Year 1 Medium Term Plan Summer 1

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|  | Science | Humanities | RE | Computing |
| Theme | Theme: Plants **Key skills:*** To observe plants closely.
* To compare and contrast familiar plants.
* Identify and group plants.
* Draw diagrams including the parts of different plants.
* Keep a record of how plants have changed over time.

**Key Knowledge:*** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
* Identify and describe the basic structure of a variety of common flowering plants, including trees.

**Trips: Kew Gardens** | Theme: Mary AnningKey skills· Develop an awareness of the past, using common words and phrases relating to the passing of time.· identify similarities and differences between ways of life in different periods.· Use a wide vocabulary of everyday historical terms.· Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events..To state and use some of the ways in which we find out about the past and identify different ways in which it is represented.Key knowledge Know where Mary Anning and events in her life fit within a chronological framework:Mary Anning Born- 1799Her father dies- 1810 Mary finds her first fossil- 1811Mary finds many more fossils and opens a shop- 1812 - 1821 Mary finds Plesiosaurus- 1823 Mary is credited with the discovery of specimens- 1825Mary finds a Pterosaurus- 1828 More major fossil finds- 1829 - 1830Assists Louis Agassiz in his study of fossils- 1834Mary dies- 1847Be aware of Mary Anning’s life and how she contributed to national and international achievements: * Mary's family had little money so she spent most days searching the beaches with her brother looking for items to sell.
* one of the greatest fossil hunters and collectors to ever live
* She found and identified many pre-historic fossils from the time of the [dinosaurs](https://www.theschoolrun.com/homework-help/dinosaurs) and sold them to make money for her family.
* Anning was one of the earliest fossil hunters to identify these pre-historic fossils,
* she shared her specimens and impressive knowledge about them with scientists at the time.

Be aware of significant historical events centred around Mary Anning:* Anning was not admitted to The Geological Society – women were not allowed to join it until 1904.
* Anning was the first person to uncover a full Ichthyosaurus skeleton, it is now in Natural History Museum.
* Lyme Regis, where Mary lived, was once under water, 200 million years ago. This is why there are so many pre-historic fossils from underwater creatures found there.
* Anning often went fossil hunting after a storm because this usually caused bits of cliff to fall and for rocks to break open which made fossil hunting easier.
* Anning discovered that if you grind up belemnites (squid-like creatures), the mixture can be turned into an **ink** for writing and drawing.
* There is a memorial stained glass window to Anning in St Michael’s Parish Church in Lyme Regis.
* Mary died of cancer in 1847
 | Theme: Is Shabbat important to Jewish children?Key skills* Reflect and talk about myself.
* Remember and use key vocabulary in my sentences.
* To give reasons for ideas
* To empathise with others.
* To make connections between religion and behaviour

Key knowledge* The definition of Shabbat and why it is special to Jewish people
* Types of food and what they are typically associated with.Days of the week and their connotations
* Names of Jewish items that are important to Jewish people during Shabbat and why.
* How Jewish people behave during Shabbat.
 | Unit 1.7 Coding Key Skills:* Can design and manipulate how their program looks by adding and changing backgrounds, characters and objects
* can break a problem down into small chunks and then combine it to see an outcome e.g., combine two parts of code “When we click the red bubble, red bubble hides.”

Key Knowledge: * they know that an object will get clicked on and then an object will do something in response.
* know that any unexpected outcome is due to the code that they have created and make logical attempts to try to fix this code
* Know how to save files, using a memorable file name in their personal area
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| Week 1 | LO: To plan an investigation. Key skills* To make a prediction
* To articulate a method

 Key knowledge * How to plant a seed.
* What makes a plant grow?
 | LO: To explain why Mary Anning was an important historical figure.Key skillsDevelop an awareness of the past, using common words and phrases relating to the passing of time.To use a wide vocabulary of everyday historical terms.· Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.Key knowledge Be aware of Mary Anning’s life and how she contributed to national and international achievements: * one of the greatest fossil hunters and collectors to ever live
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 | LO: To talk about my favourite day of the week.Key skills* Reflect and talk about myself.
* To give reasons for ideas.

