

Class 1 Medium Term Planning for Foundation Subjects

Miss S Cunningham

Class 1 Science Medium Term Planning Autumn 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 1	Session					
	1	2	3	4	5	6
<p>Science <i>Pets</i></p> <p>National Curriculum Objectives Year 1: Working Scientifically <i>Can ask simple questions and recognise that they can be answered in different ways.</i> <i>Can observe closely, using simple equipment.</i> <i>Can identify and classify.</i> <i>Can use their observations to suggest answers to questions.</i> Animals, including Humans <i>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</i> <i>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</i></p>	<p>Mrs Nerney Hook</p> <p>KWL (Class) → what do we know about pets? → what do we want to learn? What pets make good pets</p> <p>-introduce myself and inquiry -search book area for books about animals -draw pictures of 'good' and 'bad' pets and what else I would need.</p> <p>LO: I can use my observations to suggest answers to questions. <i>I can draw a picture of a pet Mrs Nerney could buy.</i></p>	<p>Identify and Classify</p> <p>-list animals you could have as pets, can we sort them into groups?</p> <p>LO: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. <i>I can sort animals into groups.</i></p> <p>Maths → class graph of class pets</p>	<p>Identify and Classify</p> <p>-Revisit animal groups -write some facts about each group - play name that animal game - say which animal you think Mrs Nerney should get</p> <p>LO: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. <i>I can sort facts about each animal group.</i></p>	<p>Investigations/ Structure of animals</p> <p>-revisit list and draw attention to...tortoise, ducks, fish -explain we are going to investigate these animals further: duck feathers, hibernating tortoise, how fish breathe (evidence to go onto Tapestry)</p> <p>LO: Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <i>I can draw an animal in the box and label the correct parts of the body</i> <i>I can use my observations to suggest answers to questions.</i> Challenge → what animals wouldn't make good pets and why i.e. tiger</p>	<p>Choosing a Pet</p> <p>-now we've researched about animals we need to decide which pet would be perfect for Mrs Nerney -she likes e.g. quiet animals with no hair and likes looking at Aquarians -be sure to say which pet definitely wouldn't be good for her e.g. a dog because they are hairy and bark loud</p> <p>LO: <i>I can say which animals would be a good pet for Mrs Nerney and which ones wouldn't be.</i></p> <p>Write → a sentence saying why Mrs Nerney should get the pet you think should get</p>	<p>Thank you from Mrs Nerney</p> <p>-explain why their choices were good (fish have no hair and are quiet) -share posters with children -revisit all the animals and groups they could've chose from</p> <p>KWL → what have we learnt about pets?</p>
Potential EYFS enhanced provision Planning	Draw pictures of animals, information books about animals, animal sorting, science investigation table (investigation week) including magnifiers post it notes and pencils for chn to record					
EYFS Key Skills and Progression Questioning	<ul style="list-style-type: none"> • Discuss what they can see, touch, smell, hear or taste? • Use simple equipment to help them make observations? • Identify and classify things they observe? • Think of some questions to ask? • Answer some scientific questions? • Give a simple reason for their answer? • Explain what they have found out? 					

Class 1 Science Medium Term Planning Autumn 2

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 2	Session					
	1	2	3	4	5	6
<p>Science <i>Everyday Materials</i> National Curriculum 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 Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Key Skills</p> <ul style="list-style-type: none"> • Can they distinguish between an object and the material from which it is made? • Can they describe materials using their senses, using specific scientific words? • Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock • Can they sort materials into groups by a given criteria? • Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? • Can they perform a simple test? • Can they tell other people about what they have done? • Can they talk about what they <see, touch, smell, hear or taste>? • Can they use simple equipment to help them make observations? • Can they identify and classify things they observe? 	<p>Thank you from Mrs Nerney</p> <p>-explain why their choices were good and why I chose to go for fish: show photographs!</p> <p>KWL →what have we learnt about pets? (collect on whiteboard to print)</p> <p>Hook - Everyday Materials Think about how it is getting darker in the evenings. If you go out in the dark, what would be the best material to wear? If there was an emergency, what materials might emergency helper need? Why? KWL - What is a material?</p> <p>Explain that we will begin by being scientists and finding out about different materials.</p> <p>Collect together a class 'treasure box' of materials e.g. find something shiny, dull, hard, soft, rough, smooth to put into the treasure box.</p> <p>What materials did we find?</p> <p>LO: Describe materials using their senses</p>	<p>Grouping materials</p> <p>Using materials from the treasure box last week. Can they be grouped into named materials? E.g. wood, plastic</p> <p>(if not, searching for different materials around the classroom - year 1</p> <p>Reception - teddy printable puzzle.</p>	<p>Bbc school - properties of materials (STEM)</p> <p>What material Am I? Game.</p>	<p>Investigating reflective materials</p>	<p>Investigating waterproof materials</p> <p>(boots/ umbrella / coat)</p>	
Potential EYFS enhanced provision Planning	Warm clothing exploration in the role play, strips of materials investigation tuft spot, treasure baskets - collecting and sorting materials based on properties, teddy puzzle,					
EYFS Key Skills and Progression Questioning	<p>Performing Tests</p> <ul style="list-style-type: none"> • Can they perform a simple test? • Can they describe/ explain what they have done? <p>Recording Findings</p> <ul style="list-style-type: none"> • Can they show their work using pictures, labels and captions? • Can they record their findings 					

