

Class 1 Medium Term Planning - Autumn 1 2020-21 **Our World.**

	History	Music	SEAL	Computing	Art/D.T.	P.E.	R.E	Science	Geography
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - Significant historical events, people and places in their own locality. - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Know that they belong to a community - Help to make their class a good place to learn. - Help to make their class a fair and safe place. <p><i>New Beginnings</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Purple Mash units:</p> <p>Unit 1.1 - Online safety</p>	<p>Pupils should be taught to:</p> <p>(Art)</p> <ul style="list-style-type: none"> - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Use a range of materials creatively to design and make products. <p>(DT)</p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Participate in team games, developing simple tactics for attacking and defending. 	<p>NY syllabus</p> <ul style="list-style-type: none"> - Foundation: Being special: where do we belong? - KS1: Who is a Christian and what do they believe? 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Observe changes across the four seasons (and describe weather - ongoing). - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> - Gathering and recording data to help in answering questions. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Week 1 (7/9)		Introduce regular singing time.	Draw up a class charter together.				What groups do we belong to?		
Knowledge and skills.		<p>Expected: I can use my voice to sing songs and speak chants and rhymes.</p> <p>Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.</p>	<p>Expected: I can recognise that I belong to a community.</p> <p>Exceeding: I can recognise that I belong to a community and identify what will make that community safe and fair.</p>				<p>Expected: I can share occasions when others have made me feel special.</p> <p>Exceeding: I can explain why Christians feel special to God.</p>		
Week 2 (14/9)	Introductory lesson on local history.			Lesson 1 - Safe Logins.	Lesson 1 - Exploring the work of Andy Goldsworthy.	Game with tennis balls.	How do Christians know that children are special to God?		Explore the Geography of the school and its grounds and create a physical map.

Chris Quigley skills-based planning.

	History	Music	SEAL	Computing	Art/D.T.	P.E.	R.E	Science	Geography
Knowledge and skills.	Expected: I can describe historical events. Exceeding: I can describe historical events and significant people.			Expected: I can login safely with my own logins and understand why that is important. Exceeding: I can login safely and build their own profile.	Expected: I can use some of the ideas of artists to create my own work. Exceeding: I can use some of the ideas of artists to create my own work and give reasons for my choice of materials.	Expected: To use the term opponent and team-mate. Exceeding: Use rolling and catching skills in combination in a team game.	Expected: I can re-tell the story of Jesus blessing the children. Exceeding: I can re-tell the story of Jesus blessing the children and make connections to personal experience.		Expected: I can use simple fieldwork and observational skills to study the geography of the school Exceeding: I can use simple fieldwork and observational skills to study the geography of the school and its surrounding environment.
Week 3 (21/9)	Introduce timeline and learn about early origins of the village.	Compose a class song	Compose a class song together.	Lesson 2: My work area.	Lesson 2 - Drawing	Beanbag and ball game.	Who is a Christian and what do they believe?	Introductory lesson on materials.	Study aerial photos of the school and its ground and recognise landmarks and features.
Knowledge and Skills	Expected: I can describe historical events and place them on a timeline. Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.	Expected: I can use my voice to sing songs and speak chants and rhymes. Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.	Expected: I can recognise that I belong to a community. Exceeding: I can recognise that I belong to a community and identify what will make that community safe and fair.	Expected: I can find my saved work in the Online Work area. Exceeding: I can find saved work, communicate with the teacher and search resources in PM.	Expected: I can draw lines of different sizes and thickness. Exceeding: I can draw lines of different sizes and thickness and colour neatly following the lines.	Expected: To use the term opponent and team-mate. Exceeding: Use rolling and catching skills in combination in a team game.	Expected: I can talk about some simple ideas about Christian beliefs about God and Jesus. Exceeding: I can make links between what Jesus taught and what Christians believe and do.	Expected: I can distinguish between an object and the material from which it is made. Exceeding: I can describe the simple physical properties of a variety of everyday materials.	Expected: I can use images and plans to recognise landmarks of the school grounds. Exceeding: I can use images and plans to recognise landmarks and features of the school grounds.
Week 4 (28/9)	Build on timeline and learn about development of canal.			Lesson 3: Purple Mash topics.	Lesson 3 - Colour mixing with paints.	Running and jumping game.	What does the Bible teach us about God?		Create a map of the school and its grounds.
Knowledge and skills	Expected: I can describe historical events and place them on a timeline. Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.			Expected: I can identify and use the types of resources available in the Topics section. Exceeding: I can identify the icons used in the Topic section.	Expected: I can mix primary colours to make secondary. Exceeding: I can mix primary colours to make secondary, and add white to colours to make tints.	Expected: To use the term opponent and team-mate. Exceeding: Use running and jumping skills in combination in a team game.	Expected: Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Exceeding: I can make links between what Jesus taught and what Christians believe and do.		Expected: I can devise a simple map. Exceeding: I can devise a simple map and use compass directions to describe its features.
Week 5 (5/10)	Build on timeline and learn about history of the school.		Learning about people's different strengths.	Lesson 4: Purple Mash topics (part 2)	Lesson 4 - Exploring products.	Running and jumping game.	Why is Jesus important to Christians?	Learning about different materials.	Explore the Geography of the village and create a physical map.
Knowledge and Skills	Expected: I can describe historical events and place them on a timeline. Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.		Expected: I can tell you how I am the same as and different from my friends. Exceeding: I can tell you about my strengths and the strengths of others.	Exceeding: I can use the different icons and resources in the Topic section. Exceeding: I can start to add pictures and text to my work.	Expected: I can explore objects and designs to identify likes and dislikes of the designs. Exceeding: I can explore objects and designs to identify likes and dislikes of the designs. I can suggest improvements to existing designs.	Expected: To use the term opponent and team-mate. Exceeding: Use running and jumping skills in combination in a team game.	Expected: I can talk about issues of good and bad, right and wrong arising from the stories. Exceeding: I can make links between what Jesus taught and what Christians believe and do.	Expected: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Exceeding: Identify and name materials and explain where some of these come from.	Expected: I can use simple fieldwork and observational skills to study the geography of the school. Exceeding: I can use simple fieldwork and observational skills to study the geography of the school and its surrounding environment.
Week 6 (12/10)	Build on timeline and learn about modern developments to the local area.	Prepare a song to learn, sing and record.		Lesson 5: Purple Mash tools.	Lesson 5 - Designing a product.	Make their own game.	Why do Christians pray?		Study aerial photos and plans of the village and recognise landmarks and features.

