

Medium Term Planning – Year 1

Autumn 1

Fantastic Families

English Text – The Three Billy Goats Gruff

Subject National Curriculum	Prior Learning	Year One
<p><b>Science</b>  <b>Animals - humans:</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Functions of the body – superpowers.  <i>Scientific skills: research</i></p>	<p>Children at the expected level of development for ELG: Knowledge and Understanding of the World – would have explored the natural world around them, making observations and drawing pictures of animals.            Children will have experience of describing what they see, hear and feel when they are outside, using all senses in hands on exploration and understand the key features of the life cycle of an animal.            Children will have some knowledge of trees in their local environment and how trees can change dependent on the seasons.</p>	<p><b>6 lessons</b>            Lesson 1: Naming and labelling parts of the body            Lesson 2: Recap body parts – what other body parts do we have that we cannot see? Why do we need these?            Lesson 3: Introduce the senses – which body part is needed for which sense and why? Exploring the senses more deeply – Senses experiment – What can I hear in different places?            Lesson 4: Exploring the senses more deeply – smell, taste – tasting different foods that are unusual to them.            Lesson 5: Sight - What would it be like if one of our senses didn't work? Activities blind folded and a dark den.            Lesson 6: using all of our senses – making soup Which sense do you think is the most important and why?</p>
<p><b>RE</b>            God            UC Unit 1.1            Christianity (OT stories)            Enquiry question: <b>What do Christians/people believe about God?</b></p>	<p>Children have thought briefly through bible stories about what Christians believe about God.            They have heard the story of Creation and understand that Christians believe God made the world and everything in it.</p>	<p><b>6 lessons</b>            Lesson one – look at pictures from the story of the lost son. What could be happening? Imagine the rest of the story. Read from a simplified version of the bible story. Ask and encourage children to ask I wonder questions. Use drama eg hot seating to gain an understanding God the father and son perspective.            Lesson two – Explain meaning of parable and recap on story of lost son. Discuss how parables have hidden meanings. What could Jesus have been telling us about God through this story? Make hidden meaning boxes – pictures from the story outside the box and hidden meanings hiding inside the box for people to find if they look hard enough.            Lesson three – recap parable of lost son. What do Christians believe God is like? Draw out the idea that God is forgiving and loving like a parent. Think about own parents/guardians - within an outline of a parent encourage children to record how parents show love and forgiveness. On the outside draw/show how children show love to their parents. What does this show us about Christians' relationship with God? Christians want to show that they love God. As a class, think of some of the ways that Christians might do this — eg, sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, be generous.            Lesson four – Explore what happens in school if they do something wrong? Share any fresh start/new day practices you might have, and emphasise the importance of forgiving pupils in school. What happens at home? (Care may need to be taken with this question.) How do parents forgive? Get the pupils to work in small groups, enacting drama scenarios from school and home.            Lesson five - Christian prayers have four main types. Some prayers show all four, some just one or two. These are praise, saying sorry, saying thank you and asking for something. Introduce the pupils to four jelly-baby</p>

