



# The Oratory R.C. Primary and Nursery School



**'Shine as to be a light to others'**

**Medium Term Planning**

**Year 1**

**Summer Term**

Sparkling Start	Essential Question	Fabulous Finish
<p>Visit from parent, teaching children how to play the African drums.</p>	<p><b>Is living in Africa different from living in the UK?</b></p>	<p>African workshop</p>
<p><b>Big Ideas</b></p>	<p>As <b>READERS</b> we will be taking part in daily phonic sessions where we will continue to learn how to use our phonic knowledge to decode words. We will read unfamiliar words by blending the sounds in the words together. We will also be preparing for the Phonics Screening Check.</p> <p>We will have the opportunity to read a variety of both fiction and non-fiction books relating to Africa.</p> <p>We will also read short stories about Anna Hibiscus written by Atinuke.</p>	<p>Through <b>Design and Technology</b> we will <u>design</u> by generating, developing, modelling and communicating our ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. We will <u>make</u> African objects such as African necklaces and African huts made from paper roll holders. We will <u>evaluate</u> our ideas and products against design criteria.</p>
	<p>As <b>WRITERS</b> we will have the opportunity to practise our writing everyday during morning independent writing sessions and daily phonic sessions. We will continue to practice writing captions, sentences and words, making sure that our spelling and punctuation is correct (using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas and apostrophes).</p> <p>We will learn how to write our own stories and letters. When we begin writing we will plan by talking about ideas and writing notes [write sentences by: composing a sentence orally before writing it].</p> <p>We will have weekly spelling and dictation tests where will remember to spell correctly by – using the prefix un, adding prefixes and</p>	<p>As <b>Artists</b> we will create portraits of our own families and compare them to Anna's family (Anna Hibiscus by Atinuke). We will study and discuss colours, patterns and motifs of traditional fabrics from Africa and then create our own mono-print block pattern.</p>
		<p>As <b>Geographers</b> we will look at a variety of maps and globes. We will use basic geographical vocabulary to describe where Africa and other places are located on the maps. We will also use basic geographical vocabulary to refer to key human features (including lagoon, city, beach compound and village) on the maps. We spend time investigating the climate in Africa.</p>
		<p>As <b>Historians</b> we will research the lives of significant individuals from the past such as Nelson Mandela.</p>

	<p>suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink – he drinks).</p> <p>We will also practice how to spell tricky and high frequency words by using them frequently in our writing.</p>	<p>Through <b>Music</b> we will <u>perform</u> music by taking part in singing, accurately following the melody and following instructions on how and when to sing or play an instrument. We will <u>compose</u> by creating a sequence of long and short sounds, clapping rhythms, creating a mixture of different sounds (long and short, loud and quiet, high and low), choosing sounds to create an effect and sequencing sounds to create an overall effect. We will <u>describe music</u> by identifying the beat of a tune.</p>
	<p>As <b>MATHEMATICIANS</b> we will be learning all about fractions. We will be finding halves and quarters of shapes and quantities. We will continue to count in multiples of twos, fives and tens. We will also continue to count, read and write numbers all the way to 100 as well as recapping how to recognise and know the value of different denominations of coins and notes. Throughout all of our work we will ensure that we are using the correct terminology and continue to practise how to give reasons as to how we found the answer to a question.</p>	<p>Through <b>PSHE</b> we will continue to develop our skills by trying new things, working hard, concentrating, pushing ourselves, understanding others and not giving up when we find something difficult. We will discuss the notion of family and how each family can be different and mean something different to each of us. We will also explore and discuss both traditional and modern lifestyles to find out how they differ.</p>
	<p>As <b>Scientists</b> we will explore animals and humans. We will identify, classify and observe different animals and will look at growth basic needs, exercise, food and hygiene.</p>	<p>Through <b>Physical Education</b> we will <u>develop practical skills in order to participate, compete and lead a healthy lifestyle</u> through dance. We will copy and remember moves and positions, move with careful control and coordination, link two or more actions to perform a sequence and choose movements to communicate a mood, feeling or idea.</p>
	<p>As <b>THEOLOGIANS</b> we will continue developing our understanding of prayer. We will learn about Easter, Pentecost and Jesus the teacher and healer.</p>	
Further Opportunities	<b>Communication:</b>	Throughout the topic we will be using specific vocabulary relating to Africa. We will take part in discussions, comparing life in Africa to life in the UK.
	<b>Readers:</b>	We will read, listen to and discuss a wide range of texts (fiction and non-fiction) – including short stories by the author Atinuke.
	<b>Writers:</b>	As we develop our writing skills we will make sure that we reread our work to check for spelling and punctuation errors.
	<b>Mathematicians:</b>	We will continue to count to and across 100 and practise writing numbers 0-100.

