

# Class 1 Medium Term Planning for Foundation Subjects

Miss S Cunningham

Extended Writing Opportunities

Cross Curriculum Links

Further Challenge

## Class 1 History Medium Term Planning Spring 1

Spring 1	Session					
	1	2	3	4	5	6
<p><b>Great Explorers</b></p> <p><b>National Curriculum Objectives:</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Explorers, inventors, heroes, activists or kings and queens]</p> <p><b>Key Skills</b></p> <p><b>Historical Knowledge</b> e) examine aspects of people's lives <i>Know key facts about the life of an important historical figure (e.g. name, job, where they lived and an important achievement)</i></p>	<p><b>KWL</b></p> <p><b>What makes someone an important or significant person?</b> -I can understand some of the criteria that makes a person significant.</p> <p><b>LO:I can understand some of the criteria that makes a person significant.</b> -I can talk about the different reasons why someone is important -look at famous people pictures -follow up with statements why they are important -discuss which criteria they best fit into.</p>	<p><b>First Explorer: Ibn Battuta</b></p> <p><b>LO: I can find out about one of the first great explorers in history.</b> -I can say that Ibn Battuta was a significant person because he was one of the first explorers. -I can create a representation (picture) of some of the experiences of Ibn Battuta -I can say what I think Ibn Battuta may have talked about and found out from the people he met</p> <p><a href="https://www.ducksters.com/history/islam/ibn_battuta.php">https://www.ducksters.com/history/islam/ibn_battuta.php</a></p>	<p><b>Christopher Columbus</b></p> <p><b>LO: I can find out more about Christopher Columbus.</b> -I can write about the experiences of Christopher Columbus, in a poster or message in a bottle. -I can answer questions about Christopher Columbus correctly.</p> <p>-spot differences between Ibn Battuta and Christopher Columbus -Build a 'ship' and act out 'Life on the Ships and Setting Sail' -message in a bottle after activity <b>Writing Task - Message in a Bottle</b></p>	<p><b>Christopher Columbus's and Neil Armstrong's Missions</b></p> <p><b>LO: I can compare the experiences of Christopher Columbus and Neil Armstrong.</b> <b>LO: I can find out why Neil Armstrong is important.</b> -I can describe how the missions of Columbus and Armstrong were similar and different. - I can sort various items according to whether they were important to Columbus or Armstrong. -I can say or write about why each item was important to Columbus or Armstrong. -I can explain why Neil Armstrong is an important or significant person. -I can recall some key facts about Neil Armstrong's mission to the moon.</p>	<p><b>Exploring the Antarctic: Robert Falcon Scott</b></p> <p><b>LO: I can find out about Captain Scott's journey to the Antarctic.</b> -I can think of reasons for and against Captain Scott going to the Antarctic. -I can write a diary entry from the point of view of Captain Scott on the journey back from the Antarctic. -I can recall some key facts about Captain Scott's journey to the Antarctic.</p> <p>-which parts of the world would you want to explore and why? -what was the point of captain scott's expeditions? -good and bad reasons to go there? -story of what happened -drama of them sleeping cold, pulling the sledges, near death <b>Writing Task - diary entry</b></p>	<p><b>How could they be remembered?</b></p> <p><b>LO: I can show what I know about some great explorers.</b> -I can take part in a debate about who was the most important explorer from the people we have been learning about. -I can design my own memorial for my favourite explorer, using information I have learnt about them.</p> <p>-explorer definition our own and then compare to dictionary one -bravest explorer? -how are they remembered? -own memorials they would like to make for their chosen explorer -great explorers of today!</p> <p><b>KWL</b></p>
Potential EYFS enhanced provision Planning						
EYFS Key Skills and Progression Questioning	<p><b>Historical Knowledge</b> e) understand what their life was like in the past – e.g. <i>when I was a baby... when I went to nursery...</i> f) listen to other people talk about their lives and identify a similarity or difference to their own life</p>					