Chris Quigley skills-based planning.

	History	Music	SEAL	Computing	Art/D.T.	P.E.	R.E	Science	Geography
Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>	<p>Expected: I can use my voice to sing songs and speak chants and rhymes.</p> <p>Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.</p>		<p>Expected: I can explore the Tools section on PM.</p> <p>Exceeding: I can explore and learn about the icons used in the Tools section.</p>	<p>Expected: I can design products that have a clear purpose and an intended user.</p> <p>Exceeding: I can design products that have a clear purpose and an intended user and suggest improvements to my design.</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use skills, develop tactics and show leadership in a team game.</p>	<p>Expected: I can talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Exceeding: I can make links between what Jesus taught and what Christians believe and do.</p>		<p>Expected: I can use images and plans to recognise landmarks of the village.</p> <p>Exceeding: I can use images and plans to recognise landmarks and features of the village.</p>
Week 7 (19/10)	Interview with Mrs Hall about her own memories.		Managing feelings.	Lesson 6: Purple Mash tools.	Lesson 6 - Make a bird feeder.	Make their own game.	How are Christians and Muslims welcomed into the family?	Introductory lesson on the seasons.	Create a map of the village.
Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>		<p>Expected: I know some ways to calm myself down when I feel scared or upset.</p> <p>Exceeding: I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p>	<p>Expected: I can explore the Games section in PM.</p> <p>Exceeding: I can understand the importance of logging off when finished.</p>	<p>Expected: I can make a product that has a clear purpose and an intended user.</p> <p>Exceeding: I can make a product that has a clear purpose and an intended user, refining the design as work progresses.</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use skills, develop tactics and show leadership in a team game.</p>	<p>Expected: Recall simply what happens at a traditional Christian infant baptism.</p> <p>Exceeding: Recall simply what happens when a baby is welcomed into the Muslim tradition</p>	<p>Expected: I can observe changes across the four seasons.</p> <p>Exceeding: I can observe changes and describe weather associated with the four seasons.</p>	<p>Expected: I can devise a simple map.</p> <p>Exceeding: I can devise a simple map and use compass directions to describe its features.</p>