Class 1 Art Medium Term Planning Autumn 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 1	Session				
	1	2	3	4	5
<p>Art <i>Self portraits</i></p> <p>National Curriculum Objectives for Yr1:</p> <p>Being Creative Can use drawing to develop and share their ideas, experiences and imagination.</p> <p>Being Technical Can develop a range of art and design techniques in using line and shape.</p>	<p>Cold Task</p> <p>KWL (whole class) → <i>What do we know about 'self-portraits'?</i> → <i>What do we want to learn?</i> (how to draw a self portrait)</p> <p>LO: I can draw a picture of myself (self-portrait) using a pencil. Write → full name and identify it is a self-portrait</p>	<p>Understanding</p> <p>-looking at self-portrait examples -describe similarities and differences and make links to my work (focus on sizing)</p> <p>LO: I can draw the outline of my head, including ears, neck and shoulders (portrait)</p>	<p>Features</p> <p>-observe facial features using mirrors -draw each feature separately paying attention to details</p> <p>LO: I can draw my eyes, nose, ears and lips (separately)</p>	<p>Final Portrait</p> <p>-draw final portraits using all skills, assessments and teach feedback.</p> <p>LO: I can draw my final self-portrait and display my work in the classroom. Have I checklist → Made sure my head, neck shoulders are in proportion? → Drawn my facial features in the correct place? → Added details such as freckles, beauty marks, hair</p>	<p>Self and Peer Assessment</p> <p>-compare first and second self-portrait and say how you have improved. -share work with a friend and say what they like about their work (e.g. their nose is in the correct place)</p> <p>LO: I can say how my work has improved.</p> <p>Challenge → How could you improve your work further?</p> <p>KWL (individual) → <i>What have I learnt about self-portraits?</i> → <i>How have I gotten better at drawing a self-portrait</i></p>
Potential EYFS enhanced provision Planning	Mirrors, range of drawing utensils, photographs of themselves, paper				
EYFS Key Skills and Progression	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers. • Draw from observation, imagination & experience. • Begin to show some control and refinement in drawing and painting. 				
Assessment at end of unit	Working Towards		Expected		Working Above
Year 1	LB (absent for final task)		SB, AW		II

Class 1 RE Medium Term Planning Autumn 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 1	Session					
	1	2	3	4	5	6
<p>RE Celebrations</p> <p>Big Question How do celebrations bring communities together?</p>	<p>Prior Knowledge KWL →What is a celebration? →What do we want to learn about celebrations</p> <p>-list celebrations they know</p>	<p>Memorable Celebration (birthday etc)</p> <p>-revisit 'list' of celebrations -draw or paint a picture of a memorable celebration</p> <p>LO: I can draw a memorable celebration</p> <p>-plenary: share pictures and think about how people celebrate differently.</p>	<p>Other Celebrations</p> <p>-explore pictures of different celebrations -which do you have on your list and ones you don't -what is being celebrated in the unfamiliar ones</p> <p>LO: I can talk about other types of celebrations</p>	<p>Belonging and Celebrating</p> <p>-how do 'we all belong to Hainford Primary School'...how do we know, uniforms, friends, school books. Is it special to belong to our school? Why? What signs are there to show our school is special and belongs to Christ? (cross, etc) -what else do we belong to? Family, group of friends, clubs, rainbows, beavers etc.</p> <p>LO: I can talk about how it feels to belong to a group.</p> <p>Write → 'I belong to' card, how does it make me feel to belong to this group? How do we celebrate as a group?</p>	<p>Harvest Festival</p> <p>-recap belonging feeling -look at Harvest Festival, it's a celebration. Why did we celebrate it</p> <p>LO: I can answer questions about the Harvest Festival, including why we celebrated it and how I felt being part of the school/group</p>	<p>All Celebrations</p> <p>-Revisit KWL and think about what we have learnt about celebrations?</p> <p>LO: I can say what I have learnt about celebrations.</p> <p>Challenge →How do you feel about celebrations now? is it all about presents, cake etc or more about how you feel belonging to that group and enjoying being with your family and friends?</p>
Potential EYFS enhanced provision Planning	Celebration pictures, candles, information books about celebrations, information posters about celebrations, pictures from the Harvest Festival					
EYFS Key Skills and Progression	<ul style="list-style-type: none"> • Talk about religious events that they see or hear about e.g. festivals, ceremonies • Say what matters to them or is of value 					
Assessment at end of unit	Working Towards		Expected		Working Above	
Year 1	LB		II, SB, AW			

