

YEAR 1 MEDIUM TERM PLAN AUTUMN 1

The Big Question: Who am I?

Launch Assembly: How Full is Your Bucket?

WOW Day

Foley 5: Care and Kindness
Freedom and Friendship

Foley 5: Individuality
Individual rights and freedoms

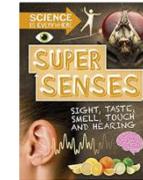
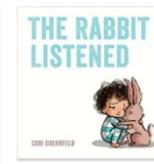
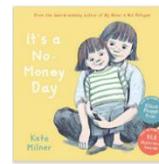
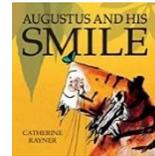
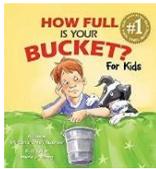
Foley 5: Community
Tolerance and Trust

Foley 5: Resilience
Strength and weakness

Foley 5: Growth
Respect and Sustainability

Foley 5: Care and Kindness
Individual rights and Peace

Everything starts with a read



Local
Our School

National
A Birmingham School

International
An International School

History and Geography
National Curriculum Links
History

Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Learn about significant historical events, people and places within their own locality.

Geography

To use world maps, atlases and globes to identify where Kinver is located within the United Kingdom.

To use basic geographical vocabulary to refer to key physical features

To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

New Learning
History

Children will learn about the different generations of their family and make their family tree. They will also investigate how toys have changed over time. This will involve looking right back into toys that their grandparents and parents played with, and toys that children play with today. How are they similar and how are they different? Investigate how Victorian schools are different to schools today.

Geography

Children will learn about Kinver as well as the type of home that they live in too e.g., house, flat, bungalow. They will look at how their homes are different to the Rock Houses in Kinver and map a simple near to our school. The children will make links with a Birmingham school to compare what it is like to live in a city. The children will make links with pupils in an international Chinese school in Shanghai.

Key Knowledge / facts:

Kinver is a village in South Staffordshire

A **village** is also small but may have houses, a primary school, a few shops, a Post Office and a village hall.

A **town** is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.

Knowledge rich curriculum

Building on prior learning:

In EYFS children will have learnt about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes

Skills required:

Simple map reading skills

Making a simple map

Putting toys on a timeline and comparing Victorian toys to toys of today.

Being able to design their own family tree.

First-hand experiences:

Visit to Kinver Rock Houses

Toys of different eras shown and discussed in school.

Walk around our locality looking at the different houses and buildings.

Interviews by letter or recorded video with a Birmingham school and a school in Shanghai.

Key Language

Place Knowledge - area, same, different, point.

Human Geography – city, town, village, factory, farm, house, shop.

	<p>A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</p> <p>In the UK however, some cities may be small. This is because some settlements have a cathedral, and this makes them a city. For example, St David’s in Wales and the City of London in England.</p> <p>Where is Birmingham located? Where is Shanghai in China?</p>	<p>Physical Geography – beach, cliff, coast, forest, hill, mountain, sea, ocean, soil. Victorian times, old, new, modern, plastic, wooden, metal, abacus, slate, chalk, grandparents, parents, today.</p>
<p>Music National Curriculum Links</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>New Learning</p> <p>The children will learn to sing broadly in tune a range of songs based on the theme of “Ourselves”.</p> <p>They will listen to different types of music – draw a picture of how it makes you feel.</p> <p>Children will learn to make different sounds using different parts of your body (body percussion).</p> <p>Work in groups of 4 to compose music using various instruments. What mood are you going for? Perform your music to an audience.</p> <p>Key Knowledge / facts:</p> <p>Recognise and control changes in volume – loud/quiet, tempo – fast/slow, pitch – high/low and dynamics when singing</p> <p>Music can make us feel different and evoke emotions in us</p> <p>We can make sounds using our bodies – body percussion (learn the pitch of the following -stamping, patting thighs with hands, clapping and clicking fingers).</p> <p>We can make sounds using a range of percussion instruments.</p> <p>Key Language</p> <p>Song, sing, perform, audience, mood, body percussion, volume (loud/quiet), tempo (fast/slow), pitch (high/low), names of instruments – drums, maracas, castanets, tambourines, triangles, bells, cymbals, guiro</p>	<p>Knowledge rich curriculum Building on prior learning:</p> <p>In reception the children have explored a variety of percussion instruments. They have learned to sing a range of songs linked to the topics covered (including ‘All about Me’) such as ‘Dem Bones’ and ‘Head, shoulders, knees and toes.’</p> <p>Skills required:</p> <p>Singing broadly in tune, taking account of volume, tempo and pitch</p> <p>Making body percussion – recognise the different pitch e.g., contrast slapping thighs and clapping – which is higher</p> <p>Make sounds on percussion instruments</p> <p>First-hand experiences:</p> <p>Various songs based on the theme of “Ourselves” e.g. Twinkl song – ‘Lots of Feelings’ ‘Feelings song’ Miss Molly – You Tube Teaching Mood with Music – moretime2teach.com</p> <p>Different styles of music to listen and move to in order to experience how they make you feel.</p> <p>Explore videos about body percussion e.g. The Great African Take Away- Body Percussion</p> <p>Range of percussion instruments including drums, maracas, castanets, tambourines, wood blocks, triangle, bells, cymbals, guiros (pronounced gwee-row)</p>
<p>Art / DT National Curriculum Links</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Learn about the work of a range of artists, craft makers and designers, describing the differences 	<p>New Learning</p> <p>Andy Warhol – Pop Art - experience Andy Warhol’s painting of portraits e.g., Marilyn Monroe. Use of colour/style of portraits, responses to the art.</p> <p>Talk about portraits. Look at range of portraits. Use cut out face shapes, eyes, mouths and other facial features to collage faces – how does moving the eyes up or down the face shape alter the look? Create face collages and compare with others.</p> <p>Investigate mixing colours, creating bright/pastel shades, primary colours – in preparation for use on final artwork (pop art portrait as below). Create colour strips (inspired by paint colour shades strips) of a colour e.g., start with primary colour</p>	<p>Knowledge rich curriculum / Building on prior learning:</p> <p>In EYFS children have explored colour and how colour can be changed and mixed to create new colours e.g., mixing red and yellow to create shades of orange for autumn leaf printing.</p> <p>Chosen particular colours to use for a purpose e.g., making ‘rocking robins’ at Christmas, making red lanterns during Chinese New Year, and choosing the correct colours when creating “Very Hungry Caterpillar” handprint paintings.</p> <p>The Children have created simple representations of people when painting their own self-portraits and family portraits.</p> <p>Skills required:</p>

