

Medium Term Plan Year 1 Spring 1 2017 – Splendid Skies



Week	Science Focus – Seasonal changes	Computing	Geography Focus – Seasonal and daily weather patterns.	Art & Design/DT Focus – Collage and painting Making kites Ongoing Art/DT skills weekly (Thursdays)	History Focus – Significant individuals – Sir Francis Beaufort	Music
Week 1	<p>Sc WS 2 Observe closely using simple equipment. Introduce the topic ask children what they know about the weather. Go outside to observe and talk about the weather. Discuss weather symbols look at a weather forecast on Espresso Children gather weather information on a daily basis.</p>			<p>AD2 – Use drawing and painting to share their experiences and imagination. Discuss the weather look at paintings that depict different weather. Children copy a seasonal painting. (snow/frosty or stormy/rainy).</p>		
Week 2	<p>Ge HP 1 Observe changes across seasons Ge SF 2; En SL 7 Look at pictures of different seasons Can children say what type of weather fits with each season Children list types of weather to match a seasonal picture.</p>		<p>Ge HP 1 Identify seasonal and daily weather patterns in the UK and the location of hot and cold counties of the world in relation to the Equator and the North and South Poles. En SL 7; En W C 1a, 1b, 1c, 1d; Ge HP 2a Find a warm country on a world map and decide what to pack in a suitcase for a holiday. Write a postcard, imagining they are on holiday there, describing the weather and the activities they are doing. Locate hot and cold areas of the world. Label on a map Recognise that some animals live in hot climates and some live in cold climates Children sort animals to different climates.</p>		<p>Look at 'firsts' throughout history- balloon, aeroplane, rocket etc. (first female pilot etc.)</p>	
Week 3	<p>SC 2 – Observe and describe weather associated with seasons and how day length varies. Analyse weather data collected over course of project and draw conclusions as to most common type of weather.</p>	<p>Put data into a program (pictogram). Sort objects and pictures in lists or simple tables.</p>	<p>Ge HP 1 Identify seasonal and daily weather patterns in the UK and the location of hot and cold counties of the world in relation to the Equator and the North and South Poles. Children Children draw a picture list of things they need for hot/cold countries and label.</p>		<p>Hi3 – Learn about the lives of significant individuals Sir Francis Beaufort - wind speeds watch espresso</p>	
Weeks 4	<p>Recognise a push or a pull as a force needed to move an object. Children make paper aeroplanes and test which ones fly the best Children gather information and sort into simple table.</p>			<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Make kites, following instructions.</p>		

Sc WS 5 Use their observations and ideas to suggest answers to questions. Ge HP 2a; Sc SC 2

Play with sponges in a water bath, watching the sponge absorb the water and squeezing it, when heavy with water, to make a rain shower. Use simple weather vocabulary to explain their play for example, rain, clouds, shower, storm and droplets. **Teacher Note**
Offer other play equipment that reinforces the concept of clouds full of water droplets such as small plastic bags with tiny holes, colanders and different sized sponges. Colour the water blue, grey or black to make different types of rain showers.

Create weather music using Ipad

Chn make up own weather song to simple tune (nursery rhyme)

Mu 3 Listen with concentration and understanding to a range of high-quality live and recorded music Listen to a piece of music, identifying if it is fast or slow, happy or sad. Copy
 Listen to different sounds or music representing the seasons and/or weather. Describe what they hear, guessing what season/weather the sounds or music is depicting. **Teacher Note**
 Listen up! Ask children to lie down, close their eyes and simply listen... Sounds might include birds singing, rain pouring, thunder, lightning, wind howling, bees buzzing and children playing. Visit BBC School Radio for audio resources.