

Class 1 Medium Term Planning - Autumn 1 2021-22 *My World.*

	History Week 3	Music Weekly	Jigsaw Weekly	Computing Week 4	Art/D.T. Weeks 6 and 7	P.E. Weekly	R.E Weekly	Science Week 5	Geography Weeks 1 and 2	French Weekly
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>Unit 1- being me in my world.</p> <p>Puzzle outcome: The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.</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> <ul style="list-style-type: none"> (Art) - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Learn about the work of a range of artists, artisans and designers - 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"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<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>Working scientifically:</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"> - 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>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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Count to 10 in French. - Use salutations - Begin using French words to identify everyday objects.
Links to Global neighbours		<ul style="list-style-type: none"> • exploring similarities and differences between their lives and the lives of people in various communities around the world 	<ul style="list-style-type: none"> • exploring similarities and differences between their lives and the lives of people in various communities around the world 				<ul style="list-style-type: none"> • identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world. 	<ul style="list-style-type: none"> • discussing concepts and issues of injustice and disadvantage and exploitation of the natural world 		
	Introductory lesson on local history.	Introduce regular singing time.	Piece 1		Introduction to art lessons, develop ideas and take inspiration from the greats. (focus on abstract artists)		What groups do we belong to? (link to learning in Jigsaw piece 1)	Introductory lesson on materials.	Explore the Geography of the school and study aerial photographs of the school	In the moment teaching

Chris Quigley skills-based planning.

	History Week 3	Music Weekly	Jigsaw Weekly	Computing Week 4	Art/D.T. Weeks 6 and 7	P.E. Weekly	R.E Weekly	Science Week 5	Geography Weeks 1 and 2	French Weekly
Knowledge and skills.	Expected: I can describe historical events. Exceeding: I can describe historical events and significant people.	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.	Weekly celebration: help others to feel Welcome. PSHE: I know how to use my Jigsaw Journal. S/E development: I know how to use my Jigsaw Journal.		Expected: Respond to ideas and starting points Exceeding: Explore ideas and collect visual information.		Expected: I can share occasions when others have made me feel special. Exceeding: I can explain why Christians feel special to God.	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 simple fieldwork and observational skills to study the geography of the school Exceeding: Exceeding: I can use images and plans to recognise landmarks and features of the school grounds.	Children will be taught the objectives through cookery and in the moment teaching
	Introduce timeline and learn about early origins of the village.	Choose a song to learn as a class.	Piece 2	Lesson 1 - Safe Logins.	Use our own ideas to create an abstract drawing (Master techniques)	Session 1 Mrs Hall	Who is a Christian and what do they believe?	Learning about different materials.	Create a map of the school and its grounds.	In the moment teaching
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.	Weekly celebration: Try to make our school community a better place PSHE: I understand the rights and responsibilities as a member of my class S/E development: I know that I belong to my class	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: Colour (own work) neatly following the lines. Exceeding: Draw lines of different sizes and thickness.	Expected: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Exceeding: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	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: 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 devise a simple map. Exceeding: I can devise a simple map and use compass directions to describe its features.	Children will be taught the objectives through cookery and in the moment teaching
	Build on timeline and learn about history of the school.	Continue learning song as a class	Piece 3	Lesson 2: My work area.	Continue work from previous lesson, adapting techniques and ideas as project progresses.	Session 2 Mrs Hall	What do Christians believe about God?	Introductory lesson on the seasons- discuss whole school input in recording and monitoring seasonal changes in weather.	Explore the Geography of the school and study aerial photographs of the school	In the moment teaching
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.	Weekly celebration: Think about everyone's right to learn PSHE: I understand the rights and responsibilities for being a member of my class S/E development: I know how to make my class a safe place for everybody to learn	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: Colour (own work) neatly following the lines. Exceeding: Draw lines of different sizes and thickness.	Expected: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Exceeding: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	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 observe changes across the four seasons. Exceeding: I can observe changes and describe weather associated with the four seasons.	Expected: I can use simple fieldwork and observational skills to study the geography of the school. Exceeding: I can use images and plans to recognise landmarks and features of the village.	Children will be taught the objectives through cookery and in the moment teaching
	Continue learning song as a class	Piece 4	Lesson 3: Purple Mash topics.	Design a picture frame for our abstract drawings (Design, make, evaluate and improve)	Session 3 Mrs Hall	What does the Bible teach us about God?		Explore the Geography of the village and create a physical map.	In the moment teaching	

Chris Quigley skills-based planning.

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Knowledge and skills		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.	Weekly celebration: Care about other people's feelings PSHE: I know my views are valued and can contribute to the Learning Charter S/E development: I recognise how it feels to be proud of an achievement	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: Design products that have a clear purpose. Exceeding: Design products that have a clear purpose and an intended user.	Expected: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Exceeding: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	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.	Children will be taught the objectives through cookery and in the moment teaching
Knowledge and Skills		Final week to learn song before performing for other classes.	Piece 5	Lesson 4: Purple Mash topics (part 2)	Begin to make our picture frames (master practical skills)	Session 4 Mrs Hall	Why is Jesus important to Christians?			In the moment teaching
Knowledge and Skills		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.	Weekly celebration: Work well with others PSHE: I can recognise the choices I make and understand the consequences S/E development: I recognise the range of feelings when I face certain consequences	Expected: 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: Cut materials safely using tools provided. Exceeding: Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	Expected: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Exceeding: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	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.			Children will be taught the objectives through cookery and in the moment teaching
Knowledge and Skills		Perform song for class 2/3	Piece 6	Lesson 5: Purple Mash tools.	Continue making picture frames (master practical skills)	Session 5 Mrs Hall	Why do Christians pray?			In the moment teaching
Knowledge and Skills		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.	Weekly celebration: Choose to follow the Learning Charter PSHE: I understand my rights and responsibilities within our Learning Charter S/E development: I understand my choices in following the Learning Charter	Expected: I can explore the Tools section on PM. Exceeding: I can explore and learn about the icons used in the Tools section.	Expected: Cut materials safely using tools provided. Exceeding: Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	Expected: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Exceeding: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	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.			Children will be taught the objectives through cookery and in the moment teaching
				Lesson 6: Purple Mash tools.		Session 6 Mrs Hall.				In the moment teaching

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Knowledge and Skills				Expected: I can explore the Games section in PM. Exceeding: I can understand the importance of logging off when finished.		Expected: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Exceeding: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		Expected: I can observe changes across the four seasons. Exceeding: I can observe changes and describe weather associated with the four seasons.		Children will be taught the objectives through cookery and in the moment teaching

Initial discussions with AT.

- History: Learn about events, people, and places in Haddlesey history (create a simple timeline) > Walk around the village > Interview Mrs Hall and Mrs Smith (members of staff who have lived there a while). [Link to outdoors art / Take photographs of buildings and make a collage display of the village with the children, display photos of children next to their comments about the various landmarks, start a correspondence with local residents.](#)
- Music: build in regular singing time to daily routine, dedicated singing lessons. [Musical express resources have landed somewhere.](#)
- SEAL: foundational work, create and display a class charter. [Link this to expectations around the classroom.](#)
- Computing: Dig into mini-mash, Regular timetable slot (Friday pm?)
- RE: work through material, build together with SEAL, regular timetable slot (Friday pm?)
- Science: dedicated slot, outside lessons, weather observation [Take photographs, pictures of children enjoying and exploring the weather, link it seasons to special events around the year.](#)
- Geography: map making of the school and the village, dovetailing with history. [Draw the map together with the children in big.](#)