





Castercliff Primary Academy – Medium Term Plan.



Year Group: Year 1	Overarching Question: <i>How can I care for my plants?</i>	
Term: Summer 1	Topic Driver: <i>Science</i>	
History – Local History: Wallace Hartley and The Titanic		
Science – Plants Part 2	Computing – Online Safety / Programming	
Art – Woven Wonders (Joe Gregory)	Music – Singing (Lancashire)	
RE – Hindu Dharma	PE – Tri-Throlf and Targets	
 myHappyMind	Relate Module	
	Enrichment Visiting the Farm. Planting seeds and observing plants in real time.	
Class Novel	English	
David Walliams' The World's Worst Children	Lila and the Secret of Rain Poetry	Non-Fiction Text Poetry and Rhyming Words

Week: 1	Subsidiary question:
<p>Topic Driver knowledge & skills</p> <p><u>Science – LO: To observe changes over time when engaging in a walk in our local surroundings.</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Can sort and group parts of plants using similarities and differences. • To look at the functions of each part of a plant. • Can point out trees which lost their leaves and those that kept them the whole year. • Can point to and name the parts of a plant, recognizing that they are not always the same e.g. leaves and stems may not be green. 	<p>Secondary Subject knowledge & skills</p> <p><u>RE - LO: To understand the roles I have in my family and how others might see me.</u></p> <ul style="list-style-type: none"> • Talk about the different ways that people can be seen and described consider how people might have multiple roles. • Reflect on how others might see them • Talk about the different roles that they might have (friend, child, brother/sister etc.) <p><u>History- LO: To explore what makes someone significant.</u></p> <ul style="list-style-type: none"> • What happened to the Titanic? • What did people eat on board? (links to overarching question) • Who do you think were the most significant people on the Titanic? • Who is significant in your life? Why? <p><u>Art – LO: To discuss the work of a local artist.</u></p> <ul style="list-style-type: none"> • Identify how a piece of art makes me feel. • Identify skills used in some artwork. • Discuss how the art has been produced. • Discuss what you would change about the artwork. • Describe the differences and similarities between different practices and disciplines. • <p><u>Computing - LO: To look at the term ‘online safety’ understand what this means. ONLINE SAFETY LESSON.</u></p> <ul style="list-style-type: none"> • To know what to do if you feel unsafe or worried online - tell a trusted adult. • To know that passwords are important for security.



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	<p><u>Music - LANCASHIRE MUSIC</u></p> <p><u>PSHE – My Happy Mind: Relate</u></p>
<p>Vocabulary-</p> <p>Science: Plant, seasons, stem, leaves, petals, roots, spring, summer, autumn, winter, day length, rain, snow, hail, sun, hot, cold, icy, foggy, fine, dry.</p>	<p>Vocabulary –</p> <p>RE – family, roles, multiple, reflect, friends, child, siblings. Music- pulse, pitch, tempo, rhythm, dynamics, timbre, voice, singing, instrument. Art – local artist, Joe Gregory, woven, weave, thread, shapes, colours, compositions, lines, textures, materials, wool, wrapping, craft, design, sculpture. History – Titanic, captain, sink, disaster, iceberg, Wallace Hartley, violin, significant, local, Colne, classes, collision, timeline. Computing – algorithm, security, online safety, instructions, ordering. PSHE - My Happy Mind – relate, positive relationships, active listening, consider, habit.</p>

Week: 2	Subsidiary question:
Topic Driver knowledge & skills	Secondary Subject knowledge & skills
<p><u>Science – LO: To recap parts of a plant and think about their functions.</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Can sort and group parts of plants using similarities and differences. • To look at the functions of each part of a plant. 	<p><u>RE - LO: To look at how we can see other people and look at the roles that they have.</u></p> <ul style="list-style-type: none"> • Talk about the different ways that people can be seen and described consider how people might have multiple roles. • Reflect on how others might see them • Talk about the different roles that they might have (friend, child, brother/sister etc.)

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- Can point out trees which lost their leaves and those that kept them the whole year.
- Can point to and name the parts of a plant, recognizing that they are not always the same e.g. leaves and stems may not be green.



