



Medium Term Plan for HNB Spring 1 – Bright Lights, Big City

English/Maths NB This plan is only for English and Maths covered by the topic.	Science	Geography	Art & DT	Computing	Music
<p>Spoken Language Describe events and experiences using appropriate topical vocabulary.</p> <p>Look at and talk about photographs taken during the memorable experience and explain what is happening in each. Discuss how it felt to have tea with ‘the Queen’ and say which was their favourite part of the experience. Choose one or two favourite images and write captions for them.</p> <p>Writing</p> <p>Talk to an adult or peer about what they are going to write.</p> <p>Put the tea party photographs in time order and work as a class to recall the sequence of events. Suggest words and phrases that can be used to describe the experience, especially those that are tricky to remember or difficult to spell, and put them on a word wall. Work independently to write a simple recount of the tea party, describing what happened and how they felt about it.</p> <p>Reading</p> <p>Find information in simple nonfiction books.</p> <p>Look at and talk about pictures associated with the Queen, including her family (not forgetting the corgis), jewels, horses, and Buckingham Palace. Talk about what they see and explain how they think the images are linked fiction books</p>		<p>Geography</p> <p>Name and locate the four countries of the United Kingdom on a map or globe.</p> <p>Identify the countries that make up the United Kingdom and look on a map to see how they are connected. Find and locate each country and name the seas that surround the UK. Draw a simple sketch map to show these features and label each country’s capital city. Research each country’s flag and recognise that the Union Jack is a combination of the English, Scottish and Northern Irish flags.</p> <p>Geography</p> <p>Use simple locational language including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork.</p> <p>Look at the map on The Hub and learn its layout and features. Locate Buckingham Palace on the map and describe its position in relation to other buildings using words and phrases like ‘behind’, ‘next to’, ‘above’, and ‘in between’.</p> <p>Move a counter or toy vehicle on the roads around the map, starting at Buckingham Palace and describing their movements using simple compass directions, as well as locational and directional language.</p>	<p>D&T</p> <p>Use wheels, axles, levers and sliders.</p> <p>Use drawing software, such as Tux Paint or Colour Magic, to draw a vehicle that they would find in London such as a double-decker bus, underground train, black cab, emergency vehicle or bicycle. Save their images and print them on card. Use a sliding mechanism to create a 2-D moving picture of their vehicle travelling on a road or train track. Evaluate their moving pictures and say what they would improve next time.</p>	<p>Computing</p> <p>Complete simple tasks on a computer by following instructions.</p> <p>Visit the official website of the British Monarchy and take a virtual tour around rooms at Buckingham Palace. Use the cursor to look up, down and all around. Zoom in and out to look closely at key features and describe what they can see. Search the web for images of Buckingham Palace and the surrounding area, including The Mall and Hyde Park. Save the images to a digital folder where they can access them later in the project.</p> <p>Computing</p> <p>Complete simple tasks on a computer by following instructions.</p> <p>Insert themselves into a royal photograph! Search the web for pictures of the Royal Family at events such as a Royal wedding, the Queen’s Diamond Jubilee, State Opening of Parliament, or the birth of Prince George. Open the image in suitable image-editing software, such as Paint. Copy and paste a cropped photograph of themselves into the royal picture and become part of the action!</p>	

Week 1 Engage
5 days

	<p>and the web, especially the official website of the British Monarchy, to read and search for information about the Queen. Make a list of Queen facts and share them with the group. Ask for help with unfamiliar words and phrases.</p> <p>Writing</p> <p>Re-read their own writing.</p> <p>Use their memorable experience, previous reading and a range of downloaded images and drawings to make an information collage about the Queen and the Royal Family. Use labels and captions to indicate who is who and include short explanations or facts with the images. Re-read and check their work to make sure it makes sense.</p>					
<p>Week 2- Develop Narrative</p>	<p>Spoken Language</p> <p>Listen attentively and engage with the speaker, making relevant observations.</p> <p>Read, listen to and join in with the book 'This is London' by Miroslav Sasek. Talk about the different buildings and structures mentioned in the story and match them to digital or printed pictures of the real thing. Consider questions such as: How is this building used? Why is it important? What can you do there? How would you get there? Compare the</p>		<p>Geography</p> <p>Recognise simple human and physical features on an aerial photograph or simple map showing an awareness that objects look different from above.</p> <p>Look at a variety of maps and plans of London to appreciate its size, layout, and physical and human features. Read labels and use simple keys to identify landmarks such as: stations, harbours, parks,</p>	<p>D&T</p> <p>Build simple structures.</p> <p>Design and make a moving model of the London Eye using a construction kit, such as K'NEX. Use images of the London Eye to inform their model making, looking carefully at its shape and structure. Count the number of viewing pods and name its structural elements, such as the spindles and axle.</p>	<p>Computing</p> <p>Give simple instructions to everyday devices to make things happen.</p> <p>Search the web for images of landmarks and places they pass on their route from Buckingham Palace to the London Eye. Copy, paste and save the images in their digital folders.</p>	<p>Music</p> <p>Sing with a sense of shape and melody.</p> <p>Listen to, learn and join in with traditional and contemporary rhymes, poems and songs that have a London theme, such as: 'London Bridge is Falling Down', 'Oranges and Lemons', 'Pussy Cat, Pussy Cat' and 'Ring a Ring o' Roses'. Learn to sing them by heart and in a round.</p>

