



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**YEAR ONE MEDIUM TERM PLANNING**

**SUMMER**

<p align="center"><b>RE</b></p>	<p><b>Pentecost –Serving – Holidays and Holydays Do we need holidays and Holydays?</b></p> <p><b>Prior learning:</b> Pentecost: The celebration of the Good News of Jesus.</p> <p><b>This Topic: learning outcomes:</b> Know and understand: Holidays as days to be happy – <b>Explore</b> Pentecost; a holy day – the feast of the Holy Spirit – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>holiday, holyday, Apostles, help, Pentecost, promise, Holy Spirit, guide, Resurrection, alleluia</p>	<p><b>Reconciliation – Inter- Relating – Being Sorry Why should we be sorry?</b></p> <p><b>Prior learning:</b> Jesus had good friends</p> <p><b>This topic learning outcomes:</b> Know and understand: We have choice – sometimes we choose well, and sometimes wrongly – <b>Explore</b> God helps us to choose well and to be sorry. God forgives us – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>choice, happy, sad, disappointed, sorry, forgive rules, wrong, right, feeling, love, Sign of Peace, Peace be with you</p>	<p><b>Universal Church – World – Neighbours Who is my neighbour?</b></p> <p><b>Prior learning:</b> God gave us this wonderful world</p> <p><b>This Topic: learning outcomes:</b> Know and understand: Neighbours all around – <b>Explore</b> Everyone is our neighbour and is loved by God – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>neighbour, love, world, Fairtrade, global, family, psalm, share</p>
<p align="center"><b>PSHE/RSHE</b></p>	<p align="center"><b>Physical Health and mental wellbeing</b></p> <p>The children will learn:</p> <p>What it means to be healthy and why it is important. Ways to take care of themselves on a daily basis. About basic hygiene routines, e.g. hand washing. About healthy and unhealthy foods, including sugar intake. About physical activity and how it keeps people healthy. About different types of play, including balancing indoor, outdoor and screen-based play.</p> <p>About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors. How to keep safe in the sun.</p> <p>How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.</p>	<p align="center"><b>Growing and Changing.</b></p> <p>The children will learn:</p> <p>To recognise what makes them special and unique including their likes, dislikes and what they are good at.</p> <p>How to manage and whom to tell when finding things difficult, or when things go wrong. How they are the same and different to others. About different kinds of feelings</p> <p>How to recognise feelings in themselves and others How feelings can affect how people behave. To recognise how I am cared for and kept safe in my family.</p>	<p align="center"><b>Keeping Safe</b></p> <p>The children will learn:</p> <p>How rules can help to keep us safe. Why some things have age restrictions, e.g. TV and film, games, toys or play areas. Basic rules for keeping safe online. Whom to tell if they see something online that makes them feel unhappy, worried, or scared</p>

**ENGLISH**

**The Secret of Black Rock**

**Writing Outcome and Writing Purpose**

Return Story and Postcards

**Grammar: Word**

Build on previous units & focus on: Reinforce plural noun suffix -s -es  
Reinforce how prefix un – changes the meaning of verbs and adjectives

**Grammar: Sentence**

Build on previous year & focus on: Combining words to make sentences  
Joining words and clauses using-and, because, so, but

**Grammar: Text**

Build on previous year & focus on: Sequencing sentences to form short narratives

**Grammar: Punctuation**

Build on previous year & focus on: Separation of words with spaces  
Capital letters, full Stops, question mark, exclamation mark and capital Letters for names and personal pronoun – I

**Linked Texts**

We're Going on a Bear Hunt Michael Rosen, Rosie's Walk Pat Hutchins, William & the Missing Masterpiece Helen Hancocks, Where the Wild Things Are Morris Sendak, South Daniel Duncan, The Coral Kingdom Laura Knowles, Under the Sea Anna Milbourne, Grandad's Island Benji Davies, Ocean Meets Sky Eric Fan & Terry Fan, Into the Blue Nicola Davies & Abbie Cameron