<b>Oratory Curriculum Drivers</b>	<b>In our Spiritual and Moral Development</b>	<b>Through Enquiry</b>	<b>Through Emotional Awareness</b>	<b>Through Community / Diversity</b>
	We will say prayers for the less fortunate people who live in Africa.	We will carry out research allowing us to focus on our own questions about Africa. We will also be answering essential questions each week.	We will respects our peers by listening to their opinions on Africa. We will also share our own thoughts and feelings about Africa.	We will learn all about the similarities and differences between Birmingham UK and Africa.
<b>Positive Learning Behaviour /</b>	<b>Resilience - Don't Give up!</b>		<b>Right Judgement / Wisdom</b>	<b>Respect / Diversity</b>
	We will know that whatever the challenge we will overcome it. However difficult we find something we will use higher order thinking skills and the help of our peers to get there in the end.		We will look at making the right choices in all that we do.	We will respect the views and opinions of others. We will critique the work of others in a constructive and respectful manner.



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**Medium Term Planning, Weekly Overview    Year 1    Summer Term**

Sparkling Start African drummer school visit.			Theme Africa		
WEEKS	1	2	3	4	5
<b>Communicators</b>	To listen carefully and understand – in all situations; To speak with clarity – in all situations; To develop a wide and interesting vocabulary – especially RE, geographical, historical, scientific and ICT.				
<b>Readers</b>	Anna Hibiscus by Atinuke				
<b>Writers</b>	Character descriptions.		Writing letters.		
<b>Mathematicians</b>	Counting in multiples of 2s, 5s and 10s	Fractions- halves and quarters of shapes and quantities.		Measurement	
<b>Scientists</b>	Animals and living things				
<b>Theologians</b>	Easter, Pentecost, Jesus the healer				
<b>Art &amp; D/T</b>	Designing African necklaces, creating family portraits				
<b>Musicians</b>	Songs about Africa – children joining in, recognising beat, making up own words and verses, accompanying with percussion instruments.				
<b>Physical Education</b>	[See V. Morris' planning.]				

Theme Africa		Fabulous Finish African workshop		
WEEKS	6	7	8	9
<b>Communicators</b>	To listen carefully and understand – in all situations; To speak with clarity – in all situations; To develop a wide and interesting vocabulary – especially RE, geographical, historical, scientific and ICT.			
<b>Readers</b>	To read words accurately – in all situations; To understand texts – in all situations			
<b>Writers</b>	WRITING – Transcription - To punctuate accurately:			
	To punctuate using a capital letter for the names of people, places, the days of the week and I.	Use the word "and" to join words and sentences.		Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes

			for contracted forms. [continue next week]
	Poetry		
<b>Mathematicians</b>	<p style="text-align: center;"><u>To use fractions</u> <b>Recognising fractions</b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p style="text-align: center;"><b>To use measures</b></p> <p>Measure and begin to record: capacity and volume; time (hours, minutes, seconds). [continue next week]</p>	<p>[following week]</p> <p><b><u>To describe position, direction and movement</u></b></p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>
<b>Scientists</b>	Everyday materials		
	Prayer		
<b>Theologians</b>	Easter, Pentecost, Jesus the healer		
<b>Art /DT</b>	Creating rain makers and African huts		
<b>Musicians</b>	Songs about Africa – children joining in, recognising beat, making up own words and verses, accompanying with percussion instruments.		
<b>Physical Education</b>	[See V. Morris' planning]		