Medium Term Planning **Year 1 Summer 1**

LC Question: How does your garden grow?

	Quality text/hook	English	Reading	Maths (WRH)	CP
1	**The Tiny Seed** **Additional text to share. The Flower**	***Days 1 and 2*** – • Imitation, reading days • Daily map reading, spellings • Hook for text introduced • Focus text introduced via email/letter etc. • Text to be investigated and key elements focused on i.e. suffixes, cew, inference etc. • Story map introduced (5 minutes) Children to add simple actions • Oral retelling • Map sent home with children ***Days 3 – 5*** • Daily map reading and spellings • Acting out the story • Get to know characters – hot seating, interviewing • Grammar activities and sentence building • Reading story map each day	Applying phonics Hear and recognise all 40+ phonemes. Match 40+ graphemes to their phonemes. Identify all 40+graphemes in my reading. Know that words can have omitted letters and that apostrophes represent the omitted letters. Find contractions. Read words with contractions. Read compound words. Reading for pleasure Say whether I agree or disagree with others ideas. Say why I agree or disagree. Recognise repeated language. Recognise repeated language in a poem. Know some poems and rhymes by heart. Fluency Discuss the meaning of unfamiliar words. Know that stories can have similar patterns of events. Make links to stories. Make links with characters in other stories. Answer retrieval questions Use information from the story to support my opinion. Answer inference questions.	Fractions	The Garden Centre
2	**The Flower/ The Tiny Seed**	***Days 6 – 10*** • Daily map reading and spellings • Investigate key elements needed to write text • present key language needed for writing • Complete short burst of writing, short paragraph chn may use in their writing • Box it up planner – allow chn to change story Oral retell with own maps - I form capital letters - I use letter names to show alternate spellings - I use sequence sentences verbally in chronological order (First, Next, Then) - I make sure that word choices are relevant) - I begin to use adjectives - I use capital letters for places.			

3	**The Flower/ The Tiny Seed** Children to describe their own imaginary land that the seed travels to.	***Days 11 – 13*** • Chn to write a section of their text each day • Chn can write as whole class **independently** • Editing time at start of each lesson ***Days 14 and 15*** • Chn to write up to 5 sentences focusing on handwriting Children perform. Share/video their text			
4	**Non Fiction** **Parts of a plant**	Non-fiction TFW days 1 – 5 • Introduce focus text and present with hook. • Read through text and introduce map to children, oral retelling and chn to add actions. Map sent home with children.		Number: Fractions	
5	**Non-Fiction** **Parts of a plant**	Non-fiction TFW days 6 – 10 • Chn to create a section of their fact book each day • Chn can work as a whole class but independently • Chn write up to 5 sentences focussing on handwriting • Children share their fact books via presentation			
6	Reflection week	Children to write fact page.		Reflection/Assessment week/Number	

	Learning Challenge Question	**Science WS 1,2,3,4,5,6**	**Computing**	**Hist.**	**Geography**	**Art**	**DT**	**Music**	**PE**	**PSHE (PPA)**	**RE (PPA)**

1	Why are plants and trees amazing?	See Plants Unit Overview – Grammarsaurus Lesson 1 & 2 – What are plants? What are parts of a plant called? I can identify different plants. I can identify and describe the basic structure of plants.	Data and information Label and match		**Simple field work and observational skills around school.** To use and construct basic symbols and a key. To create a simple map.	**Monet –** To explore a range of his paintings and give an opinion about an artist.?		**Kapow – Superheroes** **Lesson 1 –** recognising sound **Lesson 2 –** Pitch patterns **Lesson 3 -** Changing tempo **Lesson 4 –** Superhero theme tune **Lesson 5** – Final performance	Summer 1 – Games including. acquiring and developing skills, evaluating and improving and health and fitness. Sports Coach (see long term planning)	Mental Health and emotional wellbeing. Feelings. Learn about different types of feelings.	
2	What grows in your Garden?	Lesson 3 & 4 – Do plants grow? Do wild plants grow in our local area? I can name a variety of wild common plants.	Data and information Group and count			**Monet –** Focus on lily pads Identify and practise the range of techniques he uses. Use viewfinder to focus on one small area of the painting.					What does it mean to me to be in a faith community ? I can talk about what is special and of value about belonging to a group that is important to me.
3	What can we find in the forest?	Lesson 5 – How can we group plants? I can sort a variety of plants.	Data and information Making groups			**Monet** – Create a piece of art in the style of Monet, using the techniques practised – children to choose their own subject matter (not a direct replica)				Learn about managing different feelings.	
4	Where does a plant come from?	Lesson 7 – Are trees a type of plant? I can identify, name and describe the basic structure of deciduous and evergreen trees.	Data and information Comparing groups **Using the camera** – linked to science. Model how to use the			**Monet –** Create a piece of art in the style of Monet, using the techniques practised – children to choose their own subject matter (not a direct replica)					I can show awareness that some people belong to different religions.

			camera. Children to take images of their seed changing over time.								
5	What's underneath the soil?	Lesson 8 – what is a leaf? I can identify and classify.	Data and information Answering questions		**Does the weather affect plants in other parts of the world?** Children to research, using ipads, plants from different parts of the world. How does the weather affect their growth?	**Monet -** Evaluate own and others work. How could they be improved? Recap – what have we learnt about Claude Monet?				Learn about change and loss and how this can feel.	
6	**Reflection/Assessment Week**	Plants Cumulative quiz, complete all together or independently. Children to complete different activities for floor books using relevant scientific vocabulary, reflecting the skills that they have learnt.	Children to consolidate their week's term learning in geography -Children to use recoding on their IPad to record 2 things they have learnt through their topic.								I can recognise and name some symbols of belonging from my own experience for Christians and at least one other religion, suggesting what these mean and why they matter to believers.

Year 1 Subject Coverage Timetable Summer 1

LC Question – How does your garden grow?

Primary Subject Focus - Science, Art Secondary Subject Focus - Geography , Computing

	am 1	am 2	pm 1	pm 2
Monday			**Science/Art**	
Tuesday			**PSHE/RE**	**PE**
Wednesday			**Art/Science**	
Thursday			**Music**	**PE**
Friday			**Geography/Computing**	