





Curriculum | Medium Term Plan - Summer - Year One

Challenge Pack:	Buckets and Spades - How can we bring the seaside to the city?	Challenge outcome:	Children to hold an event where they can share key knowledge and understanding of the beach and the difference between their local area and the seaside.	NC Year: Length of term:	(4 & 7 weeks)		
Summary:	Children will use geographical skills to explore their local area and compare to coastal (seaside) areas. They will understand how holidays to the seaside have changed over time before creating seaside artwork.						
Key texts:	Fiction: Snail and the Whale Seasaw Poems about the Seaside Seaside Poems Non-Fiction: The Sea Book Peep Inside the Seashore	Trips and visits:	Children to visit Weston Super Mare to experience the beach in real life, including donkey rides, ice creams and paddling in the sea. Making a sandcastle	Inspire parent sessions:			
		Science Units	Animals including Humans Seasonal Changes	PE: Music:			
	Physical Oracy (Voice, Body, Language) To use body language to show listening. To experiment with adjusting tone, volume		Linguistic Oracy (Vocabulary, language, rhetorical techniques) To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').		Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning) To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.		Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness) Listen carefully to others. To participate in group discussions independently of an adult.

	Maths:	English:	NICER:
(1)	<p><u>Area of learning:</u> Recap addition and subtraction</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Addition and subtraction within 10 - Addition and subtraction within 20 <p><u>Mental maths focus:</u> 5 more (multiples of 5)</p>	<p><u>Purpose:</u> To Entertain</p> <p><u>Text type:</u> Setting description</p> <p><u>Text used:</u> Snail and the Whale</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Prediction - Read and RIP, features of a setting description - Re-visit: Nouns, adjectives & verbs (to describe the setting) - Setting description - Adjectives & Nouns 	<p><u>Which way to the beach?</u> Children will look at each of the countries within the UK and consider where might be good to visit the beach and why.</p> <p><u>Killer Question</u> <i>Where do you find the beach?</i></p> <p>Complete Explore the Challenge sheet</p> <p><u>Geography G1.1b</u> As <i>Geographers</i>, WALT: name and locate each of the four countries and cities of the UK Outcome: Chn will recap their learning from Autumn term to embed their knowledge of countries and cities of the UK.</p> <p><u>Geography G1.1b</u> As <i>Geographers</i>, WALT: identify where in the UK you could visit the beach Outcome: Children will understand that beaches can be found at the coast and demonstrate on a map.</p> <p>Link to Challenge Outcome: Chn will develop their understanding of where in the UK would be a good location to visit the beach.</p>
(2)	<p><u>Area of learning:</u> Multiplication</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Count in 2s - Count in 5s - Count in 10s <p><u>Mental maths focus:</u> 5 less (multiples of 5)</p>	<p><u>Purpose:</u> To Entertain</p> <p><u>Text type:</u> Setting description</p> <p><u>Text used:</u> Snail and the Whale</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Setting description using senses (see, feel & hear). First orally, then use sensory resources (sand & water) - Plan - Shared write - Draft - Edit & publish - Setting description 	<p><u>Have you checked the weather?</u> Children will look at the different weather/ weather patterns in the UK and consider when would be the best time to visit the beach.</p> <p><u>Killer Question</u> <i>Can you name the four seasons?</i> <i>What season are we in now?</i> <i>Can you name different types of weather associated with the seasons?</i></p> <p><u>Science S1.2C</u> As <i>Scientists</i>, WALT: observe changes across the four seasons Outcome: Children will be able to list changes over the four seasons.</p> <p><u>Science S1.1D</u></p>