		<p>characters: Peter Praise , Suzy Sorry, Andrew Ask and Thea Thanks — each character should be a different colour, this is on Christianity explored resource or use real jelly babies. Children choose two jelly babies and think of a prayer to write down.</p> <p>Lesson six – recap prayers</p>
<p>Computing</p> <p><b>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</b></p> <p><b>Recognise common uses of information technology beyond school.</b></p> <p>Computing systems and networks.</p> <p>Technology around</p>	<p>Use of technology beyond and the school and at home.</p> <p>Use of different technology in play and used for a purpose.</p> <p>Opportunities to explore different technology as they recreate experiences and what they have seen others do in their play.</p>	<p><b>Time should be taken to set up/introduce the children to their Natterhub profile.</b></p> <p>Lesson 1 – Natterhub introduction – making avatar and logging on, Chat it 1 – avatars (PSHE link)</p> <p>Lesson 2 – Look at the use of technology at home and at school and how the children use it. How has it changed over the years and why does this need to us to stay safe? Share some pictures / real objects of old tech and discuss how changed. Link this to internet safety and use tech safely. Buddy the dog.</p> <p>Lesson 3 – Recap uses of technology at home. Circle time who to speak to if have concerns and what to do. How can we be safe – keep information safe – do not share a password. Sorting do’s and don’ts online. Children to help with tweeting each week.</p> <p>Lesson 4 – Natterhub Question it – lesson 1</p> <p>Lesson 5 - Natterhub – Being kind – Feel it lesson 1 (PSHE link)</p> <p>Lesson 6 – Natterhub – Feel it lesson 2 (PSHE link)</p> <p>Lesson 7 – Natterhub – Feel it lesson 3 (PSHE link)</p>
<p><b>History</b></p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>Florence Nightingale</b></p> <p><b>Mary Secole</b></p> <p><b>Significant historical events, people and places in their own locality.</b></p> <p><b>Plesiosaur day</b></p>	<p>Children will have had opportunities to be guided and involved to make sense of their physical world and their community. The frequency and range of children’s own personal experiences will have increased from their knowledge and sense of the world around them – from visiting places to meeting important members of society such as police officers, nurses and firefighters. Children at the expected level of development for ELG: Past and Present will have talked about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawn on their experiences and what has been read to them in class; as well as understanding the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>5 lessons</p> <ul style="list-style-type: none"> <li>• Florence Nightingale- Look at who she is, what did she do? Why is she famous and what has she achieved?</li> <li>• Nurse Visit- Look at and have opportunities to learn about what a nurse does and how his/her job is important. Compare hospitals and nurses from Florence Nightingale then to now. Sort pictures or draw their own pictures to show understanding.</li> <li>• <a href="https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-secole-video/zbphxyc">https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-secole-video/zbphxyc</a> Look at the life of Mary Secole, play the board game answering questions</li> </ul> <p>Look at the herbal remedies she used compared to medicines used today, lemongrass, Mary would boil it to help with fever; Ginger would grind it to help diarrhoea: Okra, Mary would chop it to help with boils; Aloe Vera, Mary would mix it to help heal wounds and cuts; Lemon, Mary would mix it to help coughs.</p>

<p><b>PE</b> Synergy coach Team games</p> <p><b>Real Pe – fundamental movement skills</b></p> <p><b>Personal</b> Coordination Footwork Static Balance One Leg</p>	<p>Children have learnt to move in a range of ways with control and safety. They have practised this through provision and also more formal PE lessons.</p> <p>ELG – Gross motor Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p><b>Personal</b></p> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• I try several times if at first I don't succeed and I ask for help when appropriate.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• I can work on simple tasks by myself.</li> <li>• I can follow instructions and practise safely.</li> </ul> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I enjoy working on simple tasks with help.</li> </ul> </div> <div style="width: 50%;"> <h2 style="text-align: center;">Fundamental Movement Skills</h2> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="text-align: left;"> <p><b>Coordination</b></p> <p><b>Footwork</b></p> </div> </div> <div style="display: flex; align-items: center;">  <div style="text-align: left;"> <p><b>Static Balance</b></p> <p><b>One Leg</b></p> </div> </div> </div> </div> </div>
<p style="text-align: center;">Art</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p style="text-align: center;"><b>Drawing -Picasso portraits</b> <b>Self, family, Picasso portraits</b></p>	<p>ELG:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Throughout our EYFS the children have the opportunity to be creative in a range of different ways. This is through different planned activities and also in self-chosen provision. Here they develop fine motor skills alongside side art skills such as painting, drawing, modelling and designing.</p>	<p>5 lessons</p> <p>Lesson 1 - To be able to draw and paint to share my ideas. <i>Self portrait - face pencil drawn</i></p> <p>Lesson 2 - To be able to draw and paint to share my ideas. <i>Self portrait – face watercolours</i></p> <p>Lesson 3 – To be able to draw and paint to share my ideas. <i>Drawing my family - how to draw a person's body</i></p> <p>Lesson 4 – To be able to name a range of artists. To be able to make links between their work and that of famous artists. <i>Picasso portraits - draw pencil line.</i></p> <p>Lesson 5 – To be able to name a range of artists. <i>Picasso portraits -paint. Use one colour and make different shades of it. Choose a shade to paint their hair, one for their eyes, face, etc. Talk about how Picasso used colour to reflect his mood.</i></p>
<p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;"><b>Relationships</b> <b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for</p> <p style="text-align: center;"><b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful</p> <p>To describe ways that some people can be unkind online.</p>	<p>ELG: includes:</p> <p>Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Managing Self - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building Relationships - Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p>Our children are taught about relationships, different people and families and respect through play, sharing, stories and planned activities.</p>	<ol style="list-style-type: none"> <li>1. To know our school rules and what respect looks like. What are our school rules? What are our class rules? Being polite to others, sharing and taking turns. How do we show this in our classroom? What does it mean to share? Scenarios to explore. Focus on respect and what this means.</li> <li>2. Natterhub –Getting started – an introduction to Natterhub, avatars – Chat it lesson 1 (computing link)</li> <li>3. To name and know how different people care for them. Mind mapping people who care for them e.g parents, siblings, grandparents, relatives, friends, teachers. How do they care for you? Annotate ideas on a flip chart.</li> <li>4. To know what it means to be a family and how families are different, e.g. single parents, same sex parents etc. Sorting photo's to discuss differences in families.</li> <li>5. Natterhub – Being kind – Feel it lesson 1 (computing link)</li> <li>6. Natterhub – Being kind – Feel it lesson 2 (computing link)</li> <li>7. Natterhub – Being kind – Feel it lesson 3 (computing link)</li> <li>8. To know who to speak to if they are worried About the importance of telling someone – and how to tell them – if they are worried about something in their family. Trusted Adults Discuss situations when somebody's body or feelings might be hurt and whom to go to</li> </ol>

