

Class 1 year 1 Medium Term Planning - Summer 1 2020-21 *Global neighbours- Kenya*

	History	Music	Jigsaw	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> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Use their voices expressively by singing songs and chanting rhymes</li> </ul>	Unit 5: Relationship fiesta.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> </ul> <p>Purple Mash unit 1.4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<p>Pupils should be taught to:</p> <p>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>	NYCC syllabus Unit 1.4 What can we learn from sacred books?	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li></li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>
Global neighbours link	<ul style="list-style-type: none"> <li>exploring similarities and differences between their lives and the lives of people in various communities around the world</li> </ul>	<ul style="list-style-type: none"> <li>exploring similarities and differences between their lives and the lives of people in various communities around the world</li> </ul>			<ul style="list-style-type: none"> <li>identifying some ways in which their lives are connected with the lives of people in places across the globe</li> </ul>		<ul style="list-style-type: none"> <li>identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>discussing concepts and issues of injustice and disadvantage and exploitation of the natural world</li> </ul>	<ul style="list-style-type: none"> <li>exploring similarities and differences between their lives and the lives of people in various communities around the world</li> </ul>
lesson 1	Learn about significant African-Caribbean British people who have made an impact on our history.	Introduction to traditional music from UK	Our Relationships Fiesta - Part 1.	Lego builders- following instructions	Introduce African beaded jewellery.	Agility, balance and co-ordination.	Big question: what stories are special to us? What is a holy book?	Describe and compare (and label) the structures of some common pet animals.	Introductory lesson exploring and researching Kenya and looking at main differences and similarities between life in the UK and life in Kenya.

Chris Quigley skills-based planning.

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Knowledge and skills.	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can describe significant historical Britons <u>and explain their impact on the nation.</u></p>	<p>Expected: Identify the beat of a tune.</p> <p>Exceeding: Identify the beat of a tune <u>and changes in timbre, dynamics and pitch.</u></p>	<p>Expected: I can identify the members of my family and understand that there are lots of different types of families.</p> <p>Exceeding: I can know how it feels to belong to a family and care about the people who are important to me.</p>	<p>Expected: Specify user inputs (such as clicks) to control events.</p> <p>Exceeding: Specify user inputs (such as clicks) to control <u>events and set the pen colour, size and shape.</u></p>	<p>Expected: Explore objects and designs to identify likes of the designs.</p> <p>Exceeding: Explore objects and designs to identify likes <u>and dislikes of</u> the designs.</p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination.</u></p>	<p>Expected: I can independently give reasons why a holy book is considered to be 'holy'. Exceeding: I can describe what makes a book a 'holy' book and make connections between this and why the Bible is published in so many ways.</p>	<p>Expected: I can describe the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>Exceeding: I can describe <u>and compare</u> the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p>	<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p>
Lesson 2	Learn about significant African-Caribbean British people who have made an impact on our history.	Traditional music from Kenya.	Our Relationships Fiesta - Part 2.	Lego builders- follow and create instructions on a computer.	Design our own beaded jewellery	Jumping	Big question: What did Jesus teach about God in a story?	Describe and compare (and label) the structures of some British and African animals.	Learn about the impact of drought in Kenya and other African nations and consider the importance and means of saving water.
Knowledge and skills.	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can describe significant historical Britons <u>and explain their impact on the nation.</u></p>	<p>Expected: Identify the beat of a tune.</p> <p>Exceeding: Identify the beat of a tune <u>and changes in timbre, dynamics and pitch.</u></p>	<p>Expected: I can identify the members of my family and understand that there are lots of different types of families.</p> <p>Exceeding: I can know how it feels to belong to a family and care about the people who are important to me.</p>	<p>Expected: Specify user inputs (such as clicks) to control events.</p> <p>Exceeding: Specify user inputs (such as clicks) to control <u>events and set the pen colour, size and shape.</u></p>	<p>Expected: Design products that have a clear purpose.</p> <p>Exceeding: Design products that have a clear purpose <u>and an intended user.</u></p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination.</u></p>	<p>Expected: I can re-tell The Lost Sheep; suggest the meaning(s) of this story</p> <p>Exceeding: I can suggest their own ideas about The Lost Sheep and give reasons for its significance</p>	<p>Expected: I can describe the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>Exceeding: I can describe <u>and compare</u> the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p>	<p>Expected: I can compare the climate of a small area of the United Kingdom with a contrasting non-European country.</p> <p>Exceeding: I can compare the climate of a small area of the United Kingdom with a contrasting non-European country, <u>independently identifying the key differences.</u></p>
Lesson 3		Learn a new song linked with Kenya (Jumbo Bwana)	Our Relationships Fiesta - Part 3.	To use a pictogram to record the results of an experiment.	Make our products.	Throwing and catching	Big question: Which story do Muslims tell about the Prophet Muhammad?	What do animals eat	Compare weather across oceans and continents.
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 <u>expressively</u> to sing songs and speak chants and rhymes.</p>	<p>Expected: I can appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>Exceeding: I can recognise which forms of physical contact are acceptable and unacceptable to me.</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: Make products, refining the design as work progresses.</p> <p>Exceeding: Make products, refining the design as work progresses <u>and join textiles using running stitch.</u></p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination.</u></p>	<p>Expected: I can suggest a meaning for the story of Prophet Muhammad and the Black Stone</p> <p>Exceeding: I can make a link between the story of the black stone and something that Muslims do today</p>	<p>Expected: name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Exceeding: <u>identify and</u> name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Expected: Identify the location of hot and cold areas of the world.</p> <p>Exceeding: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p>
Lesson 4		Learn a new song linked with Kenya (Jumbo Bwana)	Our Relationships Fiesta - Part 4.		Continue previous lesson	Striking/hitting	Big Question: What story is special for Jewish people in the Torah?	What do animals in Kenya eat?	Learn about life in school for children in Kenya and contrast this with our own school timetable.