		<p>- Understand what an exclamation is (not sentences) and what exclamation marks look like</p>	<p>As Scientists WALT: observe and describe weather associated with the seasons and how day length varies Outcome: Children will be able to say weather associated with each season and the different in day length.</p> <p><u>Geography G1.1b</u> As Geographers WALT: identify daily weather in the UK. (working scientifically link – use thermometers) Outcome: Chn will be able to name and describe the different types of weather that we may experience in the UK by daily recording the temperature.</p> <p><u>Geography G1.2b</u> As Geographers WALT: identify seasonal weather in the UK. Outcome: Chn will be able to name the four seasons and describe the typical weather for each.</p> <p>Link to Challenge Outcome: Chn will be able to describe the different seasons and suggest when would be a better time for someone to visit the beach.</p>
(3)	<p><u>Area of learning:</u> Multiplication</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Make equal groups - Add equal groups <p><u>Mental maths focus:</u> recall 2, 5 and 10 times tables</p>	<p><u>Purpose:</u> To Entertain</p> <p><u>Text type:</u> Retell</p> <p><u>Text used:</u> Seasaw</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Read and RIP (beginning, middle, end) - Pronouns - Propositions 	<p><u>What's it like in the city?</u> Children will look at the geographical features in their own area.</p> <p><u>Killer Questions</u> What are the human features in our local area?</p> <p><u>Geography 1.2c/ 1.3b</u> As Geographers WALT: identify the difference between physical and human features <i>Outcome:</i> Children to recap Autumn learning about human and physical features.</p> <p><u>Geography 1.2c/ 1.3b</u> As Geographers WALT: Identify physical and human features of their local area. Outcome: Chn will be able to name physical and human features of where they live (town).</p> <p>CAFRA</p> <p>Science S1.2d As Scientists WALT: know that days are longer in the summer and shorter in the winter. Outcome: Children will compare activities suited for summer and winter, daily routine (day & night) and draw a pic from a summer scene and a winter scene.</p>

(4)	<p><u>Area of learning:</u> Multiplication</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Arrays - Doubles <p><u>Mental maths focus:</u> doubles</p>	<p><u>Purpose:</u> To Entertain</p> <p><u>Text type:</u> Retell</p> <p><u>Text used:</u> Seasaw</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Story map/Sequencing - Understand what a compound sentence is - Join words and clauses using and, or, but - Plan - Shared write - Draft - Edit & Publish - Sequencing logically - Write sentences: sequencing them to form a short narrative 	<p><u>Places of worship</u></p> <p><u>Killer Question</u></p> <p>Why is a Gurdwara special to Sikhs?</p> <p>What is a moral story?</p> <p>Why do we get ice in winter?</p> <p><u>RE</u></p> <p>As <u>Theologians</u> WALT: identify what a Gurdwara is</p> <p>Outcome: Chn to make links to prior visit to explain and understand what a Gurdwara is, and what activities may take place there</p> <p><u>RE</u></p> <p>As <u>Theologians</u> WAL: stories of the Gurus (over multiple lessons)</p> <p>Outcome: Children to become familiar with a range of stories.</p> <p><u>Science S1.1d</u></p> <p>As <u>Scientists</u> WALT: understand that winter brings ice to the ground.</p> <p>Outcome: Children will carry out an experiment to see how ice melts.</p>
(5)	<p><u>Area of learning:</u> Fractions</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Make a half - Find a half (shape) - Find a half (quantity) <p><u>Mental maths focus:</u> halves</p>	<p><u>Purpose:</u> To Entertain</p> <p><u>Text type:</u> Poetry</p> <p><u>Text used:</u> Poems about the Seaside, Seaside Poems</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Read and RIP - Plan - Understand alliteration as words starting with the same sound (not letter) - Begin to use alliteration in my writing - Understand what a simile is and how to use one to compare - Use similes using the word 'as' 	<p><u>How can I use Art to represent the city?</u></p> <p>DT sandcastles</p> <p><u>Killer Question</u></p> <p>What tools can you make marks with?</p> <p>How can you shade with different tools?</p> <p>What does Earth orbit?</p> <p>How many days are in a year?</p> <p><u>Art 2.2a</u></p> <p>As <u>Artists</u>, WAL: that different media and tools make different marks and use these creatively.</p> <p>Outcomes: Chn will use different media (pens, pencils and pastels) to explore the different effects they can create.</p> <p><u>Art 2.2b</u></p> <p>As <u>Artists</u>, WALT: Use a range of tools and media to experiment with line and shade.</p>