History- LO: To look at significant points in Wallace Hartley's life.

- Create a timeline of Wallace Hartley's life.
- Explore the term 'chronology'.
- Explore where Wallace Hartley is from- Colne (links to Geography).

Art – LO: To use my sketchbook to explore ideas in an open-ended way.

- Identify how a piece of art makes me feel.
- Identify skills used in some artwork.
- Discuss how the art has been produced.
- Discuss what you would change about the artwork.
- Describe the differences and similarities between different practices and disciplines.

Computing – LO: To understand what an algorithm is.

- Following a basic set of instructions.
- To understand that an algorithm is when instructions are put in an exact order.

Music - LANCASHIRE MUSIC

PSHE – My Happy Mind: Relate


Vocabulary-

Science: Plant, seasons, stem, leaves, petals, roots, spring, summer, autumn, winter, day length, rain, snow, hail, sun, hot, cold, icy, foggy, fine, dry.

Vocabulary -

RE – family, roles, multiple, reflect, friends, child, siblings.
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History – Titanic, captain, sink, disaster, iceberg, Wallace Hartley, violin, significant, local, Colne, classes, collision, timeline.
Computing – algorithm, security, online safety, instructions, ordering.
PSHE - My Happy Mind – relate, positive relationships, active listening, consider, habit.

Week: 3	Subsidiary question:
<p>Topic Driver knowledge & skills</p> <p>Science – LO: To look at deciduous and evergreen trees.</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Can sort and group parts of plants using similarities and differences. To look at the functions of each part of a plant. Can point out trees which lost their leaves and those that kept them the whole year. Can point to and name the parts of a plant, recognizing that they are not always the same e.g. leaves and stems may not be green. 	<p>Secondary Subject knowledge & skills</p> <p>RE - LO: To explore Hinduism and the parable of the Blind Men and the Elephant.</p> <ul style="list-style-type: none"> Hindus believe in one God in many forms that is present in all living things Details of the story of the blind men and the elephant How and why Hindus use statues and murtis in their worship <p>History- LO: To look at the chronology of events on the Titanic.</p> <ul style="list-style-type: none"> What was life like at the time the Titanic sank? What happened to the Titanic? What did Hartley do that made him 'significant'? <p>Art – LO: To explore the different ways I can create art using thread.</p> <ul style="list-style-type: none"> Identify how a piece of art makes me feel. Identify skills used in some artwork. Discuss how the art has been produced. Discuss what you would change about the artwork.



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	<ul style="list-style-type: none"> Describe the differences and similarities between different practices and disciplines. <p><u>Computing – LO: To follow instructions precisely to complete an action.</u></p> <ul style="list-style-type: none"> Following a basic set of instructions. To understand that an algorithm is when instructions are put in an exact order. <p><u>Music - LANCASHIRE MUSIC</u></p> <p><u>PSHE – My Happy Mind: Relate</u></p>
<p>Vocabulary-</p> <p>Science: Plant, seasons, stem, leaves, petals, roots, spring, summer, autumn, winter, day length, rain, snow, hail, sun, hot, cold, icy, foggy, fine, dry.</p>	<p>Vocabulary –</p> <p>RE – family, roles, multiple, reflect, friends, child, siblings.</p> <p>Music- pulse, pitch, tempo, rhythm, dynamics, timbre, voice, singing, instrument.</p> <p>Art – local artist, Joe Gregory, woven, weave, thread, shapes, colours, compositions, lines, textures, materials, wool, wrapping, craft, design, sculpture.</p> <p>History – Titanic, captain, sink, disaster, iceberg, Wallace Hartley, violin, significant, local, Colne, classes, collision, timeline.</p> <p>Computing – algorithm, security, online safety, instructions, ordering.</p> <p>PSHE - My Happy Mind – relate, positive relationships, active listening, consider, habit.</p>

Week: 4	Subsidiary question:
Topic Driver knowledge & skills	Secondary Subject knowledge & skills

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Science – LO: To look at similarities and differences between a range of plants.

