

YEAR 1 MEDIUM TERM PLAN AUTUMN 2

The Big Question: What shall we have on the menu?

Launch Assembly: The Tiger Who Came to Tea

WOW Day:

- children go to a local café for hot chocolate
- bake cakes / biscuits for a shop / sell to the rest of the school / cake stall for parents / work with PTA

Foley 5: Care and Kindness
Respect and Tolerance

Foley 5: Individuality Responsibility
Truth and forgiveness

Foley 5: Community
Tolerance and Trust

Foley 5: Resilience
Strength and weakness

Foley 5: Growth
Respect and enjoying success
and pride

Foley 5: Care and Kindness
Individual rights and Peace

Everything starts with a read!



Local

Local restaurants – what nationalities do they represent

National

Famous British Foods - linked to the four counties

International

Traditional Italian dishes / Traditional Mexican dishes

History and Geography

National curriculum Links

Geography

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom

To use basic geographical vocabulary to refer to key physical features

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

History

Events beyond living memory

New Learning

Geography

Children will learn about places within our local area, such as restaurants and shops where foods from this location are made and sold. Children will learn about a key place in the world, such as Italy and China and will examine locations and landmarks within this country. They will learn about the food that is eaten in Italy and China, and how the physical and human features, such as farmland, vegetation, the seasons and weather affect the food that people eat in the countries.

Food from another county – i.e. Italy, China

Local shops/restaurants – i.e. the bakery, Italian restaurant
Look at locations in Italy/China

History

Children will learn about what food people ate in Victorian times and how the food was made and preserved such as churning butter.

Key Knowledge / facts:

Traditional Chinese food – Noodles, prawn crackers, spring rolls, using chop sticks to eat.

Traditional Mexican food – tacos, salsa, churros, enchiladas, fajitas, nachos.

Knowledge rich curriculum

Building on prior knowledge:

Children will have used maps and atlases before to locate Kinver and Birmingham are in the UK and where the UK and China within a world map. Now we will be locating Italy.

Skills required:

Map reading skills

To comment on landmarks in the UK countries, Italy and China

The ability to taste and compare different foods.

To compare and contrast different weather patterns in Italy and China and see how the climate affects the food grown there.

First hand experiences:

Prepare and taste food from another county – i.e. Italy, China

Visit the Local shops/restaurants – i.e. the bakery, Italian restaurant

Look at locations in Italy/Mexico using Google Earth.

Key Language:

Italy

China

Weather

Climate

	<p>Victorians: Servants prepared food for wealthy families. Breakfast included ham, eggs, bacon, bread and fish. During the day, rich Victorians ate lunch and afternoon tea. Dinner was made up of many courses including soup, a fish course, meat and vegetables and cake. Poor families spent a large amount of the money they earned on food, yet even this wasn't enough to provide an adequate diet. They mostly ate bread, milk, cheese and potatoes. Meat was a luxury eaten once a week if they were doing well.</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 	<p>New Learning</p> <p>The children will sing a range of songs on the topic of "Food". They will move to the music, adding actions and appropriate movements. They will perform in small groups and as a whole class. Children will record one another singing and performing the songs. The children will learn the history behind the rhymes e.g. Hot Cross Buns was sung by bakers selling their goods in the streets.</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. Music can make us feel different and evoke emotions in us. Some songs have a historical significance</p> <p>We can add movement to songs</p> <p>How to keep a steady pulse with some accuracy e.g. through tapping, clapping, marching to the rhymes</p> <p>Key Language:</p> <p>Rhymes/songs/chants Volume – loud/quiet Tempo – fast/slow Pitch – high/low Steady pulse – tap, clap, march audience history/historical</p>	<p>Knowledge rich curriculum / Building on prior knowledge:</p> <p>Children have been learning a range of songs on the topic of 'ourselves'. They have practised singing broadly in tune and at different tempos, pitch and volume. They have begun to perform in small groups, as a class and to an audience.</p> <p>Skills required:</p> <p>To sing broadly in tune</p> <p>First hand experiences:</p> <p>A range of songs, rhymes and chants relating to the topic of 'food'. Food Glorious Food 'Do you like broccoli ice cream – Super Simple Learning – Make up your own version of this using a combination of 2 food and sing own song. Nursery/traditional songs on the theme of food – 5 currant buns Jelly on a plate Hot Cross Buns One potato, two potato Pease pudding hot 10 fat sausages Pat a cake On top of Spaghetti The Queen of Hearts</p>
<p>National curriculum Links Art</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>Arcimboldi /Four Seasons – children to explore the different fruits and vegetables and their seasons. They will explore the use of real fruits, flowers and vegetables to recreate their own version of this famous piece of art.</p> <p>Using 2D pictures to create a collage of each season. Then the children can progress onto a 3D real life version, which can be captured in a photograph.</p> <p>Children will print using a selection of fruits and vegetables to create a pattern.</p> <p>Key Knowledge / facts:</p>	<p>Knowledge rich curriculum / Building on prior knowledge:</p> <p>In EYFS the children have used what they have learnt about media and materials in original ways, thinking about uses and purposes. They have represented their own ideas, thoughts and feeling through art and design. For example, they have begun to learn how to print using vegetables and fruits to create a simple repeating pattern. They mixed red and yellow to create orange to use to create autumn leaf prints. They have learnt about portraits by creating own self-portraits using pencils and paint. They have created simple collages such as creating African inspired artwork linked to the story "Giraffes can't dance' and they have created autumn themed dioramas using natural materials and a range of other materials including fabric.</p>