			<p>Outcomes: Use pencils, pastels and pens to draw a picture of their local area.</p> <p>Link to Challenge Outcomes: Children will be able to draw on their knowledge of their own local area and seasonal changes to explain how the beach environment is different to the city.</p> <p><u>Science</u> As <u>Scientists</u> WALT: understands the Earth orbits the Sun. Outcome: Children will know there are 365 days in a year (366 every four years). They will also be able to label the Earth orbiting the Sun.</p>
(6)		<p><u>Purpose:</u> To Entertain</p> <p><u>Text type:</u> Poetry</p> <p><u>Text used:</u> Poems about the Seaside, Seaside Poems</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Shared write - Draft & write - Perform poems - Understand alliteration as words starting with the same sound (not letter) - Begin to use alliteration in my writing - Understand what a simile is and how to use one to compare <p>Use similes using the word 'as'</p>	<p><u>Killer Question</u> What is a community? How can we show kindness? What does responsibility mean?</p> <p><u>RHE</u> As <u>Citizens</u>, WALT: identify connections between ourselves and peers.</p> <p>Outcome: Children will be introduced to the idea of being connected to others and they will start to identify connections between themselves and peers.</p> <p><u>RHE</u> As <u>Citizens</u>, WALT: show acts of kindness without expectations. Outcome: Children will be introduced to the concept of helping others without reward.</p> <p><u>RHE</u> As <u>Citizens</u>, WALT: explore different ways of how we can improve our environment. Outcome: Children will think about how they work with others to improve school/community environment.</p> <p><u>RHE</u> As <u>Citizens</u>, WALT: explore the responsibilities of different people within our community. Outcome: Children will be introduced to what a responsibility is and will begin to think about the responsibilities of those around them.</p>
(7)	<p><u>Area of learning:</u> Fractions</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Make a quarter - Find a quarter (shape) - Find a quarter (quantity) 	<p><u>Purpose:</u> To Inform</p> <p><u>Text type:</u> Recount/Experiences (about the half term holidays)</p> <p><u>Text used:</u> n/a -</p> <p><u>Knowledge and Skills:</u></p>	<p><u>How can I show kindness to my friend?</u></p> <p><u>Killer Question</u> What is collaboration? How can we show kindness? Why is telling the truth important?</p> <p><u>PSHE 1.7</u></p>

	<p><u>Mental maths focus:</u> count forward and back in 2s</p>	<ul style="list-style-type: none"> - Sequence sentences to form short narrative based on real experiences - Write in First person - Adverbials of time - Sentence openers - Days of the week (practising) 	<p>As <u>Citizens</u> WALT: identify when working together is important Outcomes: Children to have a class discussion about when and why working together is important.</p> <p><u>PSHE 1.3</u> As <u>Citizens</u> WALT: show kindness to my friends and peers and do not include people when playing. Outcomes: Children to discuss possible games they could play at the beach next week. Children to use their C&S cort skill to think about how excluding or not including people would feel.</p> <p><u>PSHE 1.4 / 1.5</u> As <u>Citizens</u> WALT: maintain happy friendships Outcomes: Children will talk through different friendship scenarios and discuss what they may do to reconcile a friendship.</p> <p><u>PSHE 1.6</u> As <u>Citizens</u> WALT: describe the importance of telling the truth Outcomes: Children will be able to explain why telling the truth is important and the consequences of not telling the truth.</p>
<p>(8)</p>	<p><u>Area of learning:</u> Position</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Describe turns - Describe position <p><u>Mental maths focus:</u> identify near doubles</p>	<p><u>Purpose:</u> To Inform</p> <p><u>Text type:</u> Recount</p> <p><u>Text used:</u> n/a – Recount examples</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Read and RIP - Past and present tense - Irregular verbs - Write in the past tense 	<p><u>What's it like at the beach?</u></p> <p>Children will go on a visit to Western Super-mare to experience what it is like at the beach so that they can make comparisons to where they live.</p> <p><u>Killer Questions:</u> <u>What are the human and physical features found at the beach?</u> <u>Can you name different common animal groups?</u></p> <p>CAFRA</p> <p><u>Geography 1.2c/ 1.3b</u> As <u>Geographers</u> WAL: basic geographical vocabulary to describe features of the beach. Outcomes: Chn will be able to match the word (geographical term) to the corresponding image (physical feature of the beach).</p> <p><u>Geography 1.2c/ 1.3b</u> As <u>Geographers</u> WALT: Identify physical and human features of the beach. Outcomes: Chn will be able to name physical and human features of the beach.</p> <p><u>Science S1.1n</u> As <u>Scientists</u> WALT: identify and name a variety of common animals so that we can recognise them in the real world. Outcome: Children will explore different animal categories. Then identify what animals might live around them.</p>

