

Eden Primary Medium Term Planning: Shorashim (Year 1): Summer Term 2017 2nd Half Term

A trip to Alexandra Park

Overview and Rationale:

This topic has a science and geography focus. It explores Alexandra Park and links to our overall theme of 'me and my family' by exploring the park as a place of leisure, a place to enjoy with the family as well as a place to stay active and healthy. In line with 'taking care of myself' children will also learn how to keep safe outside – learn about road safety and dealing with other people you might encounter in the park.

Key Ideas and Essential Learning: The topic launches with a trip for children to explore, ask and answer questions about Alexandra Park. The project culminates with the children inviting their families on a picnic at the Queen Elizabeth Park, Stratford with the other children from Key Stage One and Reception.

Children will study aerial maps of the park and draw their own maps. They will learn about the animals and plants that live in the park. Children will then present what they know about the park to their parents on a day out in the park. They will learn about the different plants that grow in the park and the different creatures that use it as a home

Key Questions:

How do you get to the park?

What lives and grows in the park?

What can you do there? How do you follow a map?

How do you ensure you stay safe on the road and when out and about?

How is the park environment different to other areas?

What can you use the park for?

Project Launch: A trip to Alexandra Park

Thematic Learning

Area of Curriculum	Content	Skills / Knowledge
English	<p>Poetry appreciation – poems about the weather, compare and contrast</p> <p>Reports : Reading and writing reports about animals/ creatures that live in City parks or surrounding areas</p> <p>Explanation writing : Reading and writing explanations about plants and animals.</p>	<p><u>Poetry</u></p> <ul style="list-style-type: none"> • discuss own response and what the poem is about; • talk about favourite words or parts of a poem; • notice the poem’s pattern • be aware that there are poems on a theme and be able to join in with their favourite <p><u>Reports</u></p> <ul style="list-style-type: none"> • Find out about a subject by listening and following the text as information books are read, or when watching a video • Contribute to a discussion on the subject as information is assembled and the teacher writes the information • Assemble information on a subject from their own experience • Write a simple non-chronological report by writing sentences to describe aspects of the subject <p><u>Explanation writing</u></p> <ul style="list-style-type: none"> • Follow through a process such as caterpillars turning into butterflies, chicks hatching from eggs or seeds growing into plants • Talk through the stages of the process and order them • Write an explanation of what is happening
Science	<p>Children will explore the weather and how that changes the park and what we do there.</p> <p>How do we know the seasons are changing?</p> <p>What clues can we find about the current season?</p>	<p>Observe changes over time, and, with guidance, begin to notice patterns and relationships. Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about</p>

	<p>Naming plants and animals that live in the park and sorting them by what they eat. (carnivores, herbivores and omnivores)</p> <p>Exploring how animal bodies are different to ours</p> <p>Finding out what animals live in our locality.</p> <p>Understanding the basic structure of plants, including trees.</p>	<p>what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. • Identify and describe the basic structure of a variety of common flowering plants, including trees. • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores
<p>Geography</p>	<p>Making maps of their route to school, to the park etc</p> <p>Looking at aerial photos and maps of the park and relating them to each other</p> <p>Making their own maps and creating a key.</p> <p>Recognise basic physical features of the environment and name different types of terrains encountered.</p> <p>Using the Tree trail map to explore the trees in the Park.</p>	<ul style="list-style-type: none"> • I ask and answer questions about places and environments. • I describe what sort of things I see in a place or environment. • I use observation skills when I visit a place or environment. • I use information given to me. • I describe places using geography words such as physical and human. <ul style="list-style-type: none"> • I can make a map of a place.
<p>PSED</p>	<p>Road safety</p> <p>How to respond to others in the park including adults we do not know</p> <p>Gamesmanship – playing games in the park</p>	<p>With help I can talk about how to keep myself safe when out and about.</p>

Speaking and Listening	Children will present what they find out in a talk or film	<ul style="list-style-type: none"> I can work with people in my group to create a presentation
Art	<p>Observational drawing of animal skulls, plants, natural objects, trees...</p> <p>A study of leaves – children will observe leaves closely and respond through drawing, painting and printmaking.</p> <p>Photographing the park in different places.</p>	<ul style="list-style-type: none"> I respond to ideas. I explore materials and methods. (specifically this term: photography and film-making, clay, watercolour paint, various drawing materials, printmaking – string prints) I create my own work. I try out my own ideas.
PE	<p>Outdoor activities and team building games</p> <p>Athletics – throwing, jumping, running.</p> <p>Wide Games, eg treasure hunt at the park</p>	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Jewish Studies	<p>We will look at how caring for the environment and caring for wildlife are important in Jewish Values.</p> <p>Tikun Olam</p>	<ul style="list-style-type: none">
Computing	<p>We are celebrating.</p> <p>The children will make a digital invitation to the trip to the Queen Elizabeth Park at the Olympic Village.</p>	<ul style="list-style-type: none"> develop basic keyboard skills, thro develop skills in storing and retrieving files develop skills in combining text and images discuss their work and think about whether it could be improved ugh typing and formatting text develop basic mouse skills use the web to find and select images

Non Thematic Learning		
Letters and Sounds	<p>Phase 5</p> <p>Please note the phonics screening will take place this term.</p>	<p>Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p> <p>– Teach spelling the words little, one, do, when, what, out</p> <p>– Practise reading and spelling high-frequency words</p> <p>– Practise reading and spelling polysyllabic words</p>

		<ul style="list-style-type: none"> – Practise reading sentences – Practise writing sentences – Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned – Teach alternative spellings of phonemes for spelling – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked – Practise reading and spelling high-frequency words – Practise reading and spelling polysyllabic words – Practise reading sentences – Practise writing sentences
Handwriting	Introducing horizontal joins	<p>Horizontal joins from o, w and f to letters without ascenders</p> <p>Horizontal joins to letters with ascenders</p>
Maths	Money	<ul style="list-style-type: none"> • recognise and know the value of different denominations of coins and notes • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

	Multiplication and division	<ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
	Revision I shall assess what the children have learned throughout the year and address any areas for development.	<ul style="list-style-type: none"> •
Jewish Studies	To know the prayers and procedures for a Friday Night Continuous work on Parsha: weekly Torah portion	<ul style="list-style-type: none"> • I know Friday Night Kiddush is an important time of the Jewish Week. • I know how it is celebrated.
Teffilah	Shabbat Songs and Prayers <i>Borei Peri Hagafen</i> <i>Kiddush</i> <i>Lachalich Ner Shel Shabbat</i> <i>Lecha Dodi</i> <i>Yom Zer Yisrael</i> <i>Shalom Alechem</i>	<ul style="list-style-type: none"> • I know the overall meanings of the prayers that are said on a Friday Night.
Creativity	Following on from our Trip to Windsor Castle and seeing Queen Mary's Dolls House the children will design on paper, and using construction kits, to design furniture for the dolls house that we have in class. The children will then make their furniture out of Balsa.	<ul style="list-style-type: none"> • I can plan, considering appropriate size. • I can cut balsa safely • I can evaluate my work.
Olympic Values: PSHE	We will review the year and discuss what we find hard. Through this we will talk about having the courage to try things that we find hard. We will discuss the courage you need to enter an event at sports day. Through work on transition we will talk	<p><u>Courage</u></p> <ul style="list-style-type: none"> • Loving the world around us; (<i>Tikkun Olam</i>: repairing the world, social action; <i>Tzedek Tirdof</i>: pursue justice)

	about the courage needed when changing classes and meeting a new teacher.	<ul style="list-style-type: none">• Caring for the world, the environment and the outdoors
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