<p>and similarities between different practices and disciplines, and making links to their own work.</p> <p>DT</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from 	<ul style="list-style-type: none"> • Seasons-Colours associated with each season and fruits/flowers found in each season • Arcimboldi – who was he, when was he born and what sort of art is he famous for? What are his portraits of, what seasons do they represent? • Difference between 2d and 3d art • Art using real life objects (fruit) • Printing using fruits and veg <p>Key Language: seasons, types of fruit, shapes of fruits, colours/shades, textures, 2d/3d, collage</p> <p>DT</p> <p>Design a Healthy Menu – Children will be exploring where fruits come from. They will create simple dishes using fruit - fruit salad. Children will have an allocation of a certain fruit so they have to weigh / measure an amount e.g. fruit salad – measure orange juice, weigh a certain amount of grapes.</p> <p>Key Knowledge / facts:</p> <ul style="list-style-type: none"> • What is meant by a healthy diet? • Where our food comes from (originates) • How we prepare food. • What does it mean to be hygienic? • What is meant by ingredients, method and recipe? <p>Key Language: ingredients, recipe, method, healthy, nutrition, varied diet, origin of food, prepare - cut, peel, grate, ingredients, hygienic, assemble, dish, presentation, texture of food e.g. grated apple/cut apple.</p>	<p>The children have created portraits based on the work of Andy Warhol in Year One Autumn Term 1 –</p> <p>Children have begun to -</p> <ul style="list-style-type: none"> • demonstrate ideas through sketches • They have drawn lines of different shapes and thicknesses • Created moods in their drawings • Named the primary colours • Mixed colours to create different shades <p>Skills required:</p> <ul style="list-style-type: none"> • 2d/3d collage using real fruit • taking photo of art work • printing using fruit <p>First hand experiences:</p> <ul style="list-style-type: none"> • Explore a range of fruit and vegetables using senses • Explore the work of Arcimboldo – which seasons, what are they representing? • Printing with fruit and veg <p>Building on prior knowledge:</p> <p>Children know the importance for good health of a healthy diet and talk about ways to keep healthy and safe.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Follow a recipe/set of instructions, know what is meant by “ingredients”, “utensils”, “method” • Safely use utensils/ equipment to cut, peel, grate, weigh and measure ingredients. • Weigh specified amounts of fruit <p>First hand experiences:</p> <ul style="list-style-type: none"> • investigate the fruits using their senses • Offer their own ideas on their preferences • use internet to find out about the fruits/origin • Draw pictures from first-hand experience or take photos on an iPad. • Use knives, graters, can openers, peelers, weighing scales, jugs to prepare a range of fruit then assemble dish and enjoy!
<p>Science</p> <p>National curriculum Links</p> <p>Animals including humans</p> <ul style="list-style-type: none"> - identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Sc1/1 Working Scientifically</p>	<p>New Learning</p> <p>Children will be exploring the questions: Do all animals eat the same food? (Asking simple questions and recognising they can be answered in different ways). They will find out about herbivores, carnivores and omnivores and learn about the difference between each term. Children will learn about the diet of herbivores, carnivores and omnivore, finding out what different animals eat. (Identifying and classifying). They will</p>	<p>Knowledge rich curriculum / Building on prior knowledge:</p> <p>In EYFS children have explored the natural world around them, making observations and drawing pictures of animals. Children have learnt to name some common animals. They have begun to explore simple differences and similarities between different animals.</p> <p>Skills required:</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 - identifying and classifying - using their observations and ideas to suggest answers to questions 	<p>explore the difference in the teeth of herbivore animals and carnivore animals and suggest why these differences exist. (Observing closely, using simple equipment), (using observations and ideas to suggest answers to questions). Children will sort and classify different animals as herbivores, carnivores and omnivores. (Identifying and classifying)</p> <p>Key Knowledge / facts:</p> <ul style="list-style-type: none"> • Animals that eat only eat meat (other animals) are called carnivores (example include lions and eagles) • Animals that only eat only plants are called herbivores (examples include cows and giraffes) • Animals that eat plants and meat are called omnivores (examples include humans and squirrels) <p>Key Language: Animal diet: animals, carnivores, diet, herbivores, meat, omnivores, plants, teeth Working scientifically: ask, group, identify, name, observe, question</p>	<ul style="list-style-type: none"> • Making observations of animals and teeth, using simple equipment • Using observations to suggest answers to questions • Asking and answering simple questions about animals and their diet • Grouping and classifying animals based on their diet <p>First hand experiences:</p> <ul style="list-style-type: none"> • Exploring pictures and models of different animal teeth • Sorting pictures of different animals into sorting hoops to classify and group • Finding out what food different animals eat and matching food to the animals they have studied.
