing and bullying is and that they are wrong and unacceptable behaviours.
* Recognise they belong to different groups and communities e.g. family, school, clubs etc. Identify and respect differences and similarities between people.
* Understand rights and responsibilities. To know when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets. To talk about people who look after me, my family networks and who to go to if I am worried.
* To develop an understanding of what is fair/unfair, kind/unkind, right/wrong. Share my opinions on things that matter to me and explain my views through discussions with another person and the class.
* To understand the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. To know what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy.

**Design Technology**

To plan and create a moving wheel that shows different weather and which clothes to wear.

To plan and create a device used for litter picking.

* To identify a target group and purpose for what they are going to make.
* To plan their design and identifying what materials they will need/use.
* To handle tools safely and appropriately. Measure and cut with some accuracy.
* To make their design using appropriate techniques and improve the appearance of their product.
* To handle tools safely with some accuracy.
* Evaluate their product in relation to purpose and overall finish. Talk about their product and say what they liked and disliked about them.

**SCIENCE**

* To observe changes across four seasons – discussions to be had throughout the year, especially in connection to specific weather e.g. today the temperature is at freezing point, this type of weather is usually seen in winter time.
* Observe and explain changes across the four seasons.
* How does the length of the day vary?
* Develop a deeper understanding of weather e.g. the water cycle (rain), Earth’s proximity to the sun during different seasons.
* Discuss the types of clothing that are appropriate for the different seasons. Discuss that the weather isn’t bad, it just might be that your clothing is not suitable.

**ART**

**Painting patterns, texture and form**

Using a range of art techniques and colour to create different moods to represent emotions and the changing weather.

* Create pictures and prints showing different weather and moods using a range of different art techniques i.e. use paint to show a rainy day and vary colours to represent happy/sad moods. (rainy day could be colourful/rainy day could be grey to emphasise the different moods/feelings about the weather).
* Create similar pictures using pastels and collage.

To explore different forms of printing, looking at natural and manmade patterns (linked to seasons/Geography topic) and print with a growing range of objects.

Create patterns and repeated patterns and create relief prints.

* To use natural resources around the school playground and field to create a picture about different seasons (art inspired by Andy Goldworthy)
* Children to create leaf prints on to a tree to show the changing seasons. Explore colour associated with different times of the year.
* Children to choose their favourite season and create a relief print showing what happens during that season and what the weather is like.

**MUSIC**

Class Assembly

Recognising how different pieces of music can make us feel different emotions, e.g. this is particularly noticeable in films where there may be sad music to accompany a sad scene or scary music to create atmosphere and to show that something scary is about to happen.

What is this music like for each emotion? Can you find similarities?

Re-create your own music to represent varying emotions:

* Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes. Can start and finish together and can keep to a steady pulse. Play tuned and untuned instruments.
* Experiment with creating and copying musical patterns. Explore a variety of vocal qualities through singing and speaking.
* Begin to improve their own and others work.

Learn about the life and work of Sir Edward William Elgar the composer.

* Develop an understanding that music has been composed through history.
* Listen to contrasting songs with concentration, remembering specific instrumental names and sounds.
* Understand that music can be used for particular purposes and occasions.
* Recognise and match sounds with pictures of different instruments.

**PE**

**Gymnastics:**

* Respond to instructions and commands, begin to learn short sequences on their own and use imagination to find different ways of using the apparatus.
* Learn a variety of basic gym actions and developbalance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, size and direction.
* Move between mats and small apparatus and change the speed of movement.
* Have a clear focus when observing others and say when a movement or skill is performed well.
* Evaluate their own and other’s performance saying what they have done, seen, how to make it easier, harder and how to improve.
* **Fundamental Skills:**
* To develop team work through team building exercises, e.g. Simon says and duck goose.
* Pupils explore simple skills and develop throwing over and under arm, catching different sized balls, bouncing and catching a ball.
* Develop spatial awareness and learn to copy, remember, repeat and explore simple actions with control and co-ordination.
* Describe how bodies work and change during exercise learning about different body parts and muscle group-body awareness.
* Begin to learn simple tactics and basic compositional ideas.
* Discuss differences between their own and other’s performances and suggest improvements.
* Understand how to exercise safely and how their body feels.

**Dance:**

* To learn basic movements relating to feelings and respond to different music showing a range of emotions.
* Show a clear starting and finishing position and perform dance movements and simple routines using simple movement patterns.
* Remember and repeat simple dance phrases and perform dances using simple movement patterns.
* Evaluate and improve dance their own dance performance, using a range of vocabulary to describe moods and how the dance made them feel.
* **Catching and striking:**
* To be confident and safe in spaces used to play games.
* Explore and use skills, actions and ideas suited to the game they are playing. Choosing and developing different simple tactics
* Understand that being active is good for them and participate in team games.
* Pass and receive a ball in different ways with increased control and accuracy. Perform fielding techniques with increased control and co-ordination.
* Evaluate by recognising good quality in performance and use information to improve.