Class 1 RE Medium Term Planning Autumn 2

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 2	Session					
	1	2	3	4	5	6
<p>RE</p> <p><i>Big Question - What can we learn about Jesus from the nativity story?</i></p> <p>YR - Why do Christians perform nativity plays at Christmas? Y1 - Why does Christmas matter to Christians?</p> <p>Key Skills in Theology Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p>	<p>Church Exploration -visit local church -go on 'I spy' hunt around church in partners</p> <p>LO: I can think about what is important in a Christian church to Christians.</p>	<p>Christian Baptism -watch BBC schools video about a baptism -discuss what is important about this day for that family -identify important Christian symbols</p> <p>LO: I can discuss what is important about a Christian Baptism.</p>	<p>Christian Symbols -explore Christian symbols and photographs</p> <p>LO: I can explore different Christian symbols and suggest why they are important to Christians.</p>	<p>Nativity Story & Drawing</p> <p>KWL -what do we already know about the nativity story? -what do we want to learn about the nativity story?</p> <p>-read story & chn raw a picture immediately after</p> <p>Introduce big questions YR - Why do Christians perform nativity plays at Christmas? Y1 - Why does Christmas matter to Christians?</p>	<p>Nativity Story - Birth of Baby Jesus</p>	<p>Nativity Story - KWL</p>
Potential EYFS enhanced provision Planning	Christian symbols, nativity role play, story books & library books					
EYFS Key Skills and Progression	<ul style="list-style-type: none"> Recognise simple religious beliefs or teachings Talk about some aspects of a religious or belief story Introduce key theological vocabulary such as 'God'. Recreate religious and belief stories through small world play. 					
Assessment at end of unit	Working Towards			Expected		Working Above
Year 1				II, LB, AW, SB		

Class 1 DT Medium Term Planning Autumn 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 1	Session					
	1	2	3	4	5	6
<p>DT <i>Cutting</i></p> <p>National Curriculum Objectives Year 1: Make <i>Can select and use a wide range of tools to perform practical tasks (for example, cutting).</i></p>	<p>Cutting Things</p> <p>-show a picture and say you want to cut it out but I don't have scissors, what could I use instead? -try tearing, ripping, folding then tearing -now Emma has found the scissors! Cut the picture out. Which gave the most accurate cut?</p> <p>LO: I can compare different ways of cutting.</p>	<p>Scissors (Left of Right?)</p> <p>-have all different types of scissors around -talk about scissor safety -try out different scissors</p> <p>LO: I can use scissors safely</p>	<p>Cutting Lines</p> <p>-have range of paper with lines to cut -model activity and chn to have ago</p> <p>LO: I can use scissors to cut a line</p> <p>Challenge → could you improve your cutting? (move your other hand along the paper)</p>	<p>Cutting Shapes</p> <p>Maths → 2D shape lesson, naming shapes</p> <p>-recap shapes and say we are going to cut shapes -recap challenge from last time, move your hand around the shape as you cut</p> <p>LO: I can cut out different shapes using scissors</p>	<p>Cutting Zig Zags</p> <p>-look at zig zag lines and model how best to cut these out -chn to have ago</p> <p>LO: I can cut zig-zag lines using scissors</p>	<p>Collage</p> <p>-today's lesson is about putting all our skills together. -show your cutting collage, you used different cuts, fancy scissors etc.</p> <p>LO: I can create a cutting collage that shows of my skills using scissors</p> <p>Write → what cuts are you best at? Which ones have you used on your collage? What do you still need to improve on?</p>
Potential EYFS enhanced provision Planning	Scissors, pre-prepared paper with lines/shapes/zigzags for chn to cut out, paper, autumn collage activity					
EYFS Key Skills and Progression	<ul style="list-style-type: none"> • Can they select appropriate resources and tools? • Can they explain which tools are they using and why? • Can they use tools safely? • Can they use tools to manipulate materials? • Can they change their strategy as needed? 					
Assessment at end of unit	Working Towards		Expected		Working Above	
Year 1			II, SB, AW, LB			
Reception			All Reception were able to successfully use scissors to cut shapes out.			