		for help. Discuss what it means to keep something private, including parts of the body that are private – Pantasaurus.
<b>Handwriting</b>  Penpals handwriting scheme, extended to suit needs of year group. This is personalised as needed for different classes.	Following on from Penpals in Reception. Correct formation was taught now focusing on positioning and size.	Week 1 – name writing – spend time learning how to use the handwriting lines. Week 2 – long legged giraffe letters – litujy – joy, lit, tilt, lot Week 3 – words with double ll – ll – doll, till, ill, hill, bell Week 4 – Capitals for long legged giraffes – LITUJY – I, Jill, Tim, You Week 5 – One armed robot letters – r,n,m,p,h,b,k run, kip, bun, hip, mum, hub Week 6 – Practising one-armed robots and long legged giraffes – recap letters in need of practise, hill, bin, boy, hulk, milk, print Week 7 – one armed robot capitals – RNMPHBK – Ron, Pam, Bill, Kim, Mark
<b>Reading for Pleasure texts</b>	Why these? High quality texts chosen using Pie Corbett’s reading spine, CLPE (Centre for Literacy in Primary Education) suggested texts and Reading reconsidered by Doug Lemov. The text support the topic, aim to develop further discussion and deepen knowledge and vocabulary.	Elmer The Hare and the Tortoise Burglar Bill The singing mermaid The Littlest Dinosaur Side by side Washing up – Michael Rosen A first Book of Poetry  Avacado baby We’re going on a bear hunt Five minutes peace Love Monster The Lion Who Wanted Love Perfectly Norman Eddie and the Shreddies – Michael Rosen  <b>STORY TELLING SESSION EACH WEEK</b>
<b>Music</b>  Topic Songs		Head shoulders knees and toes and other versions Ive got a body, a very busy body Them bones Love is like a magic penny Family songs ??

Week beginning	Lessons covered – Topic	Other
Week 1 2 days	Science lesson 1 Art 1	PSHE 1
Week 2	Science lesson 2 Art 2	PSHE 2 / computing 1 - Natterhub PE x 2 RE 1
Week 3	Science lesson 3 History 1	PSHE 3 Computing 2 RE 2
Week 4 Plesiosaur day	Science lesson 4 History 2	PSHE 4 Computing 3 PE x 2 RE 3
Week 5 Wellbeing day – thoughtful Thursday	Science lesson 5 Art 3	Computing 4 PE x 2
We	Science lesson 6	PSHE 5 / Computing 5

ek 6	History 3 Art 4	PE x 2 RE 4
Week 7 Harvest festival	History 4 Art 5	PSHE 6 / Computing 6 PE x 2 RE 5
Week 8	History 5	PSHE 7 / Computing 7 PSHE 8 PE x 2 RE 6