different buildings and explain how they are similar or different. Talk about which building they like the most and give reasons for their answers.

Writing

Confidently write some sentence-like structures by chaining ideas/clauses together using 'and'.

Look at pictures of different types of transport that people use in London and talk about any that they have travelled on themselves. Compose and write sentences about different types of city transport using joining words and clauses including 'and'. Draw pictures to illustrate their ideas or insert digital images into word processing software such as Word, or presentation software such as PowerPoint. Add text, then share their work with the group.

Reading

Retell a very familiar story with characteristics of the original.

Work alone or in pairs to read and listen to a range of stories about visits and adventures in big cities. Retell and sequence the stories using images, stand-up characters or finger puppets.

Spoken Language

Independently ask simple questions to find out more about the topic.

Listen to an adult talk about a trip to London. Listen carefully to what they say about the places they visited and ask questions to find out more. Look at photographs of places

markets, factories, schools and churches.

	<p>they visited and point them out on the map.</p> <p>Writing</p> <p>Compose sentences and record in order to form narratives.</p> <p>Write a short adventure narrative about an imaginary day out in London. Plan their story by thinking about what they might do at different times of the day and the places they might visit, including how they might get there and travel around. Write their story, then read it back to check their sentences, spelling and punctuation. Include an exciting moment or surprise to make their stories more adventurous!</p>					
<p>Week 3-Develop Instructions</p>	<p>Reading</p> <p>Predict what might happen next, based on what they have read before.</p> <p>Read the story of the Great Fire of London making predictions at various points about what might happen next. Talk about why they think the fire spread so quickly and show their understanding by answering questions such as: How did the fire start? Where did the fire start? Who started the fire? Which buildings were destroyed in the fire? Who was the diary writer who wrote about the Great Fire? How was the fire eventually stopped? Make a</p>	<p>Science</p> <p>Identify the material an object is made from suggesting why it is made from that material.</p> <p>Recreate Pudding Lane! Find out and list what materials the buildings were made from in 1666 and why. Explain why these materials helped the fire to spread so quickly. Make Tudor-style houses from cardboard boxes and shoeboxes, decorating, painting and adding materials to make them look authentic. Build the famous Pudding Lane bakery. Position the houses and bakery in a street scene and take</p>	<p>Mathematics</p> <p>Sequence a number of events in chronological order using language, such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Create a timeline that shows the chronology of events associated with the Great Fire of London. Start with the fire breaking out in the Pudding Lane bakery on Sunday morning and end with it being put out on Thursday evening. Imagine what happened at different times of the day and place events</p>	<p>D&T</p> <p>Identify the source for common foods.</p> <p>Bake wholegrain bread rolls or buns like the ones sold by Thomas Farriner in his bakery on Pudding Lane. Use wheat, spelt, rye or barley flour. Eat the bread rolls with butter.</p>	<p>Computing</p> <p>Make choices to control simple models or simulations.</p> <p>Write a program using clear, directional language to complete a new journey from the London Eye to St Paul's Cathedral via the Monument near Pudding Lane, which was built to commemorate the Great Fire of London.</p> <p>Compare programs across the group, predicting where the programs will take them. Use role play to program each other using their instructions.</p> <p>Computing</p>	