Class 1 DT Medium Term Planning Autumn 2

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 2	Session					
	1	2	3	4	5	6
<p>DT: KS1 National Curriculum: Design <i>Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</i> Key Skills in designing and developing</p> <ul style="list-style-type: none"> • Can they identify the key features of an existing product? • Can they think of some ideas of their own? • Can they plan an outcome through pictures with labels? • Can they explain their ideas orally? <p>KS1 National Curriculum: Evaluate <i>Evaluate their ideas / products against design criteria.</i> Key Skills in evaluating</p> <ul style="list-style-type: none"> • Can they describe how their product works? • Can they identify success and next steps? <p>KS1 National Curriculum: Make <i>Select from and use a range of tools and equipment to perform practical tasks for example joining.</i> Key Skills in making</p> <ul style="list-style-type: none"> • Can they explain what they are making? • Can they select appropriate resources and tools? • Can they explain which tools are they using and why? • Can they use tools safely? <p>KS1 National Curriculum: Technical Knowledge <i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i></p>	<p>KWL -how can we join 2 bits of paper together? -what do we know about joining materials together?</p> <p>Introduce Design Task <i>This half term we are going to be designing and making a reflective band or bracelet to wear when walking to school</i> -what do we want to learn? (what materials are reflective, how to join materials together).</p> <p>LO: I add to the discussion during the KWL.</p> <p>Science → What materials are reflective?</p>	<p>Joining Exploration -set up table and explain that we are going to explore different ways of joining paper together <i>Can they identify recognise the characteristics of familiar products?</i> -glue -staples -Sellotape -using string -treasury tags -split pin -wrapping/sleeving -sewing</p> <p>LO: I can select from and use a range of tools and equipment to perform practical tasks for example joining. <i>I can join two pieces of paper together in different ways. (Chn to attach small pieces of paper to larger piece of paper using glue, staples etc and say which 'join' was the most successful)</i></p>	<p>Design This lesson to following reflective materials science lesson. -choose a main material for band/bracelet <i>Can they use simple terms to talk about their own and others' work?</i> <i>Can they make lists of materials they will need.</i></p> <p>Design -band thickness -just the reflective material (will it be comfortable/sturdy enough to wear -have material tuft spot to try out materials -maybe wrap/sleeve materials onto cardboard and then see what is sturdy</p> <p>In design -draw -label -brief explanation of choice of material(s) and how to join</p> <p>LO: I can generate, develop, model and communicate their ideas through talking, drawing, templates</p>	<p>Prototype -explain that we are going to make prototype to test our designs Make the prototype</p> <ul style="list-style-type: none"> • Can they explain what they are making? • Can they select appropriate resources and tools? • Can they explain which tools are they using and why? • Can they use tools safely? <p>Gain feedback from peers/teachers <i>Does it fit the design brief? - a reflective band/bracelet that you can wear when walking to school? Appealing? Comfortable to wear?</i></p> <p>LO: I can make purposeful, functional, appealing products based on design criteria.</p> <p>Home Trial -try out by keeping prototype for 4 days (did it fall apart?) <i>Send out cover letter to parents explaining what we are doing in DT. Tell them that you want the chn to genuinely try out their products. Can they help the chn record what happens to their products, do they break, need fixing etc.</i></p>	<p>Evaluating the prototype <i>Can they describe how their product works?</i> <i>Can they identify success and next steps?</i> -did it stay joined together or did you have to fix it? -was it reflective?</p> <p>Rating Grid -reflectiveness -success of join -comfortability -sturdiness <i>Can they identify how their product could be made stronger, stiffer and more stable.</i></p> <p>LO: I can evaluate my product against the design criteria.</p> <p>Challenge → What improvements would you make? Can they describe how their product works? Can they identify success and next steps?</p>	<p>KWL -what did we learn about joining materials together? <i>Was it harder than joining paper?</i> <i>Did the materials stay joined during the home trial?</i></p> <p>Writing → Top safety company is looking for a new reflective band for kids. Chn to pitch their products through written cue cards and dramatization.</p>
<p>Potential EYFS enhanced provision Planning</p>	<p>Material tuft spot, range of joining tools: glue, glue-sticks, tape, staples, string, treasury tags, reflective materials/clothing (hi vis jacket, reflective tape) need to order reflective material for 3rd lesson</p>					
<p>EYFS Key Skills and Progression</p>	<p>DESIGN AND DEVELOP Can they talk about what they want to make? MAKING Can they use a variety of tools and materials to make models. PRODUCT AND EVALUATION Can they be excited about what they have made ?</p>					
<p>Assessment at end of unit</p>	<p>Working Towards</p>	<p>Expected</p>	<p>Working Above</p>			