<p>Computing National curriculum Links</p> <ul style="list-style-type: none"> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school 	<p>New Learning Creating Media – Digital Writing</p> <p>Children will begin by revisiting learning from last half term by switching on and logging onto the laptops. They will then locate and open Microsoft Word and familiarise themselves with using the keyboard once again, adding text to the page. Children will practise typing a simple shopping list, using the return key to start a new line for each item. They will locate numbers on the keyboard to number each item in their list. Children will practise using the backspace key to delete errors. Next, we will be exploring the toolbar in Word, whilst beginning to type a simple menu. Children will learn that different tools can be used in word processors to change the look of their text. They will practise using the bold, italic and underline tools to change the look of their text. Children will also learn about the caps lock key on the keyboard to write a whole word in capital letters. Children will rehearse saving their work to continue next lesson. Children will continue to type their menus and then learn how to change their text once it has been written. They will learn to select one word to make changes by double clicking that word and learn to select all of their text by using click and drag. Children will explore different fonts and look at the similarities and differences between them. We will open our menus once again. Children will begin to explain and justify their use of certain tools when changing their text. They will change their font and text colour and evaluate if it's a change for the better. If not,</p>	<p>Knowledge rich curriculum / Building on prior knowledge: In EYFS, children have seen digital text on the SMART board. They have explored technology such as laptops during continuous provision.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Switch on and log onto laptops • Using the keyboard to type simple words and phrases (to create a simple menu) • Using the toolbar on word to make changes to text • Save documents and open them to edit • Use the undo button to undo changes made • Compare typing to writing with a pencil <p>First hand experiences:</p> <ul style="list-style-type: none"> • Switching on and logging on to laptops with increasing independence • Using the keyboard to type their own simple menu • Exploring how to change the text and making independent decisions • Using the undo button to undo changes • Comparing typing to writing with a pencil, considering advantages, disadvantages and preferences with reasons. <p>Key Language: Preparing to type: mouse, log on/log, open, password, switch, username</p>

children will learn to use the 'undo' button to reverse their changes. Children will be able to explain how they have changed their text and why they have decided to keep or undo their changes. Finally, children will make comparisons between using a computer for writing and writing with a pencil on paper. They will write their menu on paper and look at their menus on the computers. They will look for and discuss similarities and differences between the two methods. They will also think about advantages and disadvantages of both methods. The children will begin to explain which they liked best and think about which method would be the best method to use in different situations.

Key Knowledge / facts:

- We can use a word processor such as Word to type our own words.
- We can use the keyboard to type numbers, letters and other characters. We can type capital letters using the shift key or caps lock keys. We can delete using the delete or backspace keys.
- We can use the toolbar on word to change our text. We can change the font, the colour, the size and make it bold, italic or underlined.
- We can undo our changes or mistakes using the undo button on the toolbar.

Digital writing: bold, click, colour, cursor, double click, drag, font, italic, keyboard, keys, save, toolbar, tools, type, typing, underline, undo, Word, word processor
Keyboard specific: arrow keys, backspace, caps lock, delete, shift key, space bar