Year 1 Medium Term Plan Summer 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Science | Humanities | RE | Computing |
| Theme | Theme: Seasonal Changes  Key skills:   * asking simple questions and recognising that they can be answered in different ways * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions.   Key knowledge   * Changes across the 4 seasons and the weather associated with the seasons: sunny, windy, rainy, cold, snowy, hot, storms. * How day length varies: In summer the days are longer and the nights are shorter while in winter the days are shorter and the nights longer. | Theme: United Kingdom  Key skills  •Identify seasonal and daily weather patterns in the UK: sunny, windy, rainy, cold, snowy, hot, storms..  •Use geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.  •Use world maps, atlases and globes to identify the UK and its countries: England, Ireland, Scotland and Wales  Key knowledge  •Name, locate and identify characteristics of four countries (England, Ireland, Scotland and Wales) and their capital cities (London, Edinburgh, Cardiff and Belfast):  London- monarchy, Houses of parliament, shopping, most populated, history.  Edinburgh- scenery, castle, bagpipe music, haggis.  Cardiff- rugby, cathedral, castle, museum  Belfast- murals, Giant’s Causeway, cathedral quarter   * To identify the surrounding seas of the UK (English Channel, North Sea, Irish Sea and Altantic Ocean). * To know what a country is: a nation with its own government, occupying a particular territory. * To know what a continent is: any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica). | Theme: Are Rosh Hashanah and Yom Kippur important to Jewish children?  Key skills   * I can describe my feelings and reflect on how I have felt in the past. * I can empathise with others. * I can state key information about a Jewish festival: Rosh Hashanah- Jewish people believe It is the birthday of the universe, the day God created Adam and Eve, and it’s celebrated as the head of the Jewish year. It is a time for self reflection and improvement.   Yom Kippur- is celebrated at the end of the High Holy Days, ten days after Rosh Hashanah. Jewish people fast and spend time in the synagogue praying for forgiveness.   * I can empathise with Jewish people during Rosh Hashanah:   During Rosh Hashanah, people will ask themselves questions like:  •What is the most important thing in my life?  •What are the most meaningful and important things I have achieved in the last year?  •What do I hope to achieve over the coming year?  Rosh Hashanah is a celebration of the creation of the world and marks making a fresh start.  It is a time for people to reflect on the past year and to ask for forgiveness for anything wrong they feel they have done.   * I can empathise with people during Yom Kippur:   Jewish people believe that during Yom Kippur, everyone gets a chance to put things right with other people before asking God's forgiveness. It's a time when Jews can make up for the wrongs of the past year and make a firm commitment to not do the same things again.  Key knowledge   * Key information about a Jewish festival: Rosh Hashanah- Jewish people believe It is the birthday of the universe, the day God created Adam and Eve, and it’s celebrated as the head of the Jewish year   Yom Kippur- is celebrated at the end of the High Holy Days, ten days after Rosh Hashanah. Jewish people fast and spend time in the synagogue praying for forgiveness.   * Things that are important to Jewish people on Rosh Hashanah and Yom Kippur:   -A special horn called a shofar is blown to signal the start of the new year.  -greeting cards to celebrate  -candles to symbolise holiness  -They eat sweet foods such as apples and honey to help them think about the sweet new year that is just beginning.  -Challah bread is eaten.  It is often shaped into a circle.  -Often there is also a  pomegranate on the table.  This is because of the tradition that pomegranates have 613 seeds, one for each of the special rules that every Jew should follow.  -Yom Kippur: no eating or drinking, no bathing or washing, no wearing leather shoes, no using perfume or lotions, spend time in the synagogue. By refraining from these activities, the body is uncomfortable but can still survive. Feeling pain enables us to feel when others are in pain. | Unuit 1.4 LEGO Builders  Key Skills:   * To give clear instructions * To follow and create simple instructions on the compute * Pupils can organise instructions for a simple recipe.   Key Knowledge:   * To know the importance of following instructions * Know the term ‘debugging’ (finding and correcting mistakes) |