## Class 1 Computing Medium Term Planning Spring 1

Spring 1	Session					
	1	2	3	4	5	6
<p><b>Programming and Instructions</b></p> <p><b>National Curriculum Objectives</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p> <p><b>Key Skills and Progression</b></p> <p><b>Programming</b> Can they give instructions to a friend and follow their instructions to move around? Can they describe what happens when they press buttons on a robot/beebot? Can they press the buttons in the correct order to make my robot/beebot do what they want? Can they describe what actions I will need to make something happen and begin to use the word 'algorithm'? Can they predict what will happen for a short sequence of instructions? Can they use the word 'debug' when they correct mistakes on a program?</p>	<p><b>KWL</b> <b>Q. What are instructions?</b> <b>Q. What does programming mean?</b></p> <p><b>Instructions – step by step guide on how to do something</b></p> <p><b>Programming – giving something technological instructions by pressing buttons to make it work</b></p>	<p><b>Exploring Instructions</b> Explore range of real life instructions -interactive toy (button labels) -bossy language -batteries required or utensils/ingredients for cooking -craft instructions (making a paper aeroplane) -link instructions to programming through use of a beebot</p> <p><b>LO: I can explore a range of instructions.</b> <b>LO: I can explore programming by playing with beebots.</b></p>	<p><b>Giving and Following Instructions</b> Giving friends instructions to move around outside - using correct left and right, forwards and backwards, one step, turn etc -link instructions to programming by turning on a Macbook</p> <p><b>LO: I can give and follow verbal instructions to a friend.</b> <b>LO: I can follow written/symbol instructions to turn on a Macbook.</b></p> <p><b>Further Challenge</b> Blindfold simple obstacle course includes different levels (stepping on and off things, crouching and crawling through a tunnel)</p>	<p><b>Creating Instructions</b> Beebot has no instructions, can we make some for it?  -Beebot labels of buttons, needs batteries, why you would use the Beebot, -"debugging" what button to press if you make a mistake! -step by step guide on what to do 1. Turn it on 2. Press buttons to give instructions (programming it) 3. Press go button to make the beebot move 4. If you make a mistake you can 'debug' by pressing clear</p> <p><b>LO: I can label a picture of a beebot identifying what the buttons do.</b> <b>LO: I can write step by step guide on how to use a beebot.</b> <b>LO: I can use the vocabulary "debug"</b></p>	<p><b>Written Instructions Into the Woods</b> Position and direction within <b>maths</b> -symbol instructions titled algorithm -use of beebot to move around a grid <b>Instruction writing as part of English</b>  -exploring "algorithms" by providing a full set of instructions -write a step by step guide for their journey through the fairytale woods</p> <p><b>LO: I can program a beebot.</b> <b>LO: I can write a set of instructions using symbols and title it 'algorithm'.</b> <b>LO: I can write a step by step guide of my journey through the fairy tale woods.</b></p>	<p><b>Finding and Following Instructions</b> Playing interactive games on a Macbook following the instructions in order to succeed at the game or activity</p> <p><b>LO: I can play an interactive game on a Macbook by following the instructions on how to play.</b> <b>LO: I can say what I have learnt about instructions and programming (KWL)</b></p> <p><b>KWL</b> <i>Refer back to KWL grid as a group and then question chn individual to get their voice</i></p>
<p><b>Potential EYFS enhanced provision Planning</b></p>	<p>Paper aeroplane instructions, interactive toys (on/off), position and direction bossy language cards, blindfolds for giving instructions around indoor and outdoor obstacle course, Macbooks interactive games (phonics and maths links)</p>					
<p><b>EYFS Key Skills and Progression Questioning</b></p>	<p><b>Programming</b> 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? Can they explore the functions of a simple programming tool? (e.g. Beebot) Can they begin to plan and test instructions?</p>					