Key knowledge * Days of the week and their connotations:

Sunday- named after the sun, often religious and the day of rest.Monday- named after the moon, back to work and school.Tuesday- the day of Tiw or [Týr](https://en.wikipedia.org/wiki/T%C3%BDr), the god of [single combat](https://en.wikipedia.org/wiki/Single_combat), and law and justice, planet Mars, unlucky day in Greek and Spanish speaking cultures or full of grace in folk rhyme ‘Monday’s child’.Wednesday- midweek, planet mercury, day of god Woden.Thursday- Greek god Thor’s day, day of thunder, day of Jupiter, day before the last day of the working/school week, religious- good day for fasting in Judaism and Islam.Friday-the day of the Anglo-Saxon goddess [Fríge](https://en.wikipedia.org/wiki/Frige), day of planet Venus, end of the working week, day before the weekend, holy in Islam.Saturday- Named after Roman god and planet Saturn, weekend, often day off work/school, time to socialise. | LO: To know the term ‘coding’Key Skills:* To create unambiguous instructions like those required by a computer.
* To build one- and two-step instructions using the printable code cards.

Key Knowledge: * Knows what coding is and can explain it (it is the way that computer programmers input instructions into computers to create programs.)
* Pupils know that for the computer to make something happen, it needs to follow clear instructions.
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| Week 2 | LO: To observe how plants change over time. Key skills* Keep a record of how plants have changed over time.
* Using a ruler to measure plants.

 Key knowledge * What makes a plant grow?
* What prevents plants to grow?
 | LO: To create a table of losses and gains of Mary Anning.Key skillsDevelop an awareness of the past, using common words and phrases relating to the passing of time.To use a wide vocabulary of everyday historical terms.· Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.Key knowledge Be aware of Mary Anning’s life and how she contributed to national and international achievements: * one of the greatest fossil hunters and collectors to ever live
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* Lyme Regis, where Mary lived, was once under water, 200 million years ago. This is why there are so many pre-historic fossils from underwater creatures found there.
* Anning often went fossil hunting after a storm because this usually caused bits of cliff to fall and for rocks to break open which made fossil hunting easier.
* Anning discovered that if you grind up belemnites (squid-like creatures), the mixture can be turned into an **ink** for writing and drawing.
 | LO: To draw a diagram of food I would share in a special meal.Key skills* Reflect and talk about myself.
* To give reasons for ideas.

Key knowledge * Types of food and what they are typically associated with:

Fruit and vegetables (improve health)Pasta, rice, bread, potatoes, (carbohydrates to give energy)Fried foods such as pancakes, doughnuts, fried chicken, hot dogs, chips etc- filling, tasty, treats but not healthy.Sugary foods- cakes, biscuits, ice cream, pies, pastries, sweets, chocolates- tasty, treats but not healthyMeat- protein for growth and repair. | LO: To use block coding Key Skills:* Pupils can read through combined blocks of code
* Pupils can create a simple program

Key Knowledge: * Pupils can explain what a block of code is (code grouped together to give 1 instruction- a command )
* To know that an object can be a character or thing in the program
* To know that an action is put with an object
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| Week 3 | LO: To explain and identify the difference between evergreen and deciduous trees. Key skills* To compare and contrast familiar plants.
* Identify and group plants.
* Draw diagrams including the parts of different plants.

Key knowledge * Definition of ‘evergreen’ and ‘deciduous’.
* Appearance of evergreen and deciduous trees.
 | LO: To create a spider diagram of opinions of Mary Anning.Key skillsDevelop an awareness of the past, using common words and phrases relating to the passing of time.To use a wide vocabulary of everyday historical terms.· Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.Key knowledge Be aware of Mary Anning’s life and how she contributed to national and international achievements: * one of the greatest fossil hunters and collectors to ever live
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* There is a memorial stained glass window to Anning in St Michael’s Parish Church in Lyme Regis.
* Mary died of cancer in 1847.
 | LO: I can state the items that are special to Jewish people during Shabbat.Key skills* Remember and use key vocabulary in my sentences.

Key knowledge * Names of Jewish items that are important to Jewish people during Shabbat:

-kiddush cup-wine -shabbat candlesticks-challah bread-havdalah candle | LO: To create a background and characters using a computer program Key Skills:- Pupils can make a background using Design Mode.- Pupils can add characters using Design Mode. - Pupils can use the drop-down menu to change backgrounds and characters. Key Knowledge: - Pupils know how to create a background (design view then background button on 2code)-Pupils know how to change a character (double click and select different character/colour) - To know that an event is when an object responds to an input e.g. When clicked  |
| Week 4 | LO: To identify and name a variety of common wild and garden plants. Key skills* To compare and contrast familiar plants.
* Identify and group plants.

Key knowledge * Names of common wild and garden plants.
* Appearance of common wild and garden plants.
 | LO: To create a timeline of Mary Anning’s discoveries.Key skillsDevelop an awareness of the past, using common words and phrases relating to the passing of time.To use a wide vocabulary of everyday historical terms.Key knowledge Know where Mary Anning and events in her life fit within a chronological framework:Mary Anning Born- 1799Her father dies- 1810 Mary finds her first fossil- 1811Mary finds many more fossils and opens a shop- 1812 - 1821 Mary finds Plesiosaurus- 1823 Mary is credited with the discovery of specimens- 1825Mary finds a Pterosaurus- 1828 More major fossil finds- 1829 - 1830Assists Louis Agassiz in his study of fossils- 1834Mary dies- 1847 | LO: I can give reasons for why certain items are special during Shabbat.Key skills* Remember and use key vocabulary in my sentences.