| Week 1 | LO: To ask questions about Summer  Key skills   * asking simple questions and recognising that they can be answered in different ways   Key knowledge   * Weather associated with summer: hot, heat, sunny, rainy, storm, green leaves on trees, short nights, longer days, blue skies, cloudy. | LO: To understand where the UK is in relation to the rest of the world.  Key skills  •Use world maps, atlases and globes to identify the UK and its countries  • To label a map  Key knowledge   * United Kingdom is an island country located off the northwestern coast of mainland Europe, which is a continent. * To know what a country is: a nation with its own government, occupying a particular territory. * To know what a continent is: any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica). | LO: To explain the meaning of ‘sorry’ and share my experiences of using the word.  Key skills   * I can describe my feelings and reflect on how I have felt in the past. * I can empathise with others.   .  Key knowledge  Definition of ‘sorry’- feeling regret or penitence.  Definition of making amends-to do something to correct a mistake that one has made or a bad situation that one has caused. | LO: To know the importance of following instructions  Key Skills:   * To give clear instructions   Key Knowledge:   * Pupils know that by following the instructions correctly, they will get the correct result. * Pupils know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective |
| Week 2 | LO: To be able to observe and describe weather associated with summer.  Key skills   * asking simple questions and recognising that they can be answered in different ways * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions.   Key knowledge  Weather associated with summer: hot, heat, sunny, rainy, storm, green leaves on trees, short nights, longer days, blue skies, cloudy. | LO: To locate on a map the four countries of the United Kingdom  Key skills  •Use world maps, atlases and globes to identify the UK and its countries: England, Ireland, Scotland and Wales  • To label a map  Key knowledge   * Name and locate four countries of the United Kingdom, England, Ireland, Scotland and Wales. * To know what a country is: a nation with its own government, occupying a particular territory. | LO: To explain the significance of Rosh Hashanah to Jewish people  Key skills   * I can state key information about a Jewish festival: Rosh Hashanah- Jewish people believe It is the birthday of the universe, the day God created Adam and Eve, and it’s celebrated as the head of the Jewish year * I can empathise with Jewish people during Rosh Hashanah:During Rosh Hashanah, people will ask themselves questions like:   •What is the most important thing in my life?  •What are the most meaningful and important things I have achieved in the last year?  •What do I hope to achieve over the coming year?  Rosh Hashanah is a celebration of the creation of the world and marks making a fresh start.  It is a time for people to reflect on the past year and to ask for forgiveness for anything wrong they feel they have done.  Key knowledge   * Key information about a Jewish festival: Rosh Hashanah- Jewish people believe It is the birthday of the universe, the day God created Adam and Eve, and it’s celebrated as the head of the Jewish year. It is a time for self reflection and improvement. | LO: To follow and create simple instructions on the compute  Key Skills:   * Pupils can follow instructions in a computer program. * Pupils can explain the effect of carrying out a task with no instructions.   Key Knowledge:   * Pupils know that computers need precise instructions to follow. * Pupils know that an algorithm written for a computer to follow is called a program. |
| Week 3 | LO: To find out how we can measure the weather    Key skills   * asking simple questions and recognising that they can be answered in different ways * using their observations and ideas to suggest answers to questions   gathering and recording data to help in answering questions.  Key knowledge   * Wind vane- determines the direction from which the wind is blowing * Rain guage-determine the amount of rainfall within a specific period of time. * Thermometer is used to measure temperatures. | LO: To identify characteristics of the four capital cities of the United Kingdom  Key skills  •Identify seasonal and daily weather patterns in the UK: sunny, windy, rainy, cold, snowy, hot, storms.  •Use geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.  •Use world maps, atlases and globes to identify the UK and its countries: England, Ireland, Scotland and Wales  Key knowledge   * To know what a capital city is: the city or town that functions as the seat of government and administrative centre of a country or region. * Characteristics of each capital city:   London- monarchy, Houses of parliament, shopping, most populated, history.  Edinburgh- scenery, castle, bagpipe music, haggis.  Cardiff- rugby, cathedral, castle, museum  Belfast- murals, Giant’s Causeway, cathedral quarter | LO: To discuss the important symbols during Rosh Hashanah  Key skills   * I can empathise with Jewish people during Rosh Hashanah:   During Rosh Hashanah, people will ask themselves questions like:  •What is the most important thing in my life?  •What are the most meaningful and important things I have achieved in the last year?  •What do I hope to achieve over the coming year?  Rosh Hashanah is a celebration of the creation of the world and marks making a fresh start.  It is a time for people to reflect on the past year and to ask for forgiveness for anything wrong they feel they have done.  Key knowledge   * Things that are important to Jewish people on Rosh Hashanah:   -A special horn called a shofar is blown to signal the start of the new year.  -greeting cards to celebrate  -candles to symbolise holiness  -They eat sweet foods such as apples and honey to help them think about the sweet new year that is just beginning.  -Challah bread is eaten.  It is often shaped into a circle.  -Often there is also a  pomegranate on the table.  This is because of the tradition that pomegranates have 613 seeds, one for each of the special rules that every Jew should follow. | LO: To consider how the order of instructions affects the result  Key Skills:   * Pupils can organise instructions for a simple recipe.   Key Knowledge:   * Pupils understand how the order in which the steps of a recipe are presented affects the outcome. * Pupils know that correcting errors in an algorithm or program is called ‘debugging’. |
