

Trimley St Mary Primary School Medium Term Plan		Key Stage 1	Year One	Spring Term 2022
<b>Topic Title:- Food, Glorious Food</b> The BIG question - Would you rather grow your own food, or get your food from a shop?		<b>Sparkling Starter:-</b> Foodtastic International Launch Day		<b>Fabulous Finisher:-</b> Foodtastic International Promotional Day - Share success with parents
<b>Curriculum Drivers:-</b>	<b>Community</b>	<b>Mindfulness</b>	<b>Initiative</b>	<b>Diversity</b>
<b>As Readers and Writers we will:-</b> <ul style="list-style-type: none"> <li>Traditional Tales - The Little Red Hen - Use of Pie Corbett / Story mapping and retelling to <b>organise</b> key events.</li> <li><b>Recall information</b> from Stories with familiar settings - Oliver's Vegetables, Oliver's Fruit Salad, Jasper's Beanstalk (Science Link)</li> <li><b>Repeat</b> key facts from Information Books about Kenya (Geography Link)</li> <li>Resilient Reader</li> </ul>		<b>As Communicators we will:-</b> <ul style="list-style-type: none"> <li>Mantle of the Expert - Set up company 'Foodtastic International'</li> <li>S&amp;L - use of storytelling, story sacks, small world</li> <li>ELKLAN - Question Hunts linked to a variety of texts</li> <li>Reading Spine - The Tiger Who Came to Tea, Rosie's Walk, Farmer Duck, The Elephant and the Bad Baby, Elmer, On the Way Home.</li> <li>Poetry - Don't Put Mustard in the Custard - Michael Rosen</li> <li>Page Turner Text - James and the Giant Peach - Roald Dahl</li> </ul>		<b>As Programmers we will:-</b> <b>Purple Mash</b> <ul style="list-style-type: none"> <li>1:4 - Lego Builders - think logically about scenarios &amp; begin to use the term 'algorithm', a concept at the core of coding.</li> <li>1:5 - Maze Explorers - Program, create &amp; debug a set of instructions (algorithm).</li> <li>1:6 - Animated Story Books - create, organise, store, manipulate &amp; retrieve digital content through the creation of their own animated story book.</li> </ul>
<b>As Mathematicians we will:-</b> <ul style="list-style-type: none"> <li><b>Classify</b> information into graphs of favourite foods/fruits/vegetables</li> <li><b>Classify, categorise</b> and <b>organise</b> foods into groups (Sc Link)</li> <li><b>Estimate</b> and <b>identify</b> fruits in a basket/</li> <li><b>Predict</b> and <b>investigate</b> how many segments in an orange.</li> <li><b>Investigate</b> half, quarter and whole.               <ul style="list-style-type: none"> <li>Inspire Maths / BMBT and CLIC</li> <li>AWESOME Maths</li> </ul> </li> </ul>		<b>As Scientists we will:-</b> <b>Growing Plants</b> <ul style="list-style-type: none"> <li><b>Ask questions</b> - What are the different parts of the plant called? What do they do? Why are they important? Where do different vegetables grow? What parts of the vegetable do we eat?</li> <li><b>Summarise</b> facts acquired to <b>create</b> Vegetable Information Posters (Eng Link)</li> <li><b>Plant beans</b> - <b>investigate</b> life cycle of bean / <b>Investigate</b> conditions needed for growth / <b>make observations &amp; predictions</b> (Working Scientifically Link)</li> </ul>		<b>Healthy Living</b> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes (Food Technology Link)</li> <li><b>Identify</b> and <b>describe</b> the different food groups</li> <li><b>Organise</b> and <b>categorise</b> information into food pyramids</li> <li><b>Design</b> and <b>create</b> a plate of healthy food (Eng Link - Add labels)</li> <li><b>Solve non-routine problems</b> (use of POP tasks) to apply Scientific skills acquired.</li> </ul>
<b>As Artists we will:</b> <ul style="list-style-type: none"> <li><b>Describe</b> the Arcimboldo and use ideas studied to create own artwork.</li> <li><b>Respond</b> to ideas and starting points.</li> <li><b>Explore</b> ideas and <b>collect</b> visual information to represent images observed at Port of Felixstowe.</li> <li><b>Printmaking</b> - Investigate printmaking techniques - negative/positive stencils</li> <li><b>Textiles</b> - Investigate African patterns and use simple dip-dye techniques.</li> </ul>	<b>As Designers we will:-</b> <b>Food Technology</b> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> <li><b>Design, make</b> and <b>evaluate</b> sandwich/fruit salad (Eng Link - Writing Instructions)</li> <li><b>Investigate</b> structures and <b>create</b> a model of a feature from the Port of Felixstowe</li> </ul>		<b>As Musicians we will:-</b> <b>Charanga Units - In The Groove / Round and Round</b> <ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody, when performing songs about Food.</li> <li><b>Make, combine</b> and <b>control</b> long, short high and low sounds, using voice and instruments to create an effect.</li> <li>Sing 'Little Red Hen (Debbie and Friends)</li> </ul>	<b>In PE we will:-</b> <ul style="list-style-type: none"> <li><b>Explore</b> different ways of moving and on different body parts.</li> <li><b>Modify</b> simple routines to improve performance.</li> <li><b>Appraise</b> own work and the work of others.</li> <li><b>Create</b> and <b>design</b> simple movement poster - add labels and captions (English Link)</li> <li>Visit by Felixstowe Athlete to discuss hopes and inspirations.</li> </ul>
<b>As Geographers we will:-</b> <ul style="list-style-type: none"> <li><b>Ask &amp; answer</b> geographical questions to compare and contrast Trimley St Mary and Kenya. (Where does our food come from? How does it get from us?) (Visit Port of Felixstowe.)</li> <li><b>Interpret</b> aerial photos to make observations of the key features of a location.</li> <li>Use world maps, atlases &amp; globes to <b>identify</b> the United Kingdom &amp; its countries, as well as the countries, continents and oceans studied. (Ask - Where is UK/Kenya on a world map?) <b>Compare</b> and <b>contrast</b> different countries.</li> <li><b>Recount</b> of the journey to Kenya and the geographical features observed (Eng Link)</li> </ul>	<b>As Historians we will:-</b> <ul style="list-style-type: none"> <li><b>Observe</b> or <b>handle</b> evidence to ask questions and find answers about the past.</li> <li><b>Understand chronology</b> and <b>arrange</b> events and artefacts in order on a time line. (Investigate and research how the Port of Felixstowe has changed over time; significant dates about the Port of Felixstowe; create simple timelines.)</li> </ul>		<b>In RE we will:-</b> Describe some of the main festivals, celebrations and teachings of Christian Religion. <b>Recognise, name</b> and <b>describe</b> religious artefacts, places and practices. <b>Name</b> and <b>explain</b> the meaning of religious symbols. <b>The Emmanuel Project Units</b> <ul style="list-style-type: none"> <li>Christianity - 'Stories and Books'</li> <li>What did Jesus teach us about God in his parables?</li> <li>Prayer and Worship - Why do Christians pray to God and worship him?</li> </ul>	<b>In PSHE we will:-</b> <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>Same or different? Unkind, tease or bully? Harold's school rules. Who are special people? It's not fair!</li> </ul> <b>Being my Best</b> <ul style="list-style-type: none"> <li>I can eat a rainbow. Eat well. Catch it, Bin it, Kill it! Harold learns to ride his bike. Pass on the praise! Harold has a bad day.</li> </ul>



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PRIMARY SCHOOL

