

Mereworth CP School: Medium Term Thematic Curriculum Plan Term 4

Teaching Team Mrs Ballard and Miss Watts		(PPA)Miss Fulton, (TA)Mrs Reynolds (1:1)Miss Brown		Year Group 1
Theme Title		<h2 style="margin: 0;">The Gardener's World</h2>		
	Wk No	Key Learning Objectives linked to NC POS Key Success criteria	Key Questions & Activities	Resources
Foundation Subjects	History	<i>Geography focus this term</i>		
	Eval			
	Geography	<p>1 To know that an aerial view means to look at something from above.</p> <p>All: can guess what something is from an ariel view Most: can draw from an aerial view Some: can say who would find aerial views useful</p> <p>2 To visit a local environment to identify geographical features</p> <p>All: can identify rivers, forests and paths Most: can sort them into physical and human geography</p>	<p>Link with Science - Identify seasonal, daily weather patterns in the UK.</p> <p>Do you know what an aerial view might mean? Looking at aerial views on Google maps and other maps including the school.</p> <p>Discuss why aerial views are important and who might use them.</p> <p>Show children on a powerpoint different aerial photographs. Children then have the opportunity to have a look at some different maps: bus maps, cycle routes, tube maps. What features do they notice?</p> <p>Model to children how we are going to draw our own aerial drawing. Think more about the shapes than what is in the classroom. What would somebody looking down on the classroom be able to see?</p> <p>Ask the children to write in their books somebody who would find it useful.</p> <p><i>Plenary</i></p> <p>X marks the spot. Use one of the children's plans. Get one child to leave the classroom. We hide a toy somewhere and using the map the child has to identify exactly where the toy is.</p> <p>Children will walk to the local park to have a look at the environment.</p> <p>Children will complete a basic field study of the park and local environment.</p> <p>They need to take a clipboard in mixed ability partners and see what they can find at the park. How would this then be displayed on a map? Can they name some physical and</p>	

			<p>Some: can find similarities and differences to the school environment</p> <p>3 To design a garden</p> <p>All: can draw an aerial view of their garden Most: can use a symbol Some: can create their own symbol.</p> <p>4 To create a miniature garden</p> <p>All: can use materials to create a miniature garden Most: can include physical and human geography Some: can add a caption to their picture about their garden</p> <p>5 To evaluate my miniature garden</p> <p>All: can describe what their garden Most: can say what they like about their garden and what they want to improve Some: can use geographical terms to talk about the features of their garden</p>	<p>human geographical features?</p> <p>Using the park visit from last week and knowledge of our own gardens and the outdoor space being created in the Year 1 area, what could we have in our garden? Children to think about a number of features that could be included in their garden. List these on the board. Show children the paper they will be using to create their garden. Show them that everything has to be to scale. What does that mean?</p> <p>Some children to have symbols on their maps for them whilst others are able to use their own. Some may want to add to the symbols. Children create their own garden which will then be created next week.</p> <p>Parents have been asked in the letter to start collecting any resources they feel will help to build children's own miniature gardens. Children will each be given a flat plastic pot and will need to create their garden from that.</p> <p>Resources: blue, green and grey aquarium stones, pebbles, moss, seeds, bark, wood,</p> <p>When finished children then have a photo of their miniature garden with them ready to stick in book and some will be able to write a caption about it.</p> <p>Talk to children about the gardens they have created and how wonderful they look. Ask children to comment on some of the features they have included in their garden and find out why they wanted to include them. Ask children to use the terms human and physical geography.</p> <p>Children go off to evaluate their own garden. Writing framework to be used for some children whilst others will evaluate independently.</p>	
		Eval			
RE <i>(From Kent Syllabus)</i>		1	<p>To understand the important features of a church All: can label parts of the church Most: can say what the parts are used for Some: can explain why people might go to church</p>	<p>Show children the PowerPoint of a church. Discuss the different parts that they would find in a church. Talk about what these parts do and why they are important.</p> <p>Discuss with the children the importance of the church for a Christian. Why might it be a special place for them? What happens at the church? Praying, singing, worship, learning, marriage, baptism, funerals and socially.</p>	