| Week 4 | LO: To observe how daylight varies.  Key skills   * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions.   Key knowledge   * The weather associated with the seasons: sunny, windy, rainy, cold, snowy, hot, storms. * how day length varies: In summer the days are longer and the nights are shorter while in winter the days are shorter and the nights longer. | LO: To identify human features of the UK.  Key skills  Use geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.  Key knowledge   * Definition of human- relating to or characteristic of humankind * Being able to visibly identify: city, town, village, factory, farm, house, office, port, harbour and shop. | LO: To explain the significance of Yom Kippur to Jewish people  Key skills   * I can empathise with people during Yom Kippur:   Jewish people believe that during Yom Kippur, everyone gets a chance to put things right with other people before asking God's forgiveness. It's a time when Jews can make up for the wrongs of the past year and make a firm commitment to not do the same things again.  Key knowledge   * During Yom Kippur: no eating or drinking, no bathing or washing, no wearing leather shoes, no using perfume or lotions, spend time in the synagogue. | * LO: * Key Skills: * Key Knowledge: |
| Week 5 | LO: To research nature in summer.  Key skills   * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions.   Key knowledge   * Trees and plants grow fruit, blossom, birds nest, raise their young and baby birds begin to leave, lots of insects, frogs, bats, butterflies and trees full of leaves. | LO: To identify physical features of the UK.  Key skills  Use geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation  Key knowledge  Definition of physical- natural features of the world.   * Being able to visibly identify: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, | LO: To discuss the important symbols during Yom Kippur  Key skills   * I can empathise with people during Yom Kippur:   Jewish people believe that during Yom Kippur, everyone gets a chance to put things right with other people before asking God's forgiveness. It's a time when Jews can make up for the wrongs of the past year and make a firm commitment to not do the same things again.  Key knowledge   * Yom Kippur: no eating or drinking, no bathing or washing, no wearing leather shoes, no using perfume or lotions, spend time in the synagogue. By refraining from these activities, the body is uncomfortable but can still survive. Feeling pain enables us to feel when others are in pain. | LO:  Key Skills:  Key Knowledge: |
| Week 6 | LO: To understand the importance of safety in the sun.  Key Skills:   * Weather associated with summer: hot, heat, sunny, rainy, storm, green leaves on trees, short nights, longer days, blue skies, cloudy.   Key Knowledge:   * Sunburn increases your risk of skin cancer. * spend time in the shade between 11am and 3pm * make sure you never burn * cover up with suitable clothing and sunglasses * take extra care with children and babies * use at least factor 30 sunscreen | LO: To share my understanding of the UK.  Key skills  •Identify seasonal and daily weather patterns in the UK: sunny, windy, rainy, cold, snowy, hot, storms..  •Use geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.  •Use world maps, atlases and globes to identify the UK and its countries: England, Ireland, Scotland and Wales  Key knowledge  •Name, locate and identify characteristics of four countries (England, Ireland, Scotland and Wales) and their capital cities (London, Edinburgh, Cardiff and Belfast):  London- monarchy, Houses of parliament, shopping, most populated, history.  Edinburgh- scenery, castle, bagpipe music, haggis.  Cardiff- rugby, cathedral, castle, museum  Belfast- murals, Giant’s Causeway, cathedral quarter   * To identify the surrounding seas of the UK (English Channel, North Sea, Irish Sea and Altantic Ocean). | LO: To understand the moral of the story ‘Rabbi Salanter and the Shoe Maker’.  Key skills   * I can empathise with others. * I can read and interpret a story.   Key knowledge   * The moral of the story: "As long as there is life — as long as the candle is burning — we can mend. We can reconcile with those from whom we've become estranged, help make peace within our families, give charity, aid a friend in financial straits to establish himself or herself in business, and work on learning to express our anger fairly." |  |