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Can sort and group parts of plants using similarities and differences.
- To look at the functions of each part of a plant.
- Can point out trees which lost their leaves and those that kept them the whole year.
- Can point to and name the parts of a plant, recognizing that they are not always the same e.g. leaves and stems may not be green.



RE - LO: To understand that Hindus all believe in one God that is in many forms.

- Hindus believe in one God in many forms that is present in all living things
- Details of the story of the blind men and the elephant
- Talk about how and why Hindus use statues and murtis in their worship.

History- LO: To explore the impact Wallace Hartley had.

- What can be found in Colne to remember him?
- Why should he be remembered?

Art – LO: To develop weaving techniques inspired by the work of Joe Gregory.

- Identify how a piece of art makes me feel.
- Identify skills used in some artwork.
- Discuss how the art has been produced.
- Discuss what you would change about the artwork.
- Describe the differences and similarities between different practices and disciplines.

Computing – LO: To understand that computers and other devices around us use inputs and outputs.

- Recognising that some devices are input devices and others are output devices.
- To know that input devices get information into a computer and that output devices get information out of a computer.

Music - LANCASHIRE MUSIC



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	<u>PSHE – My Happy Mind: Relate</u>
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Week: 5	Subsidiary question:
Topic Driver knowledge & skills	Secondary Subject knowledge & skills
<p><u>Science – LO: Observe and describe changes that have happened to plants we have grown from seed/bulbs.</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Can sort and group parts of plants using similarities and differences. • To look at the functions of each part of a plant. • Can point out trees which lost their leaves and those that kept them the whole year. 	<p><u>RE - LO: To continue to explore Hinduism and why they might use statues and symbols in their worship.</u></p> <ul style="list-style-type: none"> • Hindus believe in one God in many forms that is present in all living things • Details of the story of the blind men and the elephant • How and why Hindus use statues and murtis in their worship • I can suggest symbolic meanings expressed in images I see. <p><u>History- LO: To research Wallace Hartley myself.</u></p>

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- Can point to and name the parts of a plant, recognizing that they are not always the same e.g. leaves and stems may not be green.



- What is a fact?
- Use my own research to create a fact file on Wallace Hartley.

Art – LO: To explore plaiting, threading and knotting.

- Identify how a piece of art makes me feel.
- Identify skills used in some artwork.
- Discuss how the art has been produced.
- Discuss what you would change about the artwork.
- Describe the differences and similarities between different practices and disciplines.

Computing – LO: To understand and be able to explain what decomposition is.

- To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.

Music - LANCASHIRE MUSIC

PSHE – My Happy Mind: Relate

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PSHE - My Happy Mind – relate, positive relationships, active listening, consider, habit.

Week: 6	Subsidiary question:	
Topic Driver knowledge & skills	Secondary Subject knowledge & skills	
	<p>Music - LANCASHIRE MUSIC – Assessment Week</p> <p>PSHE – My Happy Mind: Relate – Assessment Week</p> <p>RE – Assessment Week</p> <p>Art – Assessment Week</p> <p>History – Assessment Lesson</p> <p>Computing – Assessment Lesson</p>	
Vocabulary- Science: Plant, seasons, stem, leaves, petals, roots, spring, summer, autumn, winter, day length, rain, snow, hail, sun, hot, cold, icy, foggy, fine, dry.	<p>Vocabulary –</p> <p>RE – family, roles, multiple, reflect, friends, child, siblings.</p> <p>Music- pulse, pitch, tempo, rhythm, dynamics, timbre, voice, singing, instrument.</p> <p>Art – local artist, Joe Gregory, woven, weave, thread, shapes, colours, compositions, lines, textures, materials, wool, wrapping, craft, design, sculpture.</p> <p>History – Titanic, captain, sink, disaster, iceberg, Wallace Hartley, violin, significant, local, Colne, classes, collision, timeline.</p> <p>Computing – algorithm, security, online safety, instructions, ordering.</p> <p>PSHE - My Happy Mind – relate, positive relationships, active listening, consider, habit.</p>	



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