

YEAR 1 MEDIUM TERM PLAN SPRING 1

The Big Question: What makes someone a superhero?

Launch Assembly:			WOW Day:		
Foley 5: Care and Kindness <i>Freedom</i> and hopes and dreams	Foley 5: Individuality <i>Responsibility</i> <i>Democracy</i> and equality	Foley 5: Community <i>Tolerance</i> and Trust	Foley 5: Resilience Strength and weakness	Foley 5: Growth <i>Respect</i> and Sustainability	Foley 5: Care and Kindness <i>Individual rights</i> and empathy

Exciting Reads!



<u>Local</u> Our families – everyone has a hero!	<u>National</u> The Blue Light Services	<u>International</u> International Heros, in history and now
<p><u>History and Geography</u></p> <p><u>National Curriculum Links</u></p> <p><u>History</u> Changes within living memory. We will be learning about the lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale and Mary Seacole).</p> <p>We will be learning about events beyond living memory that are significant nationally or globally</p> <p><u>Geography</u> Use world maps, atlases and globes.</p>	<p><u>New Learning</u></p> <p><u>History</u> Who is your hero? Who are you proud of in your family? What makes them a hero? Look in to the jobs of our blue light services, how do the police, fire and ambulance services help us? Children will learn about the lives of significant individuals, such as Mary Seacole and Florence Nightingale who have achieved great successes in the past. They will use key words and phrases to describe why they are significant individuals. Children will begin to compare aspects of their role in the past to the roles that doctors and nurses play today. Children will look at how the doctors and nurses worked throughout the Covid-19 pandemic. We will reminisce on how we made rainbows and displayed them thanking the NHS as well as clapping at 8pm on a Thursday evening to show our thanks.</p> <p><u>Geography</u> Locate significant places from Florence Nightingale and Mary Seacole’s lives.</p> <p><u>Key knowledge / facts:</u> 1820: Florence Nightingale is born (12th May) 1837: Florence feels God is calling her to work and starts to take an interest in nursing</p>	<p><u>Knowledge rich curriculum / Building on prior learning:</u> Children will have learnt about their family during autumn 1 and discussed what makes someone an individual – what is special about them, what is their superpower? In EYFS children would have explored the world around them and learnt about people who help us.</p> <p><u>Skills required:</u> Children will need to be able to recognise our blue light services and understand how they help us. Be able to compare nurses in the past to nurses and doctors we see today. Ask and answer simple questions about what they have seen or heard. Be able to produce a timeline and discuss key parts in the lives of Florence Nightingale and Mary Seacole. Compare our blue light services to superheroes.</p> <p><u>First hand experiences:</u> Visit to the fire station Air ambulance visit – charity fundraising opportunity for the school Visit from a nurse or doctor to discuss their job and how they appreciated the rainbows and clapping during the pandemic.</p> <p><u>Key Language:</u> year, decade, century, long ago, time line, date order, similar, different, opinion, what?, when?, where?</p>

	<p>1851: Florence starts her nursing training in Germany</p> <p>1853: Florence becomes superintendent for a hospital in Harley Street.</p> <p>1854: Britain enters the Crimean War. Florence observes the horrific conditions in the field hospital at Scutari.</p> <p>1860: She established the Nightingale Training School for nurses at St. Thomas' Hospital</p> <p>1860: Her ideas on nursing, Notes on Nursing is published. It is still influential today.</p> <p>1920: Florence Nightingale Dies (13th August)</p> <p>1805: Mary Seacole is born in Kingston, Jamaica</p> <p>1836: Mary gets married</p> <p>1853: The start of the Crimean War. #1854: Mary travels to England and offers to be a nurse but she is turned down.</p> <p>1855: Mary travels to the Crimea and starts her own British hospital.</p> <p>1856: Mary returns to England homeless and in bad health.</p> <p>1857: Mary writes her autobiography.</p> <p>1881: Mary dies.</p>	
<p style="text-align: center;">Music</p> <p><u>National Curriculum Links</u></p> <p>- listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><u>New Learning:</u></p> <p>Listen to Superhero theme tunes e.g. Spiderman. Discuss how the music makes you feel. Is it a good choice of music to go with a superhero programme? Why? Explore some 'Superheroes of music' – Famous musicians e.g. Beethoven. Learn about the composer – when they lived, famous pieces of music. What instruments can you hear in the music? How does the music make you feel? Do you think the composer is a superhero of music and why? Who would you choose to be a superhero of music (favourite artists/songs)</p> <p>Draw a picture to represent the music.</p> <p><u>Key knowledge / facts:</u></p> <ul style="list-style-type: none"> • Music is used so that we can identify it with a particular programme – theme tunes • Composers create music • We have people composing music nowadays and from the past • People who are making music are called composers, artists • There are many different styles and genres of music. • Music can evoke emotions in us. It can make us feel happy, sad, excited, thoughtful, relaxed, anxious ... 	<p><u>Knowledge rich curriculum / Building on prior learning:</u></p> <p>In EYFS the children have listened to a wide range of suitable songs linked to their topics. They have learnt some of the songs so that they can join in. They have experienced classical music e.g. when doing the story of "Giraffes can't dance" they listened to and danced to the music mentioned in the text e.g. rock and roll, cha cha and waltz.</p> <p><u>Skills required:</u></p> <ul style="list-style-type: none"> • Listen with concentration to various music • Talk about your responses to the music – how does it make you feel? Can you list the emotions it evokes in you? Do you like it and why? • Identify some of the instruments in the music • Think about the pitch and tempo of the music. Are the notes high, low, fast, slow...? <p><u>First hand experiences:</u></p> <ul style="list-style-type: none"> • Listen to music on the internet • Talk to others about their responses to different music <p><u>Key Language:</u></p> <p>Superhero, composer, theme tune, names of famous composer, emotion words/descriptive words e.g. relaxing, exciting, rousing, passionate, gentle, lullaby</p>
<p style="text-align: center;">Art / DT</p> <p><u>National Curriculum Links</u></p> <p><u>Art</u></p> <p>- to use a range of materials creatively to design and make products</p> <p>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><u>New Learning Art:</u></p> <p>Children will explore old style Marvel or DC Comics, looking at fonts, images, composition, colours, use of text in the backgrounds, vocabulary used such as Pow, Thwack, Caboom! Talk about the use of onomatopoeia.</p> <p>Children will create artwork based on the comics they are looking at. They will produce a background collage and a superhero character.</p>	<p><u>Knowledge rich curriculum / Building on prior learning:</u></p> <p>In EYFS, children have created simple representations of people e.g. family members and characters out of stories.</p> <p>They have chosen particular colours to use for a purpose e.g. mixing red and yellow to create shades of orange for autumn leaf printing and for the background to Africa inspired landscape pictures based on "Giraffes can't Dance". They have represented their own ideas, thoughts and feelings</p>

<ul style="list-style-type: none"> - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>They will produce a simple comic strip using their chosen character and designs.</p> <p>Key knowledge / facts:</p> <ul style="list-style-type: none"> • What a typical Marvel/DC comic looks like – features, colours used, text/fonts/vocabulary chosen. • Who the main superheroes are – names, skills and powers? • What the superhero character traits are. • How are they dressed and why they are dressed that way? • The colours that are used. <p>Key Language: Image, character, background Font, letter style, text, vocabulary, onomatopoeia, collage, primary/secondary colours, bold</p>	<p>through design and technology and art projects such as designing an outfit for a cardboard doll using a range of materials, colours and techniques.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Exploring use of colour – name primary and secondary colours, colour mixing • Investigating existing comics and finding out about the features of these • Learning about the use of onomatopoeia in artwork • Experimenting with text styles • Create background for art work. • Create simple 3d model of superhero e.g. card outline that can be fixed in an upright position • Create simple comic strip <p>First hand experiences:</p> <ul style="list-style-type: none"> • Look at pictures of superheroes, comics and text from comics • Investigate real comics • Look at comic strips and discuss this way of presenting ideas creatively. • Create own artwork based on these first-hand experiences.
<p>Science National Curriculum Links Everyday materials</p> <ul style="list-style-type: none"> - 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 <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 - Gathering and recording data to help in answering questions. 	<p>New Learning: Children will learn to name a variety of everyday materials (including wood, plastic, glass, metal, water and rock) and will explore these materials first hand. Children will compare different materials, finding common properties and differences between them (identifying and classifying). Children will observe closely what happens to frozen water (ice) over time. They will investigate the question: ‘How long does it take for ice to melt?’ and explore if there is a way to speed up the melting process! Children will find out how long it takes ice to melt completely in different locations (for example inside, outside, in the fridge, by a heat source) (performing simple tests, gathering and recording data to help answer questions, asking simple questions and recognising they can be answered in different ways). They will explore a variety of objects (for example a spoon, a box, a bottle) and learn to distinguish between the object and what it is made from. (identifying and classifying). Children will explore the simple properties of materials using observation and touch to describe the materials (using language such as smooth, opaque, soft, stiff) (observing closely, using simple equipment). They will then begin to use their knowledge of materials and their properties to answer the question: ‘What material is best to make a cape for a super hero?’ (Using their observations and ideas to suggest answers to questions)</p> <p>Key knowledge / facts:</p> <ul style="list-style-type: none"> • Objects are things that you can touch or see • Objects are made from materials 	<p>Knowledge rich curriculum / Building on prior learning: In EYFS children have had opportunities to interact with natural processes such as seeing ice melt outside, exploring objects that are transparent and opaque and exploring different objects. (Understanding of the World)</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Identifying and naming different materials • Investigating properties of materials and describe them • Sort and classify materials based on their properties • Distinguishing between an object and the material it is made from and reason why an object may be made from that material • Perform simple tests to find out how long it takes for ice to melt and how different factors could mean answering the question in different ways • Using observations, investigations and knowledge to suggest suitable materials for different objects to be made from, giving reasons why <p>First hand experiences:</p> <ul style="list-style-type: none"> • Using real life objects to name and explore the materials they have been made from • Exploring real life d materials to find out about their properties. • Using real examples of materials and properties to sort and classify using sorting hoops • Investigating real examples of materials to find out the best uses for different objects. • Taking part in an ice experiment to find out how long it takes ice to melt and what could be done to make it melt even faster!

	<ul style="list-style-type: none"> • There are many different materials that objects could be made from and some objects may be made from more than one material. • Materials have different properties and can look and feel different from each other. • Different materials are used to make different things because of their properties. • Frozen water is called ice. Ice can melt to become water again. 	<p>Key Language: Objects and materials: brick, elastic, fabric, glass, material, metal, object, paper, plastic, rock, water, wood Properties: absorbent, bendy, dull, hard, opaque, properties, rough, shiny, smooth, soft, stiff, stretchy, transparent, waterproof Working scientifically: compare, describe, differences, discuss, group, identify, investigate, name, similarities</p>
<p align="center">Computing</p> <p>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: <u>Creating Media – Digital Painting</u> Children will begin their learning journey by exploring making marks on the screen (in a paint program) and explain which tools they used. They will be able to draw lines and use the freehand tools in their explorations. Children will then explore the line tools in our paint program to draw different sized lines and shapes to recreate the style of an artist. Next, children will explore the shape drawing tools available, using them to draw shapes effectively. They will think about colour choices to create their own artwork using shapes. Children will then further explore the available paint tools. They will then select the best tools to create a digital painting in the style of Kandinsky. Children will then apply their learning from this half term to independently select their own brushes, colours and tools to create their own superhero-based image! We will then compare painting on computers to painting with paint on paper. Children will consider the advantages and disadvantages, similarities and differences. They will be able to discuss which method they prefer and why.</p> <p>Key knowledge / facts:</p> <ul style="list-style-type: none"> • We can use a computer to create our own artwork • The mouse is used to click and drag when we want to draw using the different tools. • We can use the shape, line and brush tools to draw • The fill tool colours in large areas drawn with the shape or line tools. 	<p>Knowledge rich curriculum / Building on prior learning: In EYFS, children have experienced painting on both paper and digitally on the SMART boards.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Switch on and log onto the laptops • Open the paint program on the laptop • Using the mouse to click and drag to draw • Selecting tools such as brushes, line drawing and shape drawing • Comparing digital painting with painting on paper and discussing preferences with reasons. <p>First hand experiences:</p> <ul style="list-style-type: none"> • Using the laptop to explore freehand drawing. • Explore the use of the line tool to recreate the work of Mondrian • Explore the use of the shape and fill tools to recreate the work of Kandinsky • Independently select tools in order to create their own digital artwork • Discuss the advantages and disadvantages of digital painting versus painting on paper and explain their preferences. <p>Key Language: Preparing to paint: mouse, log on/log, open, password, switch, username Digital painting: brushes, click, colour, cursor, double click, drag, draw, freehand, fill, line, Paint, save, shape, toolbar, tools, undo</p>