		2	To know the story of the wedding at Cana All: can listen to the story Most: can draw a picture of the story Some: can add a caption to their picture	<p>Children to have a picture of the inside of a church. They need to label the church with all the different parts. They then need to say what the parts are used for.</p> <p>The final step is to write a caption about why people might use the church.</p> <p>https://www.youtube.com/watch?v=eCsZF-ftTCE show the children the video of the wedding at Cana.</p> <p>Using squash in a glass, turn water into squash in front of the children.</p> <p>Children then go off to do independent work at their tables. They need to draw a picture to show what happens in the story.</p> <p>MA are to write a caption saying what happens in the story.</p>	
		3	To understand the features of a marriage ceremony. All: can identify some features of weddings Most: can create an invitation for the wedding Some: can understand all the features of a wedding	<p>Explain to the children that Merebunny and boy bunny will be getting married next week. Why do you think people get married? What do you need to have a wedding?</p> <p>Talk through the word bank with the children. Ask them what each word means and how it would come up at a wedding.</p> <p>Children to then go and create their own wedding invitations to their parents/carers for the following week.</p> <p>At the end of the lesson, we need to decide who will be playing what part in the wedding ceremony</p>	
		4	To understand what happens at a marriage ceremony. All: can attend the wedding Most: can identify features of the church and wedding Some: can write a caption to explain what happened at the wedding	<p>Children and parents to walk to the church for the wedding ceremony. The vicar to hold the ceremony of the 2 bunnies. Children to take part in a number of different ways: bridesmaid, ring bearers, witnesses, best man, maid of honour, groomsmen etc.</p> <p>Children to watch the wedding ceremony and see what happens at each stage.</p> <p>Photos will be taken to stick in the books and children can then write a caption to accompany.</p>	
		5	To understand what happens at a baptism All: can watch the baptism of Merebunny Most: can identify features of a baptism Some: can explain why people are baptised	<p>Show children the PowerPoint. What special occasion are we learning about today? Talk about the different parts that are used from a church for the baptism. Watch the video.</p> <p>Explain that Merebunny has had a baby and she wants to get the baby baptised. Why might she want to do that?</p> <p>Carry out baptism of the baby using words that would be used in the church.</p>	
		Eval			
PSHE citizenship and			L.O To understand what we need to buy and	NB Value for March – Fairness NB Value for April- Trust Starter- children to talk in talk partners about what they may have bought at the weekend.	

