

Year One Planning: Percy the Park Keeper
 Medium-Term Planning - Summer B 2023/2024
 When are you awake? Astro Girl/The Comet



Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Ongoing Curriculum</u> <u>Art/D&T /Music</u>	<u>Ongoing Curriculum</u> <u>RE/PSHE</u>	<u>Ongoing Curriculum</u> <u>PE</u>
1 02.06- 06.06.25	Astro Girl Fact file	Position and Direction	<p>History Jane Goodall - Part of Wow starter for Astro Girl.</p> <p>Who was Jane Goodall? What did she do? What environment did she work in? Look at the children's book she writes and how she promotes climate change. Children to learn about Jane Goodall who worked in the jungle. Children to think about what objects she would need in her backpack to work in the jungle (link to Astro Girl). Children to learn about Jane Goodalls work with gorillas and how they are similar/different from humans. What features do they share with humans? (link to art and human bodies later in term) Make links with the jungle being like on a 'different planet' to the environment we live in and how jungle exploration requires training like space travel.</p> <p>Science Children to sort animals into herbivore, carnivore, omnivore from a selection of common animals. Children to understand</p>	<p><u>Forest School</u> Week 1 - Can I create a frame for my collage? Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Explain children are making group picture frames then collecting natural materials to create collages of jungle animals. Discuss animals who live in jungles Children move to tables by shelter. Model lashing sticks together to make a corner & tying off with double knot. Children work in small groups to lash 4 corners of frame & tie double knots. Children go to field, sensory garden & wild area to collect natural materials for their jungle animal collage. Each group decides which jungle animal they are making and create it in their picture frame. Children drink hot squash around fire circle. Resources: Sticks x 4 per group, string,</p> <p>Music Showing tempo, Using tempo to explore life under the sea.</p>	<p><u>Esafety</u> Active Bytes</p> <p><u>PSHE</u> Jigsaw - Changing Me piece 1 and 2</p> <p><u>RE</u> Rosh Hashana and Yom Kippur WALT - Understand the importance of Rosh Hashana and Yom Kippur to Jewish people. Q1 - Why do Jews fast during this period? Q2 - Why is it important to ask forgiveness from God at the start of a new year? Q3 - Have you ever needed to ask forgiveness? Why was it important to you?</p>	Inspire schools - PE coach

			animals are categorised by what they eat.			
2 09.06- 13.06.25 Father's Day cards	Astro Girl Fact file	Mass and Volume	<u>Science</u> Name a variety of common animals. Children to investigate the features of an animal. How do you know it's a bird? How do you know it's a reptile? Etc. Describe and compare the external features of animals	Art Draw My Mum pictures. Music Exploring dynamics Using dynamics to represent the different fish under the sea.	<u>PSHE</u> Jigsaw - Changing Me piece 3 Father's Day Cards <u>Rainbow time</u>	African Dance Inspire schools - PE coach
3 16.6- 20.06.25	The Comet Narrative	Time	Geography - (As part of Wow starter for The Comet) Think about the different settings in the story, countryside vs city. Compare with our environment. Think about the environment Jane Goodall visited. How is the jungle different to the city? Consider climate, weather, animals, plants, nocturnal and diurnal (link to day and night jobs).	Week 3 - Do you know the features different animals have? Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Discuss sleeping habits of animals. Which animals wake up in the day? Which wake up at night? In pairs, children go on animal picture hunt. They find hidden pictures of animals that sleep at night (diurnal) & ones that sleep in the day (nocturnal) Children record names of animals found, on a sheet under headings 'Diurnal' / 'Nocturnal'. Children return to fire circle to drink squash. Adult shows the pictures of hidden animals. Children say if they have recorded animal as diurnal or nocturnal. Do you all agree? Why do you think...? How do you know...? Resources: Pictures of diurnal & nocturnal animals, recording sheet x 30, pencils. Art - Create shades of day and night by colour mixing to create different shades of the jungle during the day and night. Link to the art in the book exploring the different colour palette	<u>PSHE</u> Jigsaw - Relationships piece 4 <u>RE</u> King David WALT - Understand how the story of King David shows that God loves all people for who they are and not for how they look. Q1 - Can you tell if a person is kind or unkind when you look at them? Q2 - How can we be beautiful on the inside? Q3 - How do Jewish people show God they are good people?	Inspire schools - PE coach

				<p>to show the difference between day and night</p> <p>Music</p> <p>Rhythm Listening to and clapping out different rhythms of a clicking camera while keeping the beat.</p>		
<p>4 23.06- 27.06.25</p>	The Comet Narrative	Time	<p>Cultural awareness - consider different jobs that people might do during the day or at night. Make links to their own families e.g. shift workers, NHS, fire service, police etc.</p>	<p>Art Draw bodies including different body parts. Bodies to be drawn in proportion and labelled.</p> <p>Music Using pitch Learning about pitch and rhythm by adding a new character to the underwater piece.</p>	<p><u>PSHE</u> Jigsaw - Relationships piece 5</p> <p><u>Rainbow time</u></p>	<p>African Dance</p> <p>Inspire schools - PE coach</p>
<p>5 30.06- 04.07.25</p> <p>Parents Day</p>	The Comet Narrative	Assessment Week	<p>Computing Discovering Technology - link to cultural awareness and how different job roles use technology.</p>	<p>Week 5 - Can I tell the time? Children enter fire circle in line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Discuss clocks, analogue & digital. Discuss using the sun to tell the time. Explain children are going to work in groups of four to find a long stick & 12 objects. Why do you need 12? Where would 12 o'clock be on a clock? Explain 12 o'clock needs to be where the sun is at 12 noon. Tell children they are making a sundial. Children space out other objects in form of a clock with the long stick in the centre. Children look at shadow from stick. What time is it to the closest hour? Children check with class clock or adult's watch. Were you correct? Discuss how sun makes shadows. Children go to playground, they draw around peer's shadow using chalk. Can</p>	<p><u>PSHE</u> Jigsaw - Healthy Me piece 6</p> <p><u>RE</u> God gives Moses the 10 Commandments. WALT - Understand how God wants people to live with the 10 commandments. Q1 - What was the first rule God made in his list of 10 commandments? Q2 - Why did God tell Moses these rules? Q3 - Do you think all people should follow these rules or just Christians and Jews?</p> <p>https://www.bbc.co.uk/teach/school-radio/articles/zjqbf82</p>	<p>Inspire schools - PE coach</p>

				<p>anyone guess who's shadow? How do you know? Children return to fire circle to drink squash.</p> <p>Resources: long sticks (by side shelter) 1 per group, class clock or adult's watch, chalk/playground chalk</p> <p>Art Draw faces with features in proportion, and correctly shaped. Label which parts of the body are involved with each sense.</p> <p>Music Under the sea performance Consolidating the key musical concepts from the unit in one final performance.</p>		
<p>6 07.07- 11.07.25</p> <p>Sports Day mon/Tues</p> <p>Meet the teacher evening (weds) Transition day Fri 11th</p>			Missing Evidence week		Rainbow Time	<p>African Dance</p> <p>Inspire schools - PE coach</p>
<p>7 14.07- 18.07.25</p>			Celebration Week			