<p>and similarities between different practices and disciplines, and making links to their own work.</p>	<p>red, add small amount of white each time to lighten the shade.</p> <p>Take photos of themselves. Use as stimulus to create own pencil line drawing of their face. Reduce in size and photocopy their line drawing so there's four per sheet then use different colours to change each face in the style of Andy Warhol. Children can investigate/develop this, creating Warhol inspired portraits using paint/oil pastels/chalks to produce their own pop art. They can use the computer to create similar effects.</p> <p>Key Knowledge / facts:</p> <ul style="list-style-type: none"> • What a portrait is • The work of Andy Warhol - what is pop art, when was pop art popular. • Creating shades of a colour • Creating different density of pencil lines 	<ul style="list-style-type: none"> • Position of features on face - collage using cut out shapes of eyes, nose, ears, mouth. Position the features slightly differently each time to create different effects. What happens if the eyes are too high? • Line drawings of face • Colour mixing – learning about primary and secondary colours • Use of chalk pastels, oil pastels, paint. Which media is best for this style of artwork? <p>First-hand experiences:</p> <ul style="list-style-type: none"> • Look at examples of portraits. • Look at paint strips – shades/tones • Look at examples of Andy Warhol art – investigate own feelings towards it. What mood does it convey based on the colours used? Favourite colours/ responses to art. • Build up skills to create final pop art/Andy Warhol inspired portraits, using paint, chalk, oil pastels. <p>Key Language portrait, self-portrait, artist, line drawing, colour, shade, bright, pastel, primary colours, mix colours (predict resulting colour) art tools – brushes and pencils of different grades to create lines (thin, thick, broad, narrow, thick, wide, dark, light), oil pastels, paint, chalks</p>
<p>Science National Curriculum Links</p> <p>Animals including humans</p> <ul style="list-style-type: none"> - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Working Scientifically</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions 	<p>New Learning</p> <p>Children will learn to name the basic parts of the human body through games, actions, songs and rhymes. They will explore what different body parts do and how that helps us (for example hands can help us to hold objects. (Identifying and classifying) They will draw body parts – by drawing around parts of our body such as hands and feet – we might even draw around our whole-body using chalks on the playground! We will then label our body parts! (Observing closely, using simple equipment) Children will explore what body parts they use to complete some simple exercises or physical activities – for example performing a star jump, throwing a beanbag or kicking a ball (Using observations and ideas to suggest answers to questions) They will explore our 5 senses, finding out which body part is associated with each sense. They will answer questions such as ‘what body part helps us to smell?’ (Using observations and ideas to suggest answers to questions) Children will participate in a sensory experience, where they will taste, feel, smell and look at different fruits. Children will then see if they can still identify the fruit using only one of these senses! (Performing simple tests). They will use their senses to compare different textures, sounds and smells and consider similarities and differences. Children will</p>	<p>Knowledge rich curriculum Building on prior learning:</p> <p>In EYFS children have explored using their body parts to perform different actions. They have explored how humans can stay healthy (by exercising, healthy eating and sleeping) (Physical development). They have also explored the natural world around them, making observations and drawings of animals (and humans). They have used their senses to explore the outside. (Understanding the World). Children also have some knowledge of some simple well-known nursery rhymes (such as ‘Heads, Shoulders, Knees and Toes’) (Expressive Arts and Design)</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Making observations of their own bodies and senses • performing simple actions using gross motor skills • perform simple tests to explore their 5 senses • Begin to ask simple questions and then use observations and simple tests to answer them. <p>First-hand experiences:</p> <ul style="list-style-type: none"> • Joining in with games, actions, songs and rhymes • Drawing around body parts and drawing around a partner’s whole body in order to label it!! • Taking part in physical activities, such as throwing, kicking, jumping to explore how our body works.

