

Class 1 Medium Term Planning - Spring 1 2020-21 **Our World.**

	History	Music	SEAL	Computing	Art/D.T.	P.E.	R.E	Science	Geography
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- Significant historical events, people and places in their own locality.</li> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Know that they belong to a community</li> <li>- Help to make their class a good place to learn.</li> <li>- Help to make their class a fair and safe place.</li> </ul> <p>Think Positive</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p>Purple Mash units: Unit 1.1 - Online safety</p>	<p>Pupils should be taught to:</p> <p>(Art)</p> <ul style="list-style-type: none"> <li>- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul> <p>(DT)</p> <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p>NY syllabus</p> <ul style="list-style-type: none"> <li>- Foundation: Which people are special and why?</li> <li>- KS1: Who is a Muslim and what do they believe?</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons (and describe weather-ongoing).</li> <li>- Distinguish between an object and the material from which it is made.</li> <li>- Identify and name parts of the body.</li> <li>- Identify what we can do to keep healthy</li> </ul> <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> <li>- Gathering and recording data to help in answering questions.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul>
Week 1		Introduce regular singing time.	Think about different emotions and what kinds of things make us feel the way we do.				Explore and talk about some simple ideas about Muslim beliefs about God. Draw a place but not a person showing where they think people can find God.	To name and label body parts.	Investigate and label on a map the home nations of the United Kingdom
Knowledge and skills.		<p>Expected: I can use my voice to sing songs and speak chants and rhymes.</p> <p>Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.</p>	<p>Expected: I can identify and discuss feelings and emotions using simple terms.</p> <p>Exceeding: Identify unhelpful thoughts and understand that our thoughts can affect how we feel.</p>				<p>Expected: I can talk about the fact that Muslims believe in God and follow the example of the Prophet Muhammad</p> <p>Exceeding: I can explain that Muslims don't draw Allah but use calligraphy to say what God is like.</p>	<p>Expected: I can name and identify where to find simple body parts.</p> <p>Exceeding: I can ask and research where more unusual body parts may be on a body - thigh, hip,</p>	<p>Expected: I can show the 4 home nations on a map.</p> <p>Exceeding: I can locate the UK on a world map.</p>
Week 2	Introductory lesson on what history means - finding out about the past.		Think about what we are good at and what we like and dislike.	Lesson 1 - Safe Logins.	Lesson 1 To investigate what it means by primary colours.	Game with tennis balls.	To investigate the life of the Prophet Muhammad.	To recognise and discuss what we can do to keep ourselves healthy and safe.	Locate on a map the capital cities of the four home nations and label our own maps.