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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 <u>expressively</u> to sing songs and speak chants and rhymes.</p>	<p>Expected: I know who can help me in my school community.</p> <p>Exceeding: I know when I need help and know how to ask for it.</p>		<p>Expected: Make products, refining the design as work progresses.</p> <p>Exceeding: Make products, refining the design as work progresses <u>and join textiles using running stitch.</u></p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination.</u></p>	<p>Expected: I can re-tell the story of the Exodus</p> <p>Exceeding: I can make links between the messages within the Ten Commandments and the way people live</p>	<p>Expected: name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Exceeding: <u>identify and</u> name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p>
Lesson 5		Learn a new song linked with Kenya (Jumbo Bwana)- sing to the rest of the class.	Our Relationship Fiesta-part 5.		Continue previous lesson	kicking	How are holy books treated?	Classifying animals.	Learn about the different natural habitats and animals of the United Kingdom and Kenya.
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 <u>expressively</u> to sing songs and speak chants and rhymes.</p>	<p>Expected: I can recognise my qualities as person and a friend.</p> <p>Exceeding: I know ways to praise myself.</p>		<p>Expected: Make products, refining the design as work progresses.</p> <p>Exceeding: Make products, refining the design as work progresses <u>and join textiles using running stitch.</u></p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination.</u></p>	<p>Expected: I can recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Exceeding: I can independently give well thought out responses to how to treat holy texts, backed up with reasoning.</p>	<p>Expected: name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Exceeding: <u>identify and</u> name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p>
Lesson 6			Our Relationship Fiesta-part 6.			Combining running, jumping and kicking skills/team game	What can be learnt from the story of Jonah? What is special about Jonah?		Learn about the different climates and weather patterns of the United Kingdom and Kenya.
Knowledge and Skills			<p>Expected: I can tell you why I appreciate someone who is special to me</p> <p>Exceeding: I can express how I feel about someone who is special to me.</p>			<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination.</u></p>	<p>Expected: I can re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story.</p> <p>Exceeding: I can make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness</p>		<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p>

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Lesson 7						Combining throwing, catching and hitting skills/ team game			Learning about the different foods and fruits that grow in the United Kingdom and Kenya.
Knowledge and Skills						<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination</u>.</p>			<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p>