**Non-Fiction**

Layer by Layer: Under the Sea Anne Rooney, See Under the Sea Kate Davies, The Big Book of the Blue Yuval Zommer, Life on Earth: Ocean Heather Alexander & Andres Lozano

**The Last Wolf**

**Writing Outcome and Writing Purpose**

Hunting Story and Recipes

**Grammar: Word**

Build on previous year & focus on: Reinforce plural noun suffix -s -es  
Suffix added to verbs - ed

**Grammar: Sentence**

Build on previous year & focus on: Combining words to make sentences  
Joining words and clauses using-and, because, so, but

**Grammar: Text**

Build on previous year & focus on: Sequencing sentences to form short narratives

**Grammar: Punctuation**

Build on previous year & focus on: Separation of words with spaces  
Capital letters, full Stops, question mark and exclamation mark

**Linked Texts**

Traction Man, The Pea and the Princess, Toys in Space, Little Red Bethan Woollvin, The Wolf's Story: What Really Happened to Little Red Riding Hood Toby Forward, Honestly, Red Riding Hood was Rotten Trisha Speed Shaskan, Little Red Riding Hood (in Revolting Rhymes) Roald Dahl, Beware of the Storybook Wolves Lauren Child, The Tree: An Environmental Fable Neal Layton, The Wild Woods Simon James, The Lorax Dr Seuss, The Curious Garden Peter Brown

**Non-Fiction**

National Geographic: Wolves Laura Marsh, Walk With A Wolf Janni Howker, Lynx (Wild Cats) Arnold Ringstad

<b>MATHS</b>	<p style="text-align: center;"><b>Multiplication and Division</b></p> <p>The children will learn to: 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.</p> <p style="text-align: center;"><b>Number and Place Value (Within 100)</b></p> <p>The children will learn to: Count to 100 forwards and backwards from any number Identify one more and one less, given a starting number to 100 Read and write numbers 1 to 100 in numbers and words (phonetically plausible) Find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least Read, write numbers to 100 in digits, numerals.</p>	<p style="text-align: center;"><b>Fractions</b></p> <p>The children will learn to: Find and name half (<math>1/2</math>) of an object, shape and amount Find and name quarter (<math>1/4</math>) as one of four equal parts of an object, shape and amount</p>	<p style="text-align: center;"><b>Time</b></p> <p>The children will learn to: Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
<b>SCIENCE</b>	<p style="text-align: center;"><b>Holiday</b></p> <p>In this topic, children will plan what they need to pack for a holiday, and explore the different animals they might encounter at the seaside and the human impact on the environment.</p> <p><b>This topic covers the following learning objectives:</b> 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 or omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a</p>	<p style="text-align: center;"><b>On Safari</b></p> <p>Children go on safari to explore invertebrates and other plants and animals in the local area. This topic could be completed in half a term, choosing activities relating to children's experience and interests.</p> <p><b>This topic covers the following learning objectives:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen 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. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	