Key knowledge * Names of Jewish items that are important to Jewish people during Shabbat and why:

-kiddush cup- to symbolise the blessing that is recited at dinner.-wine- symobolises joy and celebration-shabbat candlesticks-to honor shabbat and create domestic peace.-challah bread- tastes much sweeter than normal bread. This helps remind people that Shabbat is special-havdalah candle- represents the ceremony which marks the end of shabbat. | LO: To move a character left and right using a computer program Key Skills:* To design a scene for a program.
* To use code blocks to make the characters move automatically when the green Play button is clicked.
* To add an additional character who moves when clicked.

Key Knowledge: * Pupils know how to use code blocks in order to make a character move
* Pupils can make a character move when clicked (event)
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| Week 5 | LO: To describe the basic structure of common flowering plants. Key skills* Draw diagrams including the parts of different plants.

Key knowledge * Know definitions and appearance of a leaf, stem, root, bud, flowers, petals, bulb, blossom
 | LO: To compare life in Mary Anning’s time to life now.Key skills Develop an awareness of the past, using common words and phrases relating to the passing of time.· identify similarities and differences between ways of life in different periods.· Use a wide vocabulary of everyday historical terms.· Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.Key knowledge Be aware of Mary Anning’s life and how she contributed to national and international achievements * Mary's family had little money so, as a child she spent most days searching the beaches with her brother looking for items to sell.

Be aware of significant historical events centred around Mary Anning * Anning was not admitted to The Geological Society – women were not allowed to join it until 1904.
* Anning discovered that if you grind up belemnites (squid-like creatures), the mixture can be turned into an **ink** for writing and drawing.
* What life is like for me, including my hobbies and family life.
 | LO: I can explain how Jewish people behave during Shabbat.Key skills* Remember and use key vocabulary in my sentences.
* To make connections between religion and behaviour

Key knowledge * How Jewish people behave during Shabbat:

Shabbat tends to excite jewish people. They treat it as a special day and usually demonstrate this by wearing their best clothes on the day. Families enjoy talking together. Children can stay up late and tell and listen to stories. Songs are sung. No work can be done. Including homework! In addition, families like to go to the synagogue to worship. | LO: To use different events blocks to move a character Key Skills:* Pupils can program a character to move given a variety of input events.

Key Knowledge: * To know different types of events (when clicked, when swiped, when space bar clicked etc)
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| Week 6 | LO: To classify plants. Key skills* To compare and contrast familiar plants.
* Identify and group plants.

Key knowledge * Identify and describe the basic structure of a variety of common flowering plants, including trees.
 | LO: To use a range of sources to create a poster about Mary Anning. Key skillsTo state and use some of the ways in which we find out about the past and identify different ways in which it is represented. Develop an awareness of the past, using common words and phrases relating to the passing of time..· Use a wide vocabulary of everyday historical terms.· Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.Key knowledge Know where Mary Anning and events in her life fit within a chronological framework:Mary Anning Born- 1799Her father dies- 1810 Mary finds her first fossil- 1811Mary finds many more fossils and opens a shop- 1812 - 1821 Mary finds Plesiosaurus- 1823 Mary is credited with the discovery of specimens- 1825Mary finds a Pterosaurus- 1828 More major fossil finds- 1829 - 1830Assists Louis Agassiz in his study of fossils- 1834Mary dies- 1847Be aware of Mary Anning’s life and how she contributed to national and international achievements: * Mary's family had little money so she spent most days searching the beaches with her brother looking for items to sell.
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* Mary died of cancer in 1847.
 | LO: I can empathise with Jewish people celebrating Shabbat.Key skills* To empathise with others.
* To make connections between religion and behaviour

Key knowledge * How Jewish people behave during Shabbat:

Shabbat tends to excite jewish people. They treat it as a special day and usually demonstrate this by wearing their best clothes on the day. Families enjoy talking together. Children can stay up late and tell and listen to stories. Songs are sung. No work can be done. Including homework! In addition, families like to go to the synagogue to worship. | LO: To create an interaction between objects Key Skills:* To use Collision Detection to make objects perform actions.
* To use the sound property.

Key Knowledge: * To know that objects can interact when using the collide event
* Know the term ‘collide’ (when objects touch)
 |