	<p>explore their favourite sounds, tastes, smells, textures and recognise that different children have different preferences. (Asking simple questions and recognising they can be answered in different ways)</p> <p><u>Key Knowledge / facts:</u></p> <ul style="list-style-type: none"> • Humans have different parts of the body that have different names. • Each body part is helps us to do different things. (Shoulders help us to raise our arms, mouths help us to eat and talk, tongues help us to taste) • Humans have 5 senses – sight, hearing, smell, touch and taste. • Humans have different thoughts and preferences (we might like different sounds, tastes, smells and textures to others) 	<ul style="list-style-type: none"> • Explore their 5 senses to observe, compare and identify preferences in exploring sound, textures, tastes and smells. <p><u>Key Language</u> Human body: arm, ears, elbow, eyes, face, fingers, foot, hair, hand, head, human body, knee, leg, mouth, neck, nose, shoulder, teeth, thumb, toes Senses: hearing, sense, sight, smell, sound, taste, texture, touch Working scientifically: compare, different, draw, identify, label, name, observe, same, similar</p>
<p><u>Computing</u> <u>National Curriculum Links</u></p> <ul style="list-style-type: none"> - recognise common uses of information technology beyond school - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<p><u>New Learning</u> <u>Computer Systems and Networks - Technology Around Us</u> Children will learn that technology is all around them and will look for examples of technology in the school environment. They will then begin to learn to explain how different technological objects help us. Children will then explore laptop computers in more detail – learning about the names of the different parts (such as screen, keyboard, keys, and mouse). They will locate the ‘on’ button and learn how to switch on and log on to the laptops in school. They will practise using the mouse to click and drag using a simple program. They will then further explore the use of the mouse. Children will learn how to use the mouse to open a program (double click or click and enter on the keyboard). They will continue to practise click and drag to make objects on the screen move They will use the mouse to create a picture. Next children will explore using the keyboard. They will learn that writing on a computer is called typing and find the letters in their name on the computer keyboard. They will type their name on the computer and use the shift key to type a capital letter. They will also learn to save their work to a folder. Children will learn how to open their work saved in the previous lesson and continue to explore the keyboard – typing the alphabet and common exception words. Children will learn how to use the arrow keys on the keyboard to move the cursor and learn how to delete letters too! We will then learn about safety when using technology. Children will identify rules to</p>	<p><u>Knowledge rich curriculum</u> <u>Building on prior learning:</u> In EYFS, children have had the opportunity to explore technology such as iPads, laptops, beebots and using the SMART board within continuous provision.</p> <p><u>Skills required:</u></p> <ul style="list-style-type: none"> • Locate and explore different forms of technology in and around school. • Use the keyboard to type simple words • Use the mouse to click, double click and drag • Use the power switch to turn the laptop on • Save work to a folder • Locate and open previously saved work in a folder <p><u>First-hand experiences:</u></p> <ul style="list-style-type: none"> • Locate and explore different forms of technology in and around school. • Use laptop computers to practise mouse skills to click, double click and drag • Use laptop computer keyboard to find and locate different letters and numbers. Use the keyboard to type their own name and other familiar words. • Learn about staying safe on computers, discussing safety rules and explain why they are important. <p><u>Key Language</u></p>

keep safe and healthy when using technology at school or at home. They will be able to discuss why these rules are important and how we benefit from following safety rules.

Key Knowledge / facts:

- Technology is all around us and helps us in many ways for example for taking photographs, for timing, to prepare/cook food, to create documents.
- Laptop computers have different parts with different functions. The keyboard has keys with letters, numbers and characters that allow us to type. The screen allows us to see what we are doing on the computer. The mouse allows us to click and drag objects on the screen.
- We need a username and a password to log onto a laptop at school. We need to press the switch on the laptop to turn it on but use the mouse and the cursor to shut it down.
- We can save our work on a computer and open it another time to continue. We can change what we type by using arrow keys and the delete key.
- We need to follow some safety rules whilst using technology in order to stay safe, healthy and happy.

arrow keys, button, click, cursor, delete, drag, folder, keyboard, keys, laptop, log on/log in, mouse, open, password, purpose, safety, save, screen, shift key, shut down, space bar, technology, type, typing, switch, username