safety	1&2	<p>what we might like to buy</p> <p>All: can think of things we buy Most: can sort into what we need and what we want Some: can think of examples of things some people need to buy whilst others do not</p>	<p>If they didn't buy anything did they go to shops with parents/carers and buy anything?</p> <p>Discussion based lesson. Draw table on the flipchart paper. Split into 2 columns. What do we need to buy? What do we want to buy?</p> <p>Children to think of ideas based on this. Can they think of anything that we have to pay for? Think about what parents pay for? Do they understand we have to pay for where we live? Do they know we have to pay for water, electricity, food etc?</p> <p>Children to think of things that may not be essential but they may like. What might they like to buy? How could they buy those things if they don't have the money right now? Discussion around savings. Refer back to pocket money spoken about last term. Do children like to save their money or spend it?</p> <p>What things might some families have an essential to buy and others do not? Pet food is a key idea. Buying a pet is more often than not a want but then providing food and shelter is a legal requirement but not every family will have a pet.</p>
	3&4	<p>To understand how to contribute to the household</p> <p>All: can recognise jobs that need doing in the house Most: can think of jobs that they could do Some: could explain why they would do these jobs</p>	<p>Using the Build-a-Family cards, ask the children to create a family, alternatively they can draw a picture that represents their understanding of a family (or even their own family).</p> <p>Ask them to write who they are on the card (EG. Dad, Mum, Grandad). Remember to be sensitive to those who may have different family structures and roles,</p> <p>Using the prepared task cards, ask the children to allocate the jobs and household tasks to each of the family members. Ask them to think about which tasks each person might be able to do (or usually carry out). Encourage them to think about how families work together to run a household but also to consider any stereotypes they may have about the division of labour in the home.</p> <p>Ask them explore and justify why they have allocated jobs to particular people.</p>
	5&6	<p>LO To understand how we can save money</p> <p>All: can think of why we might want to save money Most: can calculate how to improve saving money Some: can think of the implications of saving money</p>	<p>http://www.valuesmoneyandme.co.uk/downloads/pdf_books/i-want-it-book.pdf Read the story to the children. Refer back to lesson 1 and why children may not be able to get everything they want right there and then.</p> <p>Using the Spend and Save Calculator, work through the steps carefully discussing what Tara will need to consider at each step as she decides what to spend and save from her savings, gifts and pocket money and how she can earn money to buy the things she chooses. The calculator allows the children to move limitlessly back and forth, adjusting decisions and commitments to vary the outcomes.</p> <p>http://www.valuesmoneyandme.co.uk/calculators/index.html#/Spend_and_Save</p>
	Eval		

	<p>Music</p>	<p>1</p>	<p>To listen and appraise</p> <p>To learn a song</p>	<p>Rhythm in the way we walk Musical activities 1 and 2 Performing and sharing</p>	
		<p>2</p>	<p>To listen and appraise</p> <p>To learn a song</p>	<p>The planets Mars- Gustav Holst</p> <p>Rhythm in the way we walk</p>	
		<p>3</p>	<p>To listen and appraise</p> <p>To learn a song</p> <p>To play instrumental parts</p> <p>To Improvise</p>	<p>Tubular Bells-Mike Oldfield</p> <p>Rhythm in the way we walk</p>	
		<p>4</p>	<p>To listen and appraise</p> <p>To learn a song</p> <p>To play instrumental parts</p> <p>To Improvise</p>	<p>Happy- Pharrell Williams</p> <p>Banana Rap-Jane Sebba</p>	
		<p>5</p>	<p>To listen and appraise</p> <p>To learn a song</p> <p>To play instrumental parts</p> <p>To Improvise</p>	<p>When I'm 64- The Beatles</p> <p>Banana Rap-Jane Sebba</p>	
		<p>Eval</p>			
	<p>Science</p> <p>(From new curriculum)</p>	<p>1</p>	<p>To identify and describe the basic structure of a variety of common flowering plants</p> <p>All: can plant a bean</p> <p>Most: can write instructions for how a bean is planted</p> <p>Some: can predict what their bean will look like in 6 weeks time</p>	<p>Starter- Ask children to draw on whiteboards what they think they need to do to make the bean grow with a talk partner. http://www.bbc.co.uk/education/clips/zyvs34j</p> <p>Ask children what plants are growing at the moment. Get children to plant their own beans. Each child will have a jam jar and blotting paper as well as their bean. Children make sure their name is on their jam jars using labels and leave the beans in a sunny spot. Children then write instructions for how they went about growing their bean. LA to sequence instructions whilst HA write their own instructions. Some can then go on to draw a picture of what they think their bean will look like at the end of the 6 weeks.</p>	
		<p>2</p>	<p>To recognise common wild plants</p> <p>All: can work in a group to record a tally</p> <p>Most: can identify common wild plants</p>	<p>Starter- children to talk in talk partners about any weeds that they are familiar with.</p> <p>Use lesson presentation to show and talk about the wild plants that we will be looking for.</p>	