			DT Sandcastle Challenge (x2 lessons) Tash observation 1 for designing, 1 for building (Golden Time)
(9)	<p><u>Area of learning:</u> Place value</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Introduce the 100 square - Count to 100 by making 10s - Count to 100 - Count forwards and backwards within 100 <p><u>Mental maths focus:</u> use patterns of similar calculations</p>	<p><u>Purpose:</u> To Inform</p> <p><u>Text type:</u> Recount (about the trip)</p> <p><u>Text used:</u> n/a</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Plan - Shared Write - Draft - Sequence events - Write sentences: sequencing them to recount events - Edit & Publish 	<p><u>How can I use Art to represent the beach?</u></p> <p><u>Killer Questions:</u> What are the differences between where we live and the beach? What does carnivore/herbivore/omnivore mean? Can you give an example of those types of animals?</p> <p><u>Geography 1.3a</u> As <u>Geographers</u>, WALT: Identify the difference between their local area and the beach. Outcomes: Chn will be able to state what is the same/ different about the beach and the area in which they live.</p> <p><u>Art 2.4c / ICT paint (over multiple lessons)</u> As <u>Artists</u>, WALT: Combine and explore texture to create an effect. Outcomes: Children to explore textures most suitable for beach themed art. Children to use Paint application to create a piece of art work including texture.</p> <p>Link to Challenge Outcomes: Children will be able to describe what it is like at the beach and describe how it is different to where they live.</p> <p><u>Science S1.1a</u> As <u>Scientists</u>, WALT: describe and compare the structure of a variety of common animals that are carnivores, herbivores and omnivores so that we can recognise them in the real world. Outcome: Children will compare similarities and differences between different groups of animals.</p>
(10)	<p><u>Area of learning:</u> Place value</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - Comparing numbers - Ordering numbers - One more - One less <p><u>Mental maths focus:</u> one more and one less</p>	<p><u>Purpose:</u> To Inform</p> <p><u>Text type:</u> Postcard</p> <p><u>Text used:</u> n/a – seaside in the past</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -- Read and RIP - Sentence types – questions - Sentence types – statements - Features of a postcard - First person 	<p><u>How have beach holidays changed?</u> Children will explore what beach holidays were like in the past and consider how and why they have changed over time.</p> <p><u>Killer Question:</u> Why did people start going to the beach in the past?</p> <p><u>History 1.2c</u> As <u>Historians</u>, WALT: Ask how things have changed from the past to now. Outcomes: Chn will look at different scenes of the beach (past and present) and generate questions about some of the things that they notice.</p> <p><u>History 1.3d</u></p>

			<p>As Historians, WALT: compare aspects of life in different time periods. Outcomes: Chn will be able to state some of the differences from past to present and give reasons why they may have changed.</p> <p><u>History 1.1B</u> As Historians, WALT: sequence events on a timeline. Outcomes: Chn will order pictures based on their understanding of how things have changed over time.</p> <p>Link to Challenge Outcome: Children will be able to explain how and why beach holidays/ visits have changed over time.</p>
(11)	<p><u>Area of learning:</u> Money</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - recognising coins - recognising notes - counting coins <p><u>Mental maths focus:</u> count forward and back in 10s</p>	<p><u>Purpose:</u> To Inform</p> <p><u>Text type:</u> Postcard</p> <p><u>Text used:</u> n/a –</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> - Planning - Shared write - Draft - Edit & Publish - Write and send a postcard to the parents - First person 	<p><u>How can I make a seaside item?</u></p> <p><u>Killer Question</u> What is healthy food? Can you name some fruit and vegetables? How can we make a smoothie?</p> <p><u>DT 1.5b</u> As Technicians, WALT: explore and describe different fruits and how they taste. Outcomes: Children will taste a variety of fruit that they might put into a smoothie. Children will discuss where these fruits have come from.</p> <p><u>DT 1.1</u> As Technicians, WALT: use my own ideas to design a recipe for a smoothie. Outcomes: Children will describe what to include in a smoothie and plan how they will chop, peel, grate etc.</p> <p><u>DT 1.1d / 1.3a</u> As Technicians, WALT: prepare fruit so that we can make a smoothie. Outcomes: Children will peel, chop, grate fruits to make a smoothie.</p> <p>Link to Challenge Outcomes: Children will share their recipe at their challenge outcome.</p>
(12)	<p><u>Area of learning:</u> Time</p> <p><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> - before and after - dates - time to the hour (o'clock) <p><u>Mental maths focus:</u> reorder numbers in a calculation</p>	<p><u>Purpose:</u> To Inform</p> <p><u>Text type:</u> Instructions</p> <p><u>Text used:</u> n/a – to make a smoothie</p> <p><u>Knowledge and Skills:</u> Revisit:</p> <ul style="list-style-type: none"> - Imperative verbs & command sentences 	<p><u>How can I make a seaside item?</u></p> <p><u>Killer Question</u> Can you name the steps to make a smoothie? What food and tools can we use? Can you name the offspring of some common animals? Can you name the basic needs of an animal?</p> <p><u>DT 1.4/1.4a</u> As Technicians, WALT: evaluate my product.</p>

		<ul style="list-style-type: none"> - Features of an instruction - Plan - Shared write - Draft & Publish (can be completed next week) 	<p>Outcomes: Children will describe how well the smoothie met the outcome. Children will answer questions about their smoothie.</p> <p>Photos taken of children creating smoothie.</p> <p>Evaluation to assess the success of their smoothie.</p> <p>Link to Challenge Outcomes: Children will share their recipe (and maybe smoothies) at their challenge outcome.</p> <p><u>Science S1.1g</u> <u>As Scientists</u> WALT: notice that animals, including humans, have offspring which grow into adults. Outcome: Children will be able to identify how a human matures (from baby to teenager to adult). They will make a Fact File about their favourite animal.</p> <p><u>Science S1.1r</u> <u>As Scientists</u> WALT: find out and describe the basic needs of animals. Outcome: Children will be able to say what basic things animals need to survive and how they can look after an animal/pet (e.g. a dog).</p>
(13)	<u>Assessment week</u>	<u>Assessment week</u>	<p><u>Killer Question</u> What do animals need to survive?</p> <p><u>Challenge outcome</u> – children will invite in family to participate in a sensory beach walk whilst learning about the beach and how it is different from our community.</p> <p>Children will complete TASC wheel to evaluate the effectiveness of their outcome and consider how they could improve it further.</p> <p><u>Science S1.1r</u> <u>As Scientists</u> WALT: find out about survival for animals. Outcome: Children will explore the differences between human and animal survival.</p>
(14)			