	<p>simple flick book to retell the story, identifying the beginning, middle and end.</p> <p>Reading</p> <p>Listen with concentration to books and discuss what they have heard.</p> <p>Listen to and read non-fiction books about the Great Fire of London. Look at how the text is organised with writing devices such as: headings, sub-headings, illustrations, photographs, labels and captions. Discuss and contribute facts or important information they learnt from reading about the Great Fire. Work as a class to create a 'What we know about the Great Fire of London' list.</p> <p>Reading</p> <p>Identify independently when what they have read is inaccurate or does not make sense.</p> <p>Imagine they are Thomas Farriner's assistant at his bakery in Pudding Lane. Work together to read a set of instructions on how to bake bread rolls. Use props to role play the instructions, spotting mistakes as they go. Use picture cards or sentence strips to put the instructions in the right order and correct any grammar or spelling mistakes.</p> <p>Writing</p> <p>Say sentences out loud to an adult or peer before writing.</p> <p>After doing the baking activity (see page 9), use photographs of the experience to create a new set of instructions for Thomas Farriner. Use imperative verbs</p>	<p>photographs to keep as a permanent record.</p>	<p>in hourly and half-hourly intervals.</p>		<p>Show an awareness of information in different formats.</p> <p>Search the web to collect images of landmarks they will pass on the way to St Paul's Cathedral from the London Eye. Add the images to their digital folder. Use an online map to locate the Monument to the Great Fire of London, which is near Pudding Lane. Zoom in to identify the range of nearby human features. Write a list of the features they spot then share and compare what they find with the group.</p>	
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	<p>at the start of each sentence and number their sentences to show their correct order. Use a simple writing frame and a word bank to help them write independently. Share their finished instructions and remember to switch off the oven!</p> <p>Reading</p> <p>Recognise and join in with predictable, familiar phrases in stories and poetry.</p> <p>Listen to the nursery rhyme 'London's Burning', joining in with predictable phrases. Think about what the nursery rhyme tells us about the Great Fire of London. Learn to sing the song by heart and perform it as part of a group or in a round. Write and add new verses to the same tune.</p>					
<p>Week 4-Emails</p>	<p>Spoken Language</p> <p><i>Take turns when speaking in pairs and small groups.</i></p> <p>Visit the London Zoo website and read information on its different pages. Make a list of class questions about visiting the zoo and use the website to find the answers. Identify any questions that the website doesn't answer and think of other ways that they could communicate with the zoo.</p> <p>Reading</p>		<p>Geography</p> <p>Identify the similarities and differences between the local environment and one other place.</p> <p>Look at photographs and video clips that show people living, working and travelling in London and Lusaka, the capital of Zambia. Answer questions including: What is the weather like in each city? How might the weather affect what people do there? How do people travel around the city? What kind of jobs are they doing? How are the buildings similar or different? Use presentation software, such as PowerPoint, to show one</p>	<p>D&T</p> <p>With help, put ideas into practice.</p> <p>Design and make souvenirs to sell in the shop at London Zoo. Use a range of tools and materials to make animal-themed badges, key rings, magnets, printed bags, cards and wrapping paper. Visit the 'Gift Shop' page on the Zoo's website to see what it sells and say what they think about the products.</p>	<p>Computing</p> <p>Give simple instructions to everyday devices to make things happen.</p> <p>Visit the London Zoo website to find out what it has to offer its visitors. Go to the 'Plan your day' tab and find the 'Interactive Zoo Map' in the submenu. Move around the map or use 'Search' to select places to visit. Go to the 'My tour' tab to view the details of their tour, reorder it and see the distances between each place.</p> <p>Computing</p>	

	<p><i>Explain their understanding of what they have read or listened to.</i></p> <p>Work in pairs or with an adult to read the ‘Animals’ page on the London Zoo website. Read the information carefully and use their phonic skills to help decode difficult words. Discuss their findings with the group and ask questions about anything they don’t understand. Find and download a picture then write a sentence about an animal that they’ve read about.</p> <p>Writing</p> <p><i>Talk about their writing with the teacher or a partner..</i></p> <p>Write a short email to a classmate setting them a question they have to find the answer to. Work with an adult to complete the ‘To’ and ‘Subject’ fields, then compose their sentences orally before writing them down. On receiving an email from a classmate, read the question carefully applying their own phonic knowledge to decode any unfamiliar words. Write a response to the question they have been asked, answering it using knowledge they have acquired and by reading and sourcing information using non-fiction books.</p> <p>Write a short email to a classmate setting them a question they have to find the answer to. Work with an adult to complete the ‘To’ and ‘Subject’ fields, then compose their sentences orally before writing them down. On receiving an email from a classmate, read the question carefully applying their own phonic knowledge to decode any unfamiliar words. Write a</p>		<p>aspect of life in a city, such as transport, jobs, weather or buildings.</p>		<p>Understand rules around e-safety and know who to tell if something concerns them online.</p> <p>Use Skype or FaceTime to connect and chat with another Year 1 class in a different UK or foreign city. Think about questions that they would like to ask other children about where they live and what life is like for them living in a big city.</p>	
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	<p>response to the question they have been asked, answering it using knowledge they have acquired and by reading and sourcing information using non-fiction books.</p> <p>Writing</p> <p>Re-read their own writing to check that it makes sense.</p> <p>Share what they have learnt about London Zoo by writing a short description for parents and carers or children in another class. Re-read and check their work with adult support or a writing partner and make sure that they have punctuated their message correctly, with full stops and capital letters.</p>					
<p>Week</p>						
<p>Innovate Week 5</p>						
<p>Express Week 6- Character Study</p>	<p>Reading</p> <p>Make basic inferences (e.g. explaining what has happened in a familiar story or say who is speaking).</p> <p>Listen to the story ‘The Town Mouse and the Country Mouse’, one of Aesop’s Fables. Talk about the difference in the way the two mice live their lives, and how they felt when they visited each other’s houses. Consider questions such as: What did Town Mouse think of the food that Country Mouse</p>	<p>Science</p> <p>Use everyday language/begin to use simple scientific words to ask or answer a scientific question.</p> <p>Find an outdoor open space and recreate Pudding Lane using models (perhaps the ones made earlier in the project but only if they are willing to part with their work!). Watch as an adult starts a fire in the bakery. Take photographs as the fire spreads from house to house. Answer questions such as: How</p>		<p>D&T</p> <p>Select and explain choice of materials, sometimes with help.</p> <p>Work in groups to create big models of famous London landmarks using a range of junk modelling materials. Paint and decorate their models so that they look just like the real thing! Look at picture maps of London and place their models in the correct locations.</p>	<p>Computing</p> <p>Show an awareness of information in different formats.</p> <p>Use animation software to create a short, 2-D stop motion animation of a red double-decker bus, black taxi, person or meerkat completing a journey on the map provided. Use the map as a background and draw or print an object to move along the roads, adding speech</p>	<p>PSHE</p> <p>Begin to give simple reasons for own views/opinions.</p> <p>Invite a real mayor or someone from the council to visit the school and look at their ‘Bright Lights, Big City’ project work. Ask the visitor questions to find out more about the job they do, how they take care of their town or city and the people who live there.</p>

	<p>gave him? Why did the Town Mouse go to the country? Where would you prefer to live and why?</p> <p>Spoken Language</p> <p>Take turns when speaking in pairs and small groups.</p> <p>Consider their opinion of whether it is best to live in a town, city or the countryside. Hold a simple debate with a partner who has a different opinion. Give reasons for their opinions and politely challenge their partner's views. Move around the class and debate with different partners. At the end of the debates, hold a class vote to decide the most popular choice.</p> <p>Reading</p> <p>Retell a very familiar story with characteristics of the original.</p> <p>Listen to and read the story of 'Dick Whittington and His Cat' or watch an animated version found online. Order pictures on a washing line to retell the story in sequence. Use appropriate story vocabulary when retelling, such as: Long ago, Once upon a time, There once lived, Far away, Happily ever after.</p> <p>Handwriting</p> <p>Form lower case letters using the correct movement sequence.</p> <p>Write a character description for one of the characters from 'The Town Mouse and the Country Mouse' or 'Dick Whittington and His Cat'. Think about letter formation and handwriting when they write their descriptions.</p>	<p>quickly did the fire spread? Which materials burnt the fastest? What was left after the fire had completely burnt out?</p>			<p>bubbles or captions to add interest.</p> <p>Computing</p> <p>Show an awareness of information in different formats.</p> <p>Use all the photographs and images collected in their digital folder to create a 'visual story' using Photo Story or Movie Maker. Add text and transitions and make sure the story is in chronological order. Show their movie on the school website, learning platform or on a school digital display.</p>	
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Spoken Language

Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or m
Role play the story 'The Town Mouse and the Country Mouse' or 'Dick Whittington and His Cat' using dressing-up clothes, masks and props. Retell and perform the story using their own words or act out different versions of the story. Perform the story to parents, carers or family members in a special assembly.

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