Medium Term Planning for: Owls Summer 1

	Week 1 18.4.22 (4 days)	Week 2 25.4.22	Week 3 2.5.22 (4 days)	Week 4 9.5.22 FE to plan homework	Week 5 16.5.22	Week 6 23.5.22
English	I will not ever never eat a tomato. Introducing Charlie and Lola text. Who are the characters? How are they feeling?	Developing understanding of the text. Focus on prefix un. Unhappy, unfair, unkind.	Writing letters to Dad and Charlie asking for different foods. Shopping lists for food we like.	Recipe books. Focus on imperative verbs.	Read and follow cooking instructions. Magpie ideas for our own recipes.	Writing our own recipes.
Maths	Addition and subtraction. Yr 1 – focus on number bonds to 20 and using 2 digit numbers. Rec – focus on number bonds to 10.		Multiplication and division. Focus on odd and even numbers. Revision of counting in 2's. Halving and doubling a given number. Finding a quarter of a shape or given number.		Using time Focus on days of the week, sequencing, ordering, months, years. Understanding tomorrow, yesterday, today.	
Science	Observe and describe how seeds and bulbs grow into mature plants. Planting food seeds.	Observe changes across the 4 seasons. Spring walk with signs of summer coming.	Find out how plants need water and light. Setting up experiments and making predictions.	Identify and name common trees. Know the terms deciduous and evergreen. Walk using identification charts.	Begin to make marks to count and collect data. Measuring sunflower height.	Record observations in drawing and using ICT. Measuring plants.
R.E.	What is Ramadan?	How do Muslims celebrate Ramadan by following the kindness challenge.	Celebrating Eid. Making food for the celebration. Christians believe Jesus brings good news for all people.	Christians believe you are loved by God. Sending mini message cards.	Christians believe you can be forgiven for bad things. How to say sorry.	Christians believe Jesus is a friend to the poor and friendless.
Computing	Children can use tabs to load games.		Children know how to enter an internet address.		Use a simple pictogram to develop graphic awareness.	
History / Geography		Recognise difference between past and present in their own and others lives. Making baby food.	Recognise difference between past and present in their own and others lives. Older generations memories of food.	Using artefacts Old kitchen equipment and cook books. What might it be for?	Investigate surroundings. Links to DT taking our lunch for a picnic on a hill.	Ask and answer questions about the world. Looking at where food comes from.
Music	Play instruments in different ways to create sound effects.	Contribute to the creation of a class composition.	Play and sing a phrases using dot notation.	Handle and play instruments with control.	Create an accompaniment to a well-known song.	Play long and short sounds in response to symbols.
DT/ Art	Develop their design ideas based on their research. (Trying different smoothies) Design and make a smoothie, links to finding seeds in fruit, science lessons.	Evaluate their product identifying strengths and possible changes they might make. Designing packaging for smoothie. Extended writing task.	Links with RE work making food for Eid. Develop food handling and hygienic practises and personal hygiene. (Making samosas or curry.)	Talk about what they are going to make using own experiences. What would we have for lunch?	Select and use appropriate fruit and vegetables, processes and tools. Making bread and lunch products.	Evaluate their product by discussing how well it works in relation to the purpose. Wed 25th May – picnic
PSHE	To understand some of the things needed to have a healthy body.	To be able to name and talk about foods they like and dislike.	To understand why different foods and drink are important in order for our bodies to stay healthy.	To understand the importance of sleep on our bodies.	To begin to understand how to make choices which promote healthy living.	To identify familiar places where they enjoy being near water and to know how to keep safer.

	To understand the range of people who can help in an emergency and how to call them.	To reflect on the benefits of being a road user to identify some dangers and understand how to stay safer as a pedestrian and car passenger.	To develop knowledge and skills to stay safer when they are lost.		To describe the benefits of being outside and to know how to keep safe in the sun.	
P.E.	Experiment with different ways of moving. Running, hurdles, hopping, jumping, spinning.	Negotiate space successfully when playing chasing games. - adjusting speed or changing direction or obstacles.	To understand what exercise is and why it is good for us. Can run at different speeds.	Can jump from a standing position.	Perform a variety of throws with control and coordination.	Describe how my body feels before during and after an activity.
MFL	Listen attentively to spoken language. Names of fruit.	Ask and answer questions and express opinions. Choosing fruit.	Present ideas and information orally to a range of audiences. Linked to DT advertising my smoothie in French.	Speak in sentences, using familiar vocabulary. I like ….		Broaden their vocabulary and understand new words. Names of new fruits.
Extended writing		Creating a what I saw poem for a seasonal walk.	Questions to ask about foods from the past.	Making cards to show people love.	PSHE sun safety posters.	Food evaluations.