

Class 1 year 1 Medium Term Planning - Spring 1 2020-21 **Our Natural World.**

	History WK3	Music WK5	SEAL continuous	Computing WK6	Art/D.T. WK4	P.E. continuous	R.E continuous	Science WK2	Geography WK1
National Curriculum Links Learn more, know more, remember more	<p><b>Pupils should be taught about:</b></p> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements.</p>	<p><b>Pupils should be taught to:</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively.</p>	<p><b>Pupils should be taught to:</b></p> <p>(Going for goals!)</p> <p>Knowing myself Planning to reach a goal Persistence</p>	<p><b>Pupils should be taught to:</b></p> <p>Gather data and create a pictogram.</p> <p>Purple Mash unit 1.3 Pictograms.</p>	<p><b>Pupils should be taught to:</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p><b>Pupils should be taught to:</b></p> <p>Perform dances using simple movement patterns.</p>	<p>Who is a Muslim and what do they believe?</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Look at the suitability of environments and at food chains.</li> <li>Investigate differences.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans.</li> </ul>
lesson 1	Introduction to Mary Anning.	Use voices as percussion for sea inspired music.	The miracle learner	To understand that data can be represented in picture format.	Introduce Henri Rousseau. Look at his paintings.	Introduce dance as a way of expression.	Big question: What do people think about God?	Introduction to habitats across continents and oceans- link with geographical features, climate etc.	Introduce continents.
Knowledge and skills.	<p>Expected: Describe significant people from the past.</p> <p>Exceeding: Describe significant people from the past and use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Expected: Create a sequence of long and short sounds.</p> <p>Exceeding: Create a sequence of long and short sounds and create a mixture of different sounds (long and short, loud and quiet, high and low).</p>	<p>Expected: Begin to 'tune out' distractions.</p> <p>Exceeding: Begin to 'tune out' distractions and begin to seek help when needed.</p>	<p>Expected: Use simple databases to record information.</p> <p>Exceeding: Use simple databases to record information in areas across the curriculum.</p>	<p>Expected: Describe the work of notable artists, artisans and designers.</p> <p>Exceeding: Describe the work of notable artists, artisans and designers and explore ideas and collect visual information.</p>	<p>Expected: Choose movements to communicate a mood.</p> <p>Exceeding: Choose movements to communicate a mood, feeling or idea.</p>	<p>Expected: I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah</p> <p>Exceeding: I can Make links between what the Holy Qur'an says and how Muslims behave.</p>	<p>Expected: Identify that most living things live in habitats to which they are suited.</p> <p>Exceeding: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p>	<p>Expected: name and locate the world's continents.</p> <p>Exceeding: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>
Lesson 2	Mary Anning continued- difficulties being accepted by other scientists. Comparison with modern attitudes, beliefs and experiences.	Use voices and body as percussion to create sea inspired music.	Learning opportunities: the problem-solving process.	To contribute to a class pictogram.	Children to choose their favourite painting and use it as inspiration for their own animal/habitat painting. (drawing ideas as a starting point)	Express through dance how a piece of music makes us feel. (use music from lesson 4 of music planning)	Big question: Who was the Prophet Muhammad, and why is he important to Muslims?	Habitats within continents excluding Antarctica.	Introduce oceans.

Chris Quigley skills-based planning.