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Knowledge and skills.	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p> <p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>		<p>Expected: Talk about personal feelings and goals</p> <p>Exceeding: I can apply the elements of growth mindset towards what I would like to achieve.</p>	<p>Expected: I can login safely with my own logins and understand why that is important.</p> <p>Exceeding: I can login safely and build their own profile.</p>	<p>Expected: I can name the 3 primary colours</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use rolling and catching skills in combination in a team game.</p>	<p>Expected: I can re-tell the story about the life of the Prophet (PBUH)</p> <p>Exceeding: I can re-tell the story of Mohammad and ask questions about God that can be hard to answer and offer ideas of their own.</p>	<p>Expected: I can explain that we need to eat food which is healthy and do regular exercise.</p> <p>Exceeding: I can explain that being mindful can help make us feel happier and discuss what activities I could do to help me when I have unhelpful thoughts (links - SEAL)</p>	<p>Expected: I can name the capital cities of the UK</p> <p>Exceeding: I can name and locate other cities or important landmarks within the UK</p>
Week 3	<p>Introduce Florence Nightingale. Watch a video clip about FN and why she is important in English history.</p>		<p>Discuss ways that we can manage our big feelings to help us calm down or things we can change when we don't feel happy.</p>	<p>Lesson 2: My work area</p>	<p>Lesson 2 - Exploring the work of the Dutch artist Piet Mondrian GEOGRAPHY LINK - Where is Holland on a world map - Label on geography work HISTORY LINK - Add Monet to our timeline</p>	<p>Bearbag and ball game.</p>	<p>To discuss what makes a place special or holy. Explain to the children that in Islam a holy building is called a mosque. Look at images of mosques both inside and outside.</p>	<p>Our Senses. Watch the short video and then play games that allow us to explore the 5 senses</p>	<p>Investigate the world's continents and allocate and label them on a map.</p>
Knowledge and Skills	<p>Expected: I can say 3 facts relating to Florence Nightingale based on what I heard.</p> <p>Exceeding: I can recall significant dates.</p>	<p>Expected: I can use my voice to sing songs and speak chants and rhymes.</p> <p>Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.</p>	<p>Expected: I can find an activity to focus, that will ensure I remain calm.</p> <p>Exceeding: I can appreciate and explain how being mindful can help make us happier.</p>	<p>Expected: I can find my saved work in the Online Work area</p> <p>Exceeding: I can find saved work, communicate with the teacher and search resources in PM.</p>	<p>Expected: I can say if I like or dislike the art work explored.</p> <p>Exceeding: I can give reasons for my likes or dislikes of a particular painting.</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use rolling and catching skills in combination in a team game.</p>	<p>Expected: I can talk about what makes a special place to me.</p> <p>Exceeding: I can make suggestions about why a mosque might be a place for a Muslim to feel close to God.</p>	<p>Expected: I can name all of the 5 senses.</p> <p>Exceeding:</p>	<p>Expected: I can use a variety of maps to locate and name a range of continents.</p> <p>Exceeding: I can use world maps and globes to locate and name a range of continents and countries</p>
Week 4	<p>I can use the internet to find a picture of Florence Nightingale</p>			<p>Lesson 3: Purple Mash topics.</p>	<p>Lesson 2: To recreate my own piece of art work using Piet Mondrian's style using bright colours and lines</p>	<p>Running and jumping game.</p>	<p>Talk about the importance of a Quran to Muslims and to take a closer look at a Quran explaining how to take care of it.</p>		<p>Locate and name the oceans of the world.</p>
Knowledge and skills	<p>Expected: I can use my research skills to find a portrait of FN</p>			<p>Expected: I can identify and use the types of resources available in the Topics section.</p> <p>Exceeding: I can identify the icons used in the Topic section.</p>	<p>Expected: I can use some of the ideas of artists to create my own work</p> <p>Exceeding: I can use some of the ideas of artists to create my own work and give reasons for my choice of colours used.</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use running and jumping skills in combination in a team game.</p>	<p>Expected: I can name the holy book belonging to Muslims</p> <p>Exceeding: I can make links between the holy Quran and how Muslims behave.</p>		<p>Expected: I can name the 5 oceans</p> <p>Exceeding: I can locate the oceans on a globe.</p>
Week 5				<p>Lesson 4: Purple Mash topics (part 2)</p>		<p>Running and jumping game.</p>	<p>Explore a mosque and learn about the most important parts of the holy place for Muslims.</p>		<p>To understand geographical similarities and differences of a city in the UK and a non-European country LONDON/ BRASLIA</p>

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Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>			<p>Exceeding: I can use the different icons and resources in the Topic section.</p> <p>Exceeding: I can start to add pictures and text to my work.</p>		<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use running and jumping skills in combination in a team game.</p>	<p>Expected: I can recognise some important features of a mosque.</p> <p>Exceeding: I can suggest what objects and why they are important to a Muslim.</p>		<p>Expected: I can describe similarities and differences between London Brasilia.</p> <p>Exceeding: I can describe similarities and differences between London Brasilia and can give reasoned explanations.</p>
Week 6	Build up a timeline of washing clothes throughout the ages.	Prepare a song to learn, sing and record.		Lesson 5: Purple Mash tools.		Make their own game.	Discuss and explore a festival important to Muslims - RAMADAN		
Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>	<p>Expