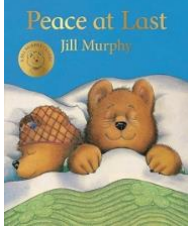



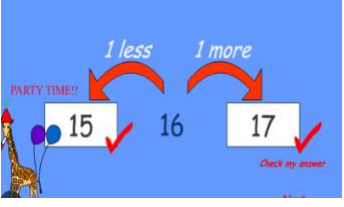

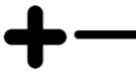






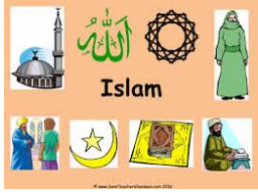





Anfield Road Primary School Medium Term Plan Year 1
Spring Term 1
Why were the Beatles important to Liverpool?

Curriculum Enhancements:				
Magical Mystery tour of Beatles landmarks. Cavern Club – Live performance				
English				
Genre – Narrative		Genre – Non-Fiction		Author Study - Jill Murphy
Peace at Last		Recount of Liverpool city visit		
Jill Murphy				
Phonics – Daily RWI sessions				
Maths				
Number: 1 more - 1 less		Tens & Ones (compare) To 20		Number: Addition and Subtraction To 20
Count and write to 20				
Foundation Subjects				
History - significant people	Science – senses	Geography – mapping	Art – collage	DT – Sliders & Levers
Key Question: Why are the Beatles so significant to the people of Liverpool?	Key Question: What do my senses do?	Key Question: Where the main Beatles landmarks across the city of Liverpool?	Key Question: Can you create a 1960s pop collage?	Key Question: Can I make a moving picture?
				

Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge:
<ul style="list-style-type: none"> Who are the Beatles? How did they become so famous? What do you know about the legacy of the Beatles songs and music? How has life changed since Beatlemania? Why are they still as famous today? 	<ul style="list-style-type: none"> Can you name the five senses Do you know the functions of the five senses? Understand that we can feel with other parts of the body. Can you name the seen parts of the face? Can you label the seen parts of the human body? 	<ul style="list-style-type: none"> Locate the city of Liverpool on a UK map. Know what Beatles tourist attractions Liverpool has to offer. Know some of the most significant Beatles landmarks of Liverpool. Use a city map to locate Beatles attractions. Know which places the Beatles bus tour visits and Create your own Magical Mystery tour. 	<ul style="list-style-type: none"> Use scissors to cut simple shapes. Tear papers using control. Explore methods of arranging shapes on paper. Create a picture from a range of torn and cut images. Arrange and glue shapes and images to a background 	<p>Focussed Practical Task: Know how to insert a slit pin Look at books with moving parts. Explore how they work. Know what a template is – (yellow submarine) and how to use it to draw around. Plan the picture that the submarine will go on. Evaluate product. Know what a lever is. Know what a slider is.</p>
Key Vocabulary The cavern club Fab four Rock and Roll Famous Global Mersey beat	Key Vocabulary Senses Touch Taste Smell Feel Sound	Key Vocabulary Matthew street Cavern Club Eleanor Rigby statue Penny Lane Menlove Avenue Strawberry Fields	Key Vocabulary Collage Pop art Andy Warhol Arrange Select tear	Key Vocabulary Card Lever Moving Slider Split pin Template
Foundation Subjects				
PSHE - Whole School theme – Responsibility	RE –	Music –	PE – fundamental skills	Computing - garage band
Key Question: What helps us stay healthy?	Key Question: Who is a Muslim and what do they believe?	Key Question: Can you listen to and appreciate the music of the Beatles?	Key Question: Can you catch and throw a ball?	Key Question: Can I create a piece of music for the Musical Mystery Tour?

				
<p>Key knowledge:</p>	<p>Key knowledge:</p>	<p>Key knowledge:</p>	<p>Key knowledge:</p>	<p>Key knowledge:</p>
<ul style="list-style-type: none"> • What does it mean to be “healthy?” • Who helps us stay healthy? • How do things that we put in our body effect how we feel? • How can I stop passing on germs? • What daily things do I do to take care of myself? (brushing teeth, brushing hair, washing hands) What daily things do I do to take care of myself? (brushing teeth, brushing hair, washing hands) 		<p>Develop pupils 'shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>		<ul style="list-style-type: none"> • Explore a range of electronic music and sound devices and software. • Use sound recorders, both at and away from the computer, to record and playback sounds e.g., voices, instruments, environmental sounds. • Use software to explore and create sound and musical phrases for a purpose. • Be able to save sound files
<p>Key vocabulary Dentist Medicine Hygiene Germs Self-care</p>	<p>Key vocabulary</p>	<p>Key vocabulary</p>	<p>Key vocabulary</p>	<p>Key Vocabulary: Buttons Patterns sounds</p>