			<p>Some: can write a conclusion to our wild plant hunt</p>	<p>Discuss shape, size and distinguishing features. See if children know anything about the plants. Discuss the investigation- finding out which plant is the most common. Explain task to the children and split the class into four groups, each group to go with one adult. Adult to complete the tally but children to get involved in counting the wild plants. Before break time children to put together all the data and find out which plant is the most common in the school. Photocopy results at break and print for children to stick in their books. Children to write about their investigation and their conclusion.</p>	
		3	<p>To identify trees by their leaves All: can work in a group on a tree treasure hunt Most: can match leaves to pictures of leaves Some: can sort deciduous and evergreen trees</p>	<p>Starter- Children to think about definitions of deciduous and evergreen trees.</p> <p>When do deciduous trees start to lose their leaves? Explain that this week we are going to have another look around the school but this time we are going to focus on trees. Children to work with a partner and use a clip board to go around the school and see what they can find according to the leaves. Encourage children to collect leaves but only ones that are on the floor. Get children to take bark rubbings of their favourite tree.</p>	
		4	<p>To identify and describe parts of plants and trees All: can create an image of a plant Most: can label their plant Some: can describe the functions of a plant</p>	<p>Starter- Get children to have a look at their beans growing in the jars. What do they notice? What do they look like?</p> <p>Children are to create an image of a plant (sunflower) using green straws, yellow petals, brown circle, brown string/wool. They then need to correctly label the plant and then describe what each part of the plant does.</p>	
		5	<p>To observe closely the growth of plants All: can observe their own plant Most: can say things that plants need to grow Some: can say why plants need those things to grow</p>	<p>Starter- Children to talk to talk partners about how their beans have grown over time.</p> <p>Children to have a photograph with their plant and printed in their book. They then annotate with what has happened over the past 5 weeks. How has it changed? Measure the beans and compare with others in the class. Look at the plants that we were experimenting. Complete a results sheet. What has happened to them? Children to then describe what things need to be able to grow.</p>	
		Eval			
	Art (from New Curriculum)	1	To research William Morris art	<p>Show children powerpoint based on William Morris life. Put a range of artwork by William Morris on the tables.</p> <p>What do you think this work is about? What can you see in the painting / print / textile /</p>	

			<p>sculpture / photograph etc? How have the parts been arranged or put together? Are they carefully positioned? Or haphazard / regular / balanced / random etc? How would you describe the work? What terms do we use for work of this type? What materials have been used to make this piece of art? Is this an interesting piece of work? Is it happy? does it make you feel sad, lonely, unsettled?</p> <p>Is it the colours / textures / tone used which create the mood?</p> <p>Children to then draw a section of one of the images. They can write a caption underneath. My picture makes me feel..... because.....</p>	
		2	To create a pattern to block print	<p>Remind children of the work done last week based on William Morris. What sort of patterns and designs did he use? What sort of things might you want to include in your own pattern? Model to children drawing a simple but interesting print.</p> <p>Children go back to their sketch books and design a pattern using 2 or 3 prints. They could incorporate more if they work with a partner.</p>
		3	To draw from a photograph	<p>Children have been using digital art to take photographs of their plants for their bean diary. This week they will draw their own sketch of what the bean looks like from the photograph. Photographs to be taken in advance of the lesson. Children then receive their photograph and draw from it. They need to draw in detail what the bean looks like. It should be more than a seed by then with some roots and shoots.</p>
		4	To block print	<p>Children to use the block print that they have created to design their own block print out of cardboard. Flat piece of cardboard but a thick piece of card to make the pattern. Children to use their design to draw on the cardboard and then cut out. They will then create a pattern on their paper. They can create up to 2 block prints but may want to share with a partner so there is more choice available. Using different colours they print onto paper. Work to be mounted and displayed.</p>
		5	To draw from observation	<p>Children have been using digital art to take photographs of their plants for their bean diary. This week they will draw their own sketch of what the bean looks like from observation. They need to draw in detail what the bean looks like. The bean should have grown enough by then for the children to be able to draw an intricate and detailed picture of their bean using pencil.</p>
		Eval		
	PE / Sport (inc Dance)			<p>2 x lessons per week Session 1 Coordination Session 2 Multi-skills</p>
		1	Session 1 - To develop pupils ability to throw effectively	Lesson 1 –Coordination- Throwing under arm to a target

