

Class 1 Medium Term Planning - Autumn Term 2020 Britain - Then and Now.

	History	Music	SEAL (planned)	Computing	Art/D.T.	P.E. (planned)	R.E (planned)	Science	Geography
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - Events beyond living memory that are significant nationally or globally. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high-quality live and recorded music. 	<p>'Say No to bullying' (1st half) 'Good to be Me' (2nd Half)</p>	<p>Unit 1.5 maze explorers - 1st half 1.3 pictograms - 2nd half Year 2 - 2nd half - 2.3 Spreadsheets</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Create and debug simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - to use a range of materials creatively to design and make products 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Perform dances using simple movement patterns. 	<p>NY syllabus Foundation: What does it mean to belong to a faith community? KS1: What can we learn from sacred books?</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> (y1) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (y2) - Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. - 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.
Week 1	What's in my house? Bring in objects from homes and discuss what they are and what they're used for.	I can tell you what bullying is.	To understand the functionality of the basic direction keys in Challenges 1 and 2. To be able to use the direction keys to complete the challenges successfully.	To name primary and secondary colours - colour mixing.	Play a musical piece to the children and ask them to copy and remember moves and positions.	What makes us feel special? What makes Christians feel special to God? (FS2)			
Knowledge and skills	<p>Level 1: Observe or handle evidence and make observations.</p> <p>Level 2: Observe or handle evidence to ask questions.</p>		<p>Level 1: Explain feelings in uncomfortable situations.</p> <p>Level 2: Explain uncomfortable feelings and listen to people who try to help.</p>	<p>Level 1: Control motion by specifying the number of steps to travel, direction and turn.</p> <p>Level 2: Specify user inputs (such as clicks) to control events.</p>	<p>Level 1: Mix primary colours to make secondary.</p> <p>Level 2: Create colour wheels.</p>	<p>Level 1: Copy and remember moves and positions.</p> <p>Level 2: Copy and remember a longer sequence of moves and positions.</p>	<p>Level 1: Share occasions when things have happened in their lives that made them feel special.</p> <p>Level 2: Share and record special occasions in their lives.</p>		
Week 2		Listen to a range of recorded music and pick out what they can hear: different instruments, changes in volume (dynamics).	<p>I can tell you some ways in which I am the same as and different from my friends.</p> <p>I am proud of the ways in which I am different.</p>	<p>To understand the functionality of the basic direction keys in Challenges 3 and 4. To understand how to create and debug a set of instructions (algorithm).</p>	<p>Investigating drawing lines of different thicknesses with pencils and crayons</p> <p>(Paul Klee pictures - creating own pattern and colouring in the spaces made)</p>	<p>Continue work on the dance learned in the last session, concentrating on building up control and coordination.</p>	<p>How do Christians show they belong (KS1)?</p>	<p>Draw around the kids, label parts of the body and talk about their functions. RE link.</p>	<p>Where is our school? Google Earth - zoom in. Walk around the school looking at the physical environment, talk about key features i.e. school field, classrooms, main buildings, playground, car park, natural features (fields, Drax power station).</p>
Knowledge and skills		<p>Level 1: Understand the meaning of dynamics in a piece of music.</p> <p>Level 2: Recognise changes in dynamics in a piece of music.</p>	<p>Level 1: Take encouragement from others in areas of interest.</p> <p>Level 2: Encourage others in their own areas of interest.</p>	<p>Level 1: Specify user inputs (such as clicks) to control events.</p> <p>Level 2: Specify the nature of events (such as a single event or a loop).</p>	<p>Level 1: Use thick and thin brushes. Draw lines of different sizes and thickness.</p> <p>Level 2: Colour (own work) neatly following the lines.</p>	<p>Level 1: Copy and remember moves and positions.</p> <p>Level 2: Move with careful control and coordination.</p>	<p>Level 1: Recognise symbols of belonging for Christians.</p> <p>Level 2: Give examples of ways in which believers express their identity and belonging within faith communities.</p>	<p>Level 1: Identify name, draw and label the basic parts of the human body.</p> <p>Level 2: Talk about the functions of the different parts of the body.</p>	<p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>

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Week 3	Telephone - communication. Look at phones from different era. Children to ask questions. Place artefacts on a timeline. Timeline in classroom including pictures of familiar adults to reference times.		I can tell you how someone who is bullied feels. I can be kind to children who are bullied.	To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity	Using materials for different textures - collage linked to topic e.g. phones from the past	Play different pieces of music and encourage the children to choose their own movements to communicate the mood of the music.	What groups do we belong? How do we belong to a group? What groups do religious people belong to? (FS2)	Exploring senses practically followed by adding senses to body outlines from previous lesson.	
Knowledge and Skills	Level 1: Place events and artefacts in order on a time line. Level 2: Place artefacts in order on a time line and label with words or phrases such as: past, present, older and newer.		Level 1: Show an understanding that one's own behaviour affects other people. Level 2: Show an understanding of the effect of one's behaviour on others and take steps to moderate accordingly.	Level 1: Specify the nature of events (such as a single event or a loop). Level 2: Select sounds and control when they are heard, their duration and volume.	Level 1: Use a combination of materials that are cut, torn and glued. Level 2: Sort and arrange materials. Mix materials to create texture.	Level 1: Choose movements to communicate a mood, feeling or idea. Level 2: Choose movements to communicate a feeling and explain their choice.	Level 1: Share occasions when they belong to a group. Level 2: Share and record occasions when they belong to a group.	Level 1: Say which part of the body is associated with each sense. Level 2: Describe the different ways we explore the world through our senses (why they are important).	
Week 4		Listen to a range of recorded music and pick out what they can hear: different instruments, changes in pitch (how high each instrument part is).	I know that when you feel sad, it affects the way you behave and how you think.	Children can change the background images in their chosen challenge and save their new challenge.	Use of clay to make historical artefacts from the home (as per history)	Building on the previous session, play another range of musical pieces and further encourage the children to respond with their own movements.	Do we all belong to something? (KS1)		Where is Burton Salmon/ Haddlesey/ Barlow? Look at local environments and compare.
		Level 1: Understand the meaning of pitch in a piece of music. Level 2: Recognise changes in pitch in a piece of music.	Level 1: Show an understanding that one's own behaviour affects other people. Level 2: Show an understanding of the effect of one's behaviour on others and take steps to moderate accordingly.	Level 1: Use a range of applications and devices in order to communicate ideas. Level 2: Use a range of applications and devices in order to communicate ideas, work and messages.	Level 1: Use rolled up paper, straws, paper, card and clay as materials. Level 2: Use techniques such as rolling, cutting, moulding and carving.	Level 1: Choose movements to communicate a mood, feeling or idea. Level 2: Choose movements to communicate a feeling and explain their choice.	Level 1: Recognise symbols of belonging from their own experience. Level 2: Give examples of ways in which believers express their identity and belonging within faith communities.		Identify land use around the school. Use basic geographical vocabulary.
Week 5	TV - look at examples of how TV has changed over time.		I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.	Year 2 only Copying and Pasting Totalling tools.	Look at prints used in the past in houses - e.g. William Morris; repeating pattern. Designing own pattern using simple shapes and colours	Work as a class to design a four-part dance sequence, responding to a favourite piece of music.	How do Muslims know that they belong? (KS1)		
Knowledge and Skills	Level 1: Place events and artefacts in order on a time line. Level 2: Place artefacts in order on a time line and label with words or phrases such as: past, present, older and newer.		Level 1: Show an understanding that one's own behaviour affects other people. Level 2: Show an understanding of the effect of one's behaviour on others and take steps to moderate accordingly.	Level 1: Use a range of applications and devices in order to communicate ideas. Level 2: Use a range of applications and devices in order to communicate ideas, work and messages.	Level 1: Use repeating or overlapping shapes. Level 2: Mimic print from the environment	Level 1: Link up to three actions to perform a sequence. Level 2: Link three or more actions to perform a sequence.	Level 1: Recognise symbols of belonging for Jews or Muslims. Level 2: Give examples of ways in which believers express their identity and belonging within faith communities.		
Week 6		Listen to a range of recorded music and pick out what they can hear: different instruments, changes in timbre (the varying sound of, for example, a trumpet and a guitar).	I know what to do if I am bullied.	Year 2 only Using a spreadsheet to total currency amounts. Using the 'speak' and 'count' tools in 2Calculate to count items	Look at prints used in the past in houses - e.g. William Morris; repeating pattern. Printing- creating own wall paper for a house in the past.	Build on previous lesson to hone dance sequence.	How do Jewish people show that they belong together as a community?		Where is Burton Salmon/ Haddlesey/ Barlow? Look at local environments and compare.
		Level 1: Understand the meaning of timbre in a piece of music. Level 2: Recognise changes in timbre in a piece of music.		Use simple databases to record information in areas across the curriculum.	Level 1: Use objects to create prints. Level 2: Press, roll, rub and stamp to make prints.	Level 1: Link up to three actions to perform a sequence. Level 2: Link three or more actions to perform a sequence.	Level 1: Recognise symbols of belonging for Jews or Muslims. Level 2: Give examples of ways in which believers express their identity and belonging within faith communities.		Devise a simple map; and use and construct basic symbols in a key. Use simple grid references