Class 1 History Medium Term Planning Autumn 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 1	Session				
	1	2	3	4	5
<p>History <i>Chronological Understanding</i></p> <p>EYFS Profile: People and Communities 30-50: <i>Can remember and talk about significant events in their own experience.</i> 40-60: <i>Can join in with family customs and routines.</i> ELG: <i>Can talk about past and present events in their own lives and in the lives of family members.</i></p> <p>National Curriculum for Year 1: Changes <i>Can understand changes within living memory.</i> Events <i>Can understand events beyond living memory.</i></p>	<p>A Moment in Time</p> <p>-have 'time' written on the board and get chn to say words they think of in response to time: clock, days, weeks, years etc. -look at class calendar and use this to explain yesterday is the past, today is the present and tomorrow is the future. -talk about something you did yesterday, what you will do tomorrow and what you are doing right now in the present.</p> <p>LO:I can start thinking about time</p>	<p>Past, Present and Future Family Members</p> <p>-recap learning about past, present, future -draw a family picture 'present' family -draw picture of past family members or pets who may have died 'past' family -is anyone having a baby in your family, what do you think your family will look like when you grow up? 'future' family</p> <p>LO: I can draw pictures of my past, present and future family</p>	<p>Sequencing</p> <p>-thinking about the school day -what do you do before school? For example getting dressed.</p> <p style="background-color: magenta;">Maths → I can order the before school sequencing cards</p> <p>LO: I can order a simple sequence</p> <p style="background-color: yellow;">Challenge → how can you define/explain what the past, present and future is? Written Task <i>Past, present, future, tomorrow, today, yesterday</i></p>	<p>Life Events</p> <p>-recap sequencing lesson -explain life sequence showing your example: I was born (1991), I turned 10, I became a teacher (22), and I had Ivy (26). -stress importance of timeline and look at how you have placed them. -explain chn are much younger so their current time line is shorter but still have significant things such as being born, sibling being born, started preschool, started primary school LO: I can sequence 3-4 events in my life (with the support of the teacher)</p>	<p>Future Goals</p> <p>-revisit past, present and what we have learnt about them -today thinking about future goals e.g. When I am 30 I want to have a new car -add to timeline in new colour</p> <p>LO: I can add a future goal to my timeline.</p> <p>KWL - what have we learnt about time? <i>Measured in periods such as past present and future.</i> <i>Things have happened before I am born. (past living memory events).</i> <i>Things will continue to happen in the future.</i></p>
<p>EYFS enhanced provision Planning</p>	<p>Clocks, timers, stop watches, key vocab cards, family pictures, future goal cards</p>				
<p>EYFS Key Skills and Progression</p>	<p>Chronology</p> <ol style="list-style-type: none"> a) sequence a few familiar events b) use words to describe time passing – <i>younger, older, then, now, birthdays</i> c) identify changes that have happened in their life <p>Historical</p> <ol style="list-style-type: none"> d) know past and present events in their own lives and in the lives of their family (e.g. births, homes, pets, marriages, deaths...) e) understand what their life was like in the past – <i>e.g. when I was a baby... when I went to nursery</i> 				
<p>Assessment at end of unit</p>	Working Towards		Expected		Working Above
<p>Year 1</p>	SB, AW, LB		II		

Class 1 History Medium Term Planning Autumn 2

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 2	Session		
	1		
<p>History <i>Historical Enquiry</i> Year 1 National Curriculum: ...people/events beyond living memory that are significant nationally or globally...or events commemorated through festivals or anniversaries.</p> <p>Key Skills</p> <ul style="list-style-type: none"> • Can they identify whether an object or photograph is old or new? • Can they listen to stories and share what they have learnt about a past event or person (e.g. from a visitor, storybook or short film)? 	<p style="text-align: center;">Guy Fawkes and the Gunpowder Plot Year 1 Only</p> <p>KWL Class discussion: Why do we celebrate fireworks night? Year 1 Only: Show picture of Guy Fawkes - who could this person be? Do you think he is a man of the past, present or future? Who has heard of the Gun Powder Plot?</p> <p>Gunpowder Plot -Go through Gunpowder plot PowerPoint and explicitly explain key parts you want the chn to remember: who Guy Fawkes was, what he planned to do, what he and his friends did (gunpowder under houses of parliament), what the Kings men did, what happened to Guy Fawkes (prison then executed/killed), how the King decided to celebrate. -After session go back to KWL questioning and fill out what we have learned about Guy Fawkes and the Gunpowder plot</p> <p>1:1 -ask chn questions using PPT print out, can they share what they have learnt?</p> <p>Greater depth Challenge → Can they talk find out more about a person or event from the past through their own research by asking insightful questions?</p>		
<p>EYFS enhanced provision Planning</p>	<p>Focus to be around bonfire role play/safety and firework pictures and painting: paint, junk modelling, firework poems, strips of orange, red and yellow tissue paper, wooden blocks and planks, bonfire clip from YouTube</p>		
<p>EYFS Key Skills and Progression</p>	<p>N/A in term of this lesson BECAUSE the input will be Year 1 only.</p>		
<p>Assessment at end of unit Year 1</p>	<p>Working Towards SB, LB, AW</p>	<p>Expected II</p>	<p>Working Above</p>

Class 1 Computing Medium Term Planning Autumn 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 1	Session			
	1	2	3	4
<p>Computing <i>Understanding Technology</i></p> <p>EYFS Profile: Technology 30-50: <i>Shows interest in technological toys or real objects such as cameras or mobile phones.</i> 40-60: <i>Completes a simple programme on a computer.</i> ELG: <i>Can recognise a range of technology at home and school.</i></p>	<p>What is technology?</p> <p>-have technology on the board, what comes to mind when you hear this word?</p> <p>LO: I can say what I think technology is.</p>	<p>Technology in School</p> <p>-explain we are going to go on a technology hunt around school</p> <p>Challenge → Yr1s to lead group of Reception and list technology found</p> <p>LO: I can list technology that is in school</p>	<p>Technology at Home?</p> <p>-homework to be handed in before this lesson -discuss what technology they found at home, is there anything new compared to school?</p> <p>Write → What technology do you use at home? What for? How do you know how to use it?</p> <p>LO: I can think about how and why I use technology at home.</p>	<p>Using Technology</p> <p>-explain that today we are going to be using technology in school.</p> <ol style="list-style-type: none"> 1.ipad beebot game 2.draw a picture on the whiteboard and print it 3.take a picture using a camera <p>LO: I can complete a simple programme and/or task using technology.</p> <p>KWL → What have we learn about technology? <i>It's everywhere!</i></p>
Potential EYFS enhanced provision Planning	Beebots, iPads, tablets, clevertouch screen, technology at home sheet			
EYFS Key Skills and Progression	<ul style="list-style-type: none"> • Can they make marks using technology? • Can they use available applications and software to create original content? • Can they explore the functions of a simple programming tool? (e.g. beebot) • Can they explore and interact with their environment using a range of equipment? (e.g. using a camera to take photos, using an iPad to record videos) • Can they recognize simple icons, buttons or shortcuts? • Can they turn equipment on/off? 			
Assessment at end of unit	Working Towards		Expected	
Year 1			II, SB, LB, AW	

Class 1 Computing Medium Term Planning Autumn 2

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 2	Session			
	1	2	3	4
<p>Computing <i>E-safety</i></p> <p>National Curriculum Year 1: 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> <p>Key Skills in technology safety</p> <ul style="list-style-type: none"> I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-safety rules <p>EYFS Profile: Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p>	<p>KWL -what does 'internet' mean to you? -logos what do you recognise What we want to learn is how to be safe online</p>	<p>Buddy's Esaftey Story -go through the PPT and make notes on what chn safe about staying safe -sing safety song</p> <p>Agree the E-Safety rules posters -look at E-safety poster and tablet poster and sign -put on display</p> <p>LO: I can identify ways to stay safe when using a tablet or being online. LO: I can say what to do if I see something that upsets me online.</p> <p>Attach E-safety PPT to Tapestry</p>	<p>Personal Information and Privacy -go through PPT about personal information -identify what you could and shouldn't share Information, safety, personal, key, question, safe, share, stranger, danger</p> <p>LO: I understand what personal information I need to keep safe <i>I can talk about my own personal information.</i> <i>I can recognise what personal information can affect my safety.</i> <i>I know who to tell if someone asks for my personal information.</i></p> <p>PSHE → H16 lesson</p> <p>PANTS → recap lesson & put up display -link to keeping information private online</p>	<p>Scenarios -what would you do multiple choice PPT quiz, 1:1 with Year 1s then as a class</p> <p>LO: I can select the correct answer to show how to say safe when online (including sharing personal information).</p> <p>KWL -note down all the things we have learnt over the last couple of weeks <i>Can they refer to the eSafety posters?</i> <i>Can they remember Buddy's eSafety story?</i> <i>Can they tell you what personal information is?</i> <i>Can they identify what personal information isn't safe to share?</i> <i>Can they identify who to talk to if they are unsure or come across something that upsets them?</i></p>
Potential EYFS enhanced provision Planning	e-safety buddy story cards to explore, personal information sorting activity, singing the e-safety song in the music area and adding instruments to it			
EYFS Key Skills and Progression	<ul style="list-style-type: none"> Can they act if they find something they are unsure of (including identifying people who can help)? Only use the internet when with an adult. 			
Assessment at end of unit	Working Towards		Expected	Working Above
Year 1	AW, LB		SB, II	

Class 1 PSHE Medium Term Planning Autumn 1

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 1	Session			
	1	2	3	4
PSHE <i>Health and Wellbeing</i>	KWL How do we keep our bodies healthy? H1 Lesson LO: identify some ways of taking care of themselves daily basis	Exercise and Sleep LO: describe physical activity and how sleep helps our bodies grow and make us feel well.	Favourite Foods LO: List favourite foods and say which ones are important to keep us healthy. Which ones need to be eaten in moderation Dental Health LO: describe how they can take care of their dental health	Similarities and Differences LO: looks at similarities and differences between themselves and a friend
EYFS enhanced provision Planning	Healthy food pictures, real fruits and vegetables, range of resources to practise physical activity (hoops, balls, bats, obstacle course with bikes and blocks), clean the teeth activity using whiteboard markers and tooth-brushes, similarities and differences eBook			
EYFS Key Skills and Progression	<ul style="list-style-type: none"> Identifies the impact of physical activity on their bodies Describe the differences in the way their body works and feels when playing different games Differentiate between healthy and unhealthy foods Know that physical exercise is good for them and describe what it feels like 			
Assessment at end of unit	Working Towards		Expected	Working Above
Year 1			II, SB, LB, AW	
Reception			ALL	

