



# Medium Term Planning Year 1, Summer 2 'Scented Garden' - St Faustina Class

English	Maths	RE
<p><b>Writing</b></p> <p>We are using the Talk for Writing sequence of learning which follows the three stages of teaching the children to write fiction and non-fiction texts.</p> <p><b>Imitation:</b> recalling the facts using story maps and actions to become fluent.</p> <p><b>Innovation:</b> draw upon the underlying structure and language features of the original model, to enable them to create their own version about a different topic.</p> <p><b>Invent:</b> use learnt skills as a basis for writing a new text. Children will be using the story of 'Princess and the Pea' as a stimulus for their own writing activities. They will also write their own non-fiction report about a wild animal.</p> <p><b>Phonics</b></p> <p>Children are put into groups based on their phonics knowledge and taught using the Read, Write, Inc (RWI) scheme of work. They have a 20-minute phonics session learning to read and write new sounds putting them in words and sentences, followed by a 20 minute daily read practicing the phonic sound through reading RWI books.</p> <p><b>Reading</b></p> <p>Children are put into reading groups based on their decoding and comprehension ability. The focus in guided reading varies from reading fluency to comprehension based on their book bands. For further details, see our 'Curriculum' pages on the website.</p>	<p><b>Measurement - Time</b></p> <p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later).</p> <p>Measure and begin to record time (hours, minutes, seconds).</p> <p><b>Fractions</b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>	<p><b>Pentecost</b></p> <p>Know and understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to heaven. They will know the story of Pentecost and be able to describe how the disciples changed after receiving the Holy Spirit. They will explain some of the symbols associated with the Holy Spirit and used in celebrations of Pentecost.</p> <p><b>Sharing Jesus life</b></p> <p>To know the stories of the call of the disciples and some information about them. They will know and be able to recall some stories about Jesus and his disciples, which show that the disciples shared in the life and work of Jesus. They will be able to identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.</p> <p><b>Following Jesus today</b></p> <p>To understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus. They will be able to describe signs of their belonging to the Church and ways in which they, and other members of the Church, follow Jesus and celebrate his life.</p>

<p style="text-align: center;"><b>Science</b></p> <p><b>Scientific enquiry</b></p> <p>Asking simple questions and recognising that they can be answered in different ways.          Observing closely, using simple equipment.          Performing simple tests.          Identifying and classifying.          Using their observations and ideas to suggest answers to questions.          Gathering and recording data to help in answering questions.</p> <p><b>Plants</b></p> <p>In science this half term we will continue to look at plants in greater depth. We will be looking at the outcomes of our investigation in to what a plant needs and also complete our plant diary for our sunflowers. In Year 1 we will also be learning about a variety of common wild and garden plants, including evergreen and deciduous trees!</p>	<p style="text-align: center;"><b>Computing</b></p> <p><b>E-Safety</b></p> <p>Children will use technology safely and respectfully. They will understand that they must be respectful to other online users.</p> <p><b>Recognise common uses for technology:</b>          Children will know how to open a new Power-point presentation and save in a class folder on Student View. They will be able to type and use the enter key, as well as add new slides into the presentation.</p>	<p style="text-align: center;"><b>Humanities - History and Geography</b></p> <p><b>Geography</b></p> <p>The children will be using simple fieldwork and observational skills to study the geography of our school and its grounds. They will look at key human and physical features of our environment, landmarks and aerial photographs and begin to create simple maps using a key.</p>
<p style="text-align: center;"><b>Art and Design/Design and Technology</b></p> <p>The children will be learning:</p> <p><b>Junk Model Boat</b></p> <p>The children will design, make and evaluate a boat. They will need to test their boat on water in order to evaluate the product.          The children will look at a variety of images of boats and discuss the features. They will think about what they look like and if they are all the same. In addition, name parts of boats.</p>	<p style="text-align: center;"><b>PE</b></p> <p>The children will take part in one PE session a week; either taught by a sports coach or their class teacher.</p> <p>The children will take part in the unit called 'Active Athletics'. They will be learning to run with varying speed and travelling in different ways. The children will explore footwork patterns and know how to hop, travel and land safely. They will also explore different methods of throwing and how to throw for distance.</p> <p>Please ensure full PE kit is in school and earrings are either removed or covered before coming to school.</p>	<p style="text-align: center;"><b>Music</b></p> <p>The children will go on a listening walk in the school garden and experiment and create their own garden sounds using different percussion instruments. The children will also listen to music based on garden sounds and think about and describe the images it creates in their mind.</p>

<p>The children will explore and test products/materials to see if they are waterproof, in order that the boat will float.</p> <p>Children will be taught to:  <b>Design</b> a boat that will float on water.  <b>Make</b> the boat using junk model materials, once the model is completed test on water.  <b>Evaluate</b> the finished product - what worked well, what they would change next time.</p>		
<p><b>PSHEC including Prevent and British Values, Relationships and Sex Education (RSE)</b></p> <p>We are also delivering our RSE programme 'A Journey in Love' in the first week.</p> <p><b>Our virtues and values are 'Intentional and Prophetic.'</b></p> <p>We are looking at how they are intentional in the way they live and care for the planet and resources, guided by their conscience and prophetic in the example they set others. For example, in looking at the school and local area they might see graffiti and litter, places that are uncared for and this will lead them to make choices to look after their environment, not drop litter or even take a more pro-active stance such as litter posters or joining a litter pick.</p>	<p><b>Homework</b></p> <p><b>Project:</b> This terms topic is 'Scented Garden' and we would like the children to make their own garden.</p> <p><b>HOMEWORK TO BE BROUGHT INTO SCHOOL BY Monday 8<sup>th</sup> July 2019</b></p>	