	(from C2C)		<p>Session 2 – To develop pupils ability to run and change direction effectively</p>	<p>Lesson 1 – Multi-skills- Obstacles</p>	
		2	<p>Session 1 - To develop pupils ability to throw effectively</p>	<p>Lesson 2 – Coordination- Throwing over a distance using over arm throw</p>	
			<p>Session 2 – To develop pupils ability to run and change direction effectively</p>	<p>Lesson 2 – Multi-skills- Traffic lights</p>	
		3	<p>Session 1 - To develop pupils ability to catch over arm effectively</p>	<p>Lesson 3 – Coordination-Ten drops</p>	
			<p>Session 2 - To develop pupils ability to run and stop before changing direction</p>	<p>Lesson 3 – Multi-skills- Jumping, Hopping, Slalom</p>	
		4	<p>Session 1 - To develop pupils ability to catch over arm effectively</p>	<p>Lesson 4 – Coordination- Throwing to a target</p>	
			<p>Session 2 - To develop pupils ability to run and stop before changing direction</p>	<p>Lesson 4 – Multi-skills- The Clean-up game</p>	
		5	<p>Session 1 - To develop pupils ability to throw and catch correctly.</p>	<p>Lesson 5 – Coordination- The river skills game</p>	
			<p>Session 2 - To develop pupils ability to run and stop before changing direction</p>	<p>Lesson 5 – Multi-skills- C.A.T.C.H</p>	
		6	<p>Session 1 - To develop pupils ability to throw and catch correctly.</p>	<p>Lesson 6 – Coordination- C.A.T.C.H</p>	
			<p>Session 2 - To develop pupils ability to run and stop before changing direction</p>	<p>Lesson 6 – Multi-skills- Obstacle race</p>	

	<p>Computing/ICT</p> <p>Miss Fulton</p>	<p>Eval</p>	<p>To recognise common uses of information technology beyond school.</p> <p>To be able to use technology to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technologies safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Computer Science: How a supermarket works (www.codeit.co.uk) Explain unplugged how computers work outside of school. http://barefootcas.org.uk/activities/ http://www.bbc.co.uk/guides/z9myvcw Small games and interactive clips about the different parts of a computer and what they are used for.</p> <p>Digital Literacy – Advantages and disadvantages of using technology. Used in everyday life linked to the supermarket. (See above) Use computers to construct simple pictograms and graphs using 2graph</p> <p>E-safety – Hector’s World Thinkuknow.co.uk https://www.thinkuknow.co.uk/5_7/hectorsworld/Episode3/ It’s a Serious Game https://www.thinkuknow.co.uk/5_7/hectorsworld/Episode4/ The info Gang Each episode has additional colouring pages and storybook to back up the information. http://www.kidsmart.org.uk/teachers/ks1/digiduck.aspx E book about friendship and staying safe on line</p> <p>Programming/ICT – We are Painters and We are Collectors – See PurpleMash Illustrate a book</p> <p>One lesson will be in two 20 minute sessions on a Monday morning. (Target Time) Second lesson is time tabled for 40 minutes either as whole class or half with handwriting tasks. <i>NB – This is over the first two terms.</i></p>
	<p>Literacy : Writing- SPAG</p>	<p>Eval</p>	<p>Children will be taught to write sentences by...</p> <ol style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives Re-reading what they have written to check it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers of the teacher. <ul style="list-style-type: none"> To understand what a sentence is

<p>Writing Genre (Progression through weeks)</p>	<p><u>Lila and the secret of rain</u></p> <p>Week 1 Spag – recap full stop, question mark and exclamation mark To describe the setting of the story</p> <p>Week 2 Spag – Weekly spelling tests. To add suffixes to root words Describe a Kenyan village in small groups Children to express views of the story (mini book review)</p> <p>Week 3 Spag – Weekly spelling tests. To know the difference between singular and plural Create a story map adding thought bubbles for the characters in their stories Create a zigzag book based on retelling the story</p> <p>Week 4 Spag – Weekly spelling tests. To use adjectives To use senses to describe what the rain does for us To write a poem about the rain</p> <p>Week 5 Assessment week</p> <p>Week 6 Spag – Weekly spelling tests. To edit work To research about Kenyan lifestyle To write in the role of a Kenyan child (diary entry)</p>
<p>Reading-</p> <ul style="list-style-type: none"> • Comprehension skills • Class texts • Group Reading Texts 	<ul style="list-style-type: none"> • Increase familiarity with a range of books; • Explain and discuss understanding of books; • Discuss the sequence of events in books; • Answer and ask questions; • Predict what might happen on the basis of what has been read; • Draw inferences on the basis of what is being said and done; • Express views and opinions about reading.
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Key Skills to be covered • S&L Opportunities • Drama • Story telling opportunities 	<ul style="list-style-type: none"> • Participate in discussion about what is read, taking turns and listening to what others say; • Ask relevant questions to extend their understanding and build vocabulary and knowledge; • Listen and respond appropriately to adults and peers; • Articulate and justify answers and opinions; • Use spoken language to develop understanding;

- Speak audibly and fluently with an increasing command of Standard English;
- Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.

Maths

- Key Objectives to be covered

Oral and Mental calculation

- Recite numbers to 100 forwards and backwards from 0 or 1
- Recite numbers to 10 as first, second, third
- Read and write numbers to 100 in numerals
- Read and write numbers 20 in words
- Recite multiples of 10 to 100
- Order random numbers to 100
- Compare numbers within 100
- Find 1 more/ 1 less of any number to 1-99
- Find numbers between 2 given numbers
- Count on or back from a given number with 100
- Recite days of the week
- Recall addition and subtraction facts for each number up to 10.
- Recall doubles of numbers to 10 + 10
- Recall halves of even numbers to 20.
- Name 2-D shapes and describe them

Week 1-Multiplication and division

Arrays to show multiplication
 Counting in 2s, 5s and 10s
 Sharing and grouping
 Doubling and halving
 Solve problems involving multiplication and division

Week 2 - Number and place value to solve problems

Count up to 100 objects accurately
 Count across 100 forwards and backwards starting from any number
 Order numbers to 100 on a number line
 10 more or 10 less
 Read and write numbers 1 to 20 in numerals and words
 Recognise the place value of numbers beyond 20
 Solve problems involving all of the above

Week 3- Addition and subtraction

Read and write mathematical symbols
 Represent and use number bonds and related subtraction facts within 20
 Add and subtract one and two digit numbers to 20
 Solve one step problems involving addition and subtraction
 Solve missing number problems

Week 4- Shape, position and direction

Recognise 2D shapes
 Recognise 3D shapes
 Recognise different shapes when in different positions
 Describe direction and turns including whole, half, quarter and three quarter turns
 Solve shape and direction problems

	<p>Week 5- Assessment week</p> <p>Week 6- Fractions Recognise half of a shape Recognise half of a quantity Recognise quarter of a shape Recognise quarter of a quantity</p>
<p>Learning Experiences;</p> <ul style="list-style-type: none"> • To launch • To Celebrate at end • Visits • Outdoor Learning • Visitors in to school 	<ul style="list-style-type: none"> • World book day (2nd March) • Year 3 parent gardener to talk to children about planting • Planting day • Merebunny wedding at the church • Trip to the local park
<p><i>Approximate £ cost to families</i></p>	
<p>Risk Assessments</p>	