Class 1 PSHE Medium Term Planning Autumn 2

Use RSE planning alongside lessons to support/follow up lessons

Key Vocabulary

Curriculum Links

Writing

Further Challenge

Autumn 2	Session			
	1	2	3	4
<p>PSHE <i>Health and Wellbeing Relationships</i></p> <p>Key skills Can they identify causes of disagreement and conflict at personal, classroom and household levels? Can they identify some ways of avoiding, managing and resolving conflict? Can they show awareness of, and concern for, people's feelings? Can they show interest in, and concern for, others outside immediate circle and in contexts different to own?</p>	<p>Feelings posters</p> <p>Feelings cards</p>	<p>H4: feelings, managing feelings RSE YR LESSON 1: MY FEELINGS To Learn:</p> <ul style="list-style-type: none"> • about different kinds of feelings • simple strategies to manage feelings learning outcomes • name feelings they have had, both good and not so good • explain what makes them feel good and what makes them feel not so good • identify where in their bodies they have these feelings • demonstrate how our faces and bodies show these feelings to others • identify some ways to feel better if feeling not so good <p>key questions</p> <ul style="list-style-type: none"> • What makes us feel good? • What makes us feel not so good? • How does it feel in our bodies when we feel... happy, sad, nervous, excited etc? • What do people look like when they feel... happy, sad, nervous, excited etc? • What can we do when we have feelings that are not so good? <p>H13/14/15: asking for help RSE YR LESSON 6: ASKING FOR HELP To learn:</p> <ul style="list-style-type: none"> • how to ask for help if they are worried about something learning outcomes • identify the people who look after them in school and outside of school (immediate family or wider family networks) • explain what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') • identify whom they can go to if they are worried about something • demonstrate ways they can attract the attention of people who care for them and make sure they are listened to • recognise that it is very important to tell someone if they are worried about something <p>Key questions</p> <ul style="list-style-type: none"> • Who looks after us? • Who helps us to keep safe? • Who and what can help us when we feel worried or unsafe? • What do we need to do if we feel unsafe? • Who can we ask for help? 	<p>R1: communicating, feelings, empathy RSE YR LESSON 4: MY BELIEFS To Learn:</p> <ul style="list-style-type: none"> • about recognising how other people are feeling • about sharing feelings their own feelings with others learning outcomes • give examples of feelings • demonstrate how faces and bodies show different feelings • use simple descriptions to describe how they, or others are feeling • recognise it is important to share feelings and give examples of appropriate ways of doing so • suggest ways they can make themselves and others feel better • recognise that we can affect how others feel <p>Key questions</p> <ul style="list-style-type: none"> • How do we feel today? • How do we show/tell people how we are feeling? • How do others show their feelings? • How can we help if someone is feelings unhappy? 	<p>R2/R4/R12: behaviour - fair/unfair right/wrong To learn:</p> <ul style="list-style-type: none"> • about different types of behaviour and how this can make others feel learning outcomes • give examples of when something was fair or unfair and say why • give examples of acts of kindness • reflect on the impact of kind/unkind actions • explain what is meant by right and wrong (in terms of their own behaviour) • recognise how someone's behaviour can affect others in different situations, at home or at school • identify what they can do if they (or others) experience unhelpful behaviour • recognise the importance of telling someone (when to do this and who to tell) <p>Key questions</p> <ul style="list-style-type: none"> • When people talk about 'behaviour' what do they mean? • When have we been kind to someone and how did it make them/us feel? • How does it feel to do the right thing? • How does it feel to do the wrong thing? <p>H16: computing → privacy lesson RSE YR LESSON 5: MY RIGHTS AND RESPONSIBILITIES To learn:</p> <ul style="list-style-type: none"> • about privacy in different contexts learning outcomes • explain what is meant by 'keeping something private' • identify when people might want (or need) to keep something private • recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private) <p>key questions</p> <ul style="list-style-type: none"> • How do people keep things private? • How do we know when someone wants to keep things private? • Should we keep everything private?
EYFS enhanced provision Planning	Feelings cards, feelings books, role play feelings, privacy information sorting, I'm ok/I'm not ok cards, I need help cards			
EYFS Key	<ul style="list-style-type: none"> • can they say what is fair and unfair • can they tell the importance of caring and sharing 			

Skills and Progression	<ul style="list-style-type: none"> • Can they say how their own actions have consequences • Can they demonstrate some basic ways to avoid, manage and resolve conflict • Can they show sensitivity to people's feelings and needs 		
Assessment at end of unit	Working Towards	Expected	Working Above
Year 1		II, SB, AW, LB	
Reception		All	

Autumn 2	Session
	Every Week the Children will...
<p>Music TOPIC: Performance skills Objectives: Children continue to develop their performance skills taking part in the Christmas production (IT'S CHRISTMAS!). They continue learning vocal skills and begin to develop acting and dancing skills. They perform to a large audience.</p> <p>Key Skills in Performing</p> <ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they use instruments to perform a simple piece? • Can they respond to musical indications about when to play or sing? • Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? <p>Key Skills in Listening</p> <ul style="list-style-type: none"> • Respond to different moods of music, in different ways 	<ol style="list-style-type: none"> 1. Practise singing their class nativity song. 2. Practise performing simple dances to their class nativity song. <p><i>Specific skills will be focused on depending on pupil needs during the lessons.</i></p>
Potential EYFS enhanced provision Planning	Nativity role play, musical instruments
EYFS Key Skills and Progression	<ul style="list-style-type: none"> • Can they use their voice to sing/chant? • Can they clap short rhythmic patterns? • Can they experiment with creating sounds with different instruments? • Can they experiment with ways of changing sounds?