Class 1 Science Medium Term Planning Spring 1 Mrs F Nerney Planning

Subject	1	2	3	4	5	6
<p><b>Science - Class 1 Hainford - Spring 1</b></p> <p><b>Seasons (Inquiry: Into the Woods)</b></p>	<p><u>EYFS</u> Talk about features of their own immediate environment Make observations of plants and animals and talk about changes</p> <p><u>Y1</u> observe changes across the four seasons (Winter/Autumn)</p> <p>Next week begin collecting rain measurements.</p>	<p><u>EYFS</u> Talk about features of their own immediate environment Make observations of plants and animals and talk about changes</p> <p><u>Y1</u> observe changes across the four seasons (Winter/Autumn)</p>	<p><u>EYFS</u> EYFS - Can they describe/ explain what they have done?</p> <p>Can I give a simple reason for my answer? - <u>What happens to the ice? Why does it happen?</u></p> <p><u>Y1</u> Observe closely using simple equipment</p> <p>Use their ideas and observations to suggest answers to questions - <u>Why do you think there is ice in the Winter but not in the Summer?</u></p>	<p><u>EYFS</u> Talk about features of their own immediate environment Make observations of plants and animals and talk about changes</p> <p><u>Y1</u> observe changes across the four seasons.</p>	<p><u>EYFS</u> Talk about features of their own immediate environment Make observations of plants and animals and talk about changes</p> <p><u>Y1</u> observe and describe weather associated with the seasons</p> <p>gathering and recording data to help in answering questions. <b>(Repeat rain measurements in spring / summer)</b></p>	<p><u>EYFS</u> Talk about features of their own immediate environment</p> <p><u>Y1</u> Observe and describe how day length varies.</p>
	<p>Seasons song.</p> <p>Photos of seasons. What do you know about Autumn? Winter? Spring? Summer? KWL</p> <p><b>Winter</b> walk. What do we Hear? See? Feel? How is different from your first days at school?</p>	<p>Begin Winter Tree display. (Make Autumn Tree and <b>repeat Spring / Summer time – add to display)</b></p>	<p>Complete Winter/Autumn tree</p> <p>Ice investigation – observing changes as ice melts. Extension - Place in different places to slow down melting.</p>	<p>Matching seasons to pictures. Group / individual.</p> <p>EYFS – Box of clothes? Dress up for seasons / place in appropriate hoops (tough tray)</p>	<p>Weather forecasts. Was it correct for today? Look at examples of people presenting the weather</p> <p>Year 1 – Does it rain much in winter? Talk about rain measurements. <b>Create table</b> – use it in their weather report (weather over the last week)</p> <p>EYFS – Weather maps. Weather forecast.</p>	<p>Day length seasons wheels</p> <p>Extension – months for seasons wheel.</p> <p><u>KWL</u> – What have we learned about the weather so far?</p> <p>(Next half term – spring tree. Spring Walk. Dangers of weather)</p>

Class 1 Art Medium Term Planning Spring 1 Mrs Smith Planning

Class 1 Art Medium Term Planning Spring 1

Spring 1	Session					
	1	2	3	4	5	6
<p><b>Printmaking</b></p> <p><b>Key Skills and Progression</b></p> <p><b>Planning</b> Can they talk about what they are going to do?</p> <p><b>Creating</b> Can they represent their own ideas, thoughts and feelings through art and design? Can they create a picture independently?</p> <p><b>Evaluating</b> Talk about their work and explain it? Describe what they think or feel about their own and others' work? Begin to use ways to improve work?</p> <p><b>Printing</b> Can they create finger, hand, footprints developed into single, repeat and pictures? <i>Can they create simple vegetable prints?</i> <i>Can they create simple lino style polystyrene prints?</i> Can they create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper? Can they look at work of printmakers and discuss?</p>	<p><i>Miss Cunningham had already done KWL with Year 1s and planned for the below activities.</i></p> <p>-beanstalk picture (hand and finger printing)</p> <p><b>Maths printmaking pictures</b> -2D shape pictures -numicon pictures and patterns</p> <p><b>Write about shape picture in topic books</b></p>	<p><b>Manmade Printmaking</b> Sponges, numicon, bubble wrap, bottle tops, corks, stamps, cars</p> <p>Discuss what printing is. Show objects What do these things share? Made by man. Share African print block.</p> <p>Demonstrate and all practise skills on paper roll. Share and discuss</p> <p><u>LO</u> To make prints using manmade materials.</p>	<p><b>Natural Printmaking</b> Leaves, sticks, stones, flowers</p> <p>What things do they think have been printed? Bring in fabric and wallpaper</p> <p>Intro William Morris and discuss natural subjects. Also repetition of motifs to create design.</p> <p>Use natural objects to print. Demonstrate how these can be repeated. Demonstrate and all practise skills on paper roll. Share and discuss</p> <p><u>LO</u> To use natural objects to print a repeating pattern.</p>	<p><b>Printing with our Bodies</b> Hands, feet, fingers, toes</p> <p>Andy Warhol Marilyn print. Look at colours (warm and cold) and repetition of image. Create with body prints.</p> <p><b>Thumbprints - uniqueness of you!</b></p> <p>Work in small groups</p> <p><u>LO</u> To create an Andy Warhol style body print.</p>	<p><b>Etching</b> Drawing onto polystyrene and printing</p> <p>Use rollers to print</p> <p>Group work onto fabric</p> <p><u>LO</u> To print a design using foam board.</p>	<p><b>Final Piece - Seasonal Winter Picture</b> -what prints did you use and why? -what colours did you use and why? -did you follow any particular artist and why?</p> <p><u>LO</u> To use printmaking skills to make own Winter picture.</p> <p><b>KWL</b></p>
<b>Potential EYFS enhanced provision Planning</b>	Butterfly printing, colouring William Morris picture, look at thumbprints with magnifying glass					
<b>EYFS Key Skills and Progression Questioning</b>	<p><b>Planning</b> Can they talk about what they are going to do?</p> <p><b>Creating</b> Can they use what they have learned about media and materials in purposeful and original ways? Can they 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?</p> <p><b>Evaluating</b> Can they talk about what they have done? Can they describe what they can see and like in the work of another artist? Can they say what they like about their artwork or what they did well?</p>					

Class 1 RE Medium Term Planning Spring 1 Mrs Smith Planning

Spring 1	Session				
	1	2	3	4	5
<p><b>RE - God: Trinity</b>  <b>Big Question - <i>What words do Christians use to talk about God?</i></b>  <b>Key Questions</b>  <b>EYFS</b></p> <ul style="list-style-type: none"> <li>Recognise a number of religious words</li> <li>Introduce key theological vocabulary such as 'God'.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>What do Christians believe God is like?</li> <li>Why are symbols and artefacts important to some people?</li> </ul>	<p><b>KWL</b>  <b>Q. What words to Christians use to talk about God?</b>  <b>Q. What three key ways do we know God? (trinity)</b></p>	<p><b>Trinity</b></p> <p>-share that we we can be 3 things at once eg mum, teacher, sister          -three leaved clover worksheet to fill in</p> <p><b>LO</b> To recognise that we can be more thing one thing at once</p>	<p><b>Trinity</b></p> <p>-PPT to discuss the trinity; the father (God)          -the son (Jesus <i>born on Earth</i>)          -the holy spirit (lives within us)          What pictures could help us to remember these? Fill in trinity diagram with pictures and discuss with partners</p> <p><b>LO</b> to draw symbols to represent the 3 aspects of God in the trinity</p>	<p><b>Trinity</b></p> <p>-words to describe God.          Brainstorm words to describe God to fill in a spider diagram.          Reinforce the trinity.</p> <p><b>LO</b> To discuss different aspects of God in the trinity</p>	<p><b>KWL</b></p>

Class 1 PSHE Medium Term Planning Spring 1

Spring 1	Session					
	1	2	3	4	5	6
<p><b>PSHE/RSE</b>  <b>Behaviour</b>  <b>Rights and Responsibilities</b>  <i>See LTP for full breakdown on learning objectives.</i>  <b>Key Skills Assessment</b>  <b>EYFS</b>            Can they follow rules in class and school?            Can they say how rules help them?            Can they show a sense of fair play?            Do they show willingness to take turns and share?            Can they start thinking about others?  <b>Year 1</b>            Can they take part in making and changing rules in class and school?            Do they show willingness to stand up and speak for others?            Can they show fairness in dealing with others            Do they show respect for others feelings and ideas?            Do they show respect for the rights of others?            Do they demonstrate the belief that everyone has equal rights?</p>	<p><b>Feeling more than one feeling at a time</b>             -recap feelings posters and feeling cards            -</p>	<p><b>Others Behaviour</b>  <b>"The Big Bad Bully Bunny"</b>             -read the story            -discuss bully's behaviour, is he kind or horrible?            -suggest what the other bunny's should do, should they tell? <b>Link to PANTS and not to keep secrets that upset you!</b>            -talk about how the end of the story makes you feel, was it nice for the bunny's to throw carrots on them?  <b>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</b>   <b>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</b></p>		<p><b>Behaviour and School Rules</b>             -special assembly on behaviour and school rules            -follow up by creating a behaviour/reflect and prayer display            -revisit traffic light system            -think about how it feels to be told off and how it feels to be rewarded for good behaviour            -think about how others feel because of your own behaviour   <b>L1.</b> how they can contribute to the life of the classroom and school  <b>L2.</b> to help construct, and agree to follow, group, class and school rules and to understand how these rules help them  <b>L3.</b> that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)   <b>Further Challenge:</b>            Help create a behaviour and reflect area/display.</p>	<p><b>Rights and Responsibilities</b>   <b>H16.</b> what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy   <b>RSE lesson</b> - Public and private activities   <b>Recap PANTS video and link our right to keep our private parts private</b></p>	