	<p>variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Working Scientifically skills:</b> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p> <p><b>Vocabulary</b> <b>habitat:</b> a habitat is the place where a plant or animal lives <b>marine biologist:</b> a marine biologist finds out about things that live in the sea <b>pollution:</b> an example is when humans leave waste in the environment (countryside, seaside, etc.) which harms the habitats and living things in it <b>sunburn:</b> is when the skin is damaged and goes red because of too much sunlight</p>	<p><b>Working Scientifically skills:</b> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Gather and record data to help in answering questions.</p> <p><b>Vocabulary</b> <b>abdomen:</b> this is the third, last part of an insect and contains the digestive system (stomach), (reproductive organs) and sometimes a sting (e.g. bee and wasp) <b>antennae:</b> feelers on the head that sense the surroundings and can be used to taste, see, smell and hear <b>detritivore:</b> an animal that feeds on decaying things such as dead leaves and animals, e.g. woodlice and worms <b>exoskeleton:</b> an external hard body covering, providing protection and support <b>food chain:</b> the order that organisms are eaten by each other, most food chains start with a green plant <b>habitat:</b> a habitat is where an animal lives <b>head:</b> this is the first part of an insect, which has the eyes, mouthparts and antennae <b>insect:</b> insects are invertebrate animals that have three main parts to their body: the head, thorax and abdomen, three pairs of legs and a pair of antennae on their head and usually two pairs of wings (although sometimes these are hidden) <b>invertebrate:</b> invertebrates are animals without backbones <b>thorax:</b> this is the middle part of an insect's body that has the legs (three pairs) and wings (usually two pairs) <b>vertebrate:</b> animals that have backbones, e.g. fish, birds, mammals</p>
<b>COMPUTING</b>	<p><b>Data Handling Pictograms</b> To use technology to collect information. Sort different kinds of information and present it to others. Add information into a pictogram and talk about their findings. To talk about the different ways in which data / information can be shown</p> <p><b>Vocabulary</b> Pictogram, graph, chart, tally, collect, count, data</p>	<p><b>Presenting Information</b> Use software to create digital content Use the keyboard to input text Understand some of the basic functions of a keyboard (backspace, space etc)</p> <p><b>Vocabulary</b> Image, photograph, import, text, font, colour, delete</p>

<b>HISTORY</b>	<p style="text-align: center;"><b>Holidays</b></p> <p>The children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in EYFS about different countries and ways of life</p>
<b>GEOGRAHY</b>	<p style="text-align: center;"><b>Animals and Their Habitats</b></p> <p>The children will be given geographical context to children’s interests in, and prior knowledge of, animals through a study of five continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow. The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals’ homes are like and addressing misconceptions they might have. It offers a chance to introduce North and South America, which is studied in the KS2 Geography Programme of Study.</p>
<b>ART</b>	<p style="text-align: center;"><b>Sculpture and 3D – Paper play</b></p> <p style="text-align: center;">The children will:</p> <p>Create simple three dimensional shapes and structures using familiar materials. Develop skills in manipulating paper and card. Fold, roll and scrunch materials to make their own sculpture inspired by the ‘Tree of life’ screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p> <p style="text-align: center;"><b>Craft and Design – Embellishments</b></p> <p style="text-align: center;">The children will:</p> <p>Develop skills in measuring, cutting and add decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures.</p>
<b>DESIGN &amp; TECHNOLOGY</b>	<p style="text-align: center;"><b>Structures – Windmill</b></p> <p style="text-align: center;">The children will:</p> <p>Design, decorate and build a windmill for a mouse (client) to live in. Develop an understanding of different types of windmill, how they work and their key features. Look at real existing examples and the functions that they carry out.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Client, Design, Design criteria, Evaluation, Net, Stable, Strong, Structure, Test, Weak, Windmill, Windmill axle, Windmill structure, Windmill turbine.</p> <p style="text-align: center;">Drawing techniques – Annotated drawing Inventor/Designer – Leonardo da Vinci: creative and imaginative</p>

<b>MUSIC</b>	<p><b>Vocal and Body Sounds – By the Sea</b></p> <p>Seaside sounds are listened to, moved to and represented, written and performed. Children are encouraged to feel pieces of music in ways they think convey its moods. They should also make links between music, sounds and environment. These skills are then used to help them represent calm or stormy seas using vocal and body sounds as well as percussion instruments</p>	<p><b>Musical Vocabulary – Under the Sea</b></p> <p>Journey under the ocean to explore key musical vocabulary – pulse, tempo, dynamics, timbre, pitch, rhythm, texture and structure</p>
<b>PHYSICAL EDUCATION</b>	<p><b>Athletics</b></p> <p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>	<p><b>Sports Day Preparation</b></p> <p><b>Combination of Skills</b></p>