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Knowledge and skills	<p>Expected: Recognise that there are reasons why people in the past acted as they did.</p> <p>Exceeding: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Expected: Choose sounds to create an effect.</p> <p>Exceeding: Choose sounds to create an effect and sequence sounds to create an overall effect.</p>	<p>Expected: choose one thing to improve (with help).</p> <p>Exceeding: choose one thing to improve (with help) and make a small improvement (with help).</p>	<p>Expected: Use simple databases to record information.</p> <p>Exceeding: Use simple databases to record information in areas across the curriculum.</p>	<p>Expected: Respond to ideas and starting points and explore ideas and collect visual information</p> <p>Exceeding: Respond to ideas and starting points and explore ideas and collect visual information and Colour (own work) neatly following the lines.</p>	<p>Expected: Choose movements to communicate a mood.</p> <p>Exceeding: Choose movements to communicate a mood, feeling or idea.</p>	<p>Expected: I can re-tell a story about the life of the Prophet Muhammad.</p> <p>Exceeding: I can ask some questions about God that are hard to answer and offer some ideas of my own.</p>	<p>Expected: Expected: Identify that most living things live in habitats to which they are suited.</p> <p>Exceeding: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p>	<p>Expected: Name and locate the world's oceans.</p> <p>Exceeding: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>
Lesson 3	Combine last two lessons to write a biography of Mary Anning.	Describe music: look at sea shanties and rhymes.	Learning opportunity: knowing how I learn best	To use a pictogram to record the results of an experiment.	Upscale drawing to A3, make any changes to image then paint a 'cold paint'	As per lesson 2 (using music from lesson 5 music planning)	Big question: What stories of the Prophet do Muslims love to tell?	Habitats within Antarctica	Compare weather across oceans and continents.
Knowledge and Skills	<p>Expected: Describe significant people from the past.</p> <p>Exceeding: Describe significant people from the past, use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Expected: Identify the beat of a tune.</p> <p>Exceeding: Identify the beat of a tune and recognise changes in timbre, dynamics and pitch.</p>	<p>Expected: Try again with the help of others.</p> <p>Exceeding: Try again with the help of others and try to carry on even if a failure causes upset.</p>	<p>Expected: Use simple databases to record information.</p> <p>Exceeding: Use simple databases to record information in areas across the curriculum.</p>	<p>Expected: Use thick and thin brushes.</p> <p>Exceeding: Use thick and thin brushes and mix primary colours to make secondary.</p>	<p>Expected: Choose movements to communicate a mood.</p> <p>Exceeding: Choose movements to communicate a mood, feeling or idea.</p>	<p>Expected: I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah and re-tell a story about the life of the Prophet Muhammad</p> <p>Exceeding: I can make links between what the Holy Qur'an says and how Muslims behave.</p>	<p>Expected: Identify that most living things live in habitats to which they are suited.</p> <p>Exceeding: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p>	<p>Expected: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Exceeding: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
Lesson 4	Investigating fossils and fossil finding.	Describe music: look at music across two contrasting continents. (Africa and Europe)	Learning opportunities: persistence		Using 'cold paint' as a starting point discuss any changes or new techniques to be added to painting then start on our final pieces.	Focus on one piece of music from previous lessons to create small sections of a dance routine.	Big Question: What makes a place or an object special to us? And to Muslims?	Habitats within oceans.	Continue lesson 4
Knowledge and skills	<p>Expected: Place events and artefacts in order on a time line.</p> <p>Exceeding: Place events, artefacts and historical figures on a time line using dates.</p>	<p>Expected: Identify the beat of a tune.</p> <p>Exceeding: Identify the beat of a tune and recognise changes in timbre, dynamics and pitch.</p>	<p>Expected: Try again with the help of others.</p> <p>Exceeding: Try again with the help of others and try to carry on even if a failure causes upset.</p>		<p>Expected: Use thick and thin brushes.</p> <p>Exceeding: Use thick and thin brushes and mix primary colours to make secondary.</p>	<p>Expected: Copy and remember moves and positions.</p> <p>Exceeding: Copy and remember moves and positions and move with careful control and coordination.</p>	<p>Expected: I can recognise some objects used by Muslims.</p> <p>Exceeding: I can recognise some objects used by Muslims and suggest why they are important.</p>	<p>Expected: Identify that most living things live in habitats to which they are suited.</p> <p>Exceeding: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p>	<p>Expected: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Exceeding: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
Lesson 5	Continue lesson 4.		Going for a goal!		Continue lesson 4	Continue lesson 4	What can we learn from Muslim holy words?	Comparative study of food chains across all oceans and continents.	Group research on an ocean or continent, link with next literacy unit

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Knowledge and Skills	<p>Expected: Place events and artefacts in order on a time line.</p> <p>Exceeding: Place events, artefacts and historical figures on a time line using dates.</p>		<p>Expected: Enjoy the results of effort in areas of interest.</p> <p>Exceeding: Enjoy the results of effort in areas of interest and work hard with the help of others.</p>		<p>Expected: Use thick and thin brushes.</p> <p>Exceeding: Use thick and thin brushes and mix primary colours to make secondary.</p>	<p>Expected: Copy and remember moves and positions.</p> <p>Exceeding: Copy and remember moves and positions and move with careful control and coordination.</p>	<p>Expected: I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Exceeding: I can make links between what the Holy Qur'an says and how Muslims behave.</p>	<p>Expected: Describe how animals obtain their food from plants and other animals.</p> <p>Exceeding: Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Expected: to ask geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Exceeding: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>
Lesson 6			Celebrating our learning journey.			Put together all sections and perform for N/R.	What happens at the celebration of Eid-ul-Fitr, and why?		
Knowledge and Skills			<p>Expected: Share with others likes about own efforts.</p> <p>Exceeding: : Share with others likes about own efforts and know a variety ways to calm down when I am starting to feel angry.</p>			<p>Expected: Link two or more actions to perform a sequence.</p> <p>Exceeding: Link two or more actions to perform a sequence and move with careful control and coordination.</p>	<p>Expected: I can Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>Exceeding: I can sk some questions about God that are hard to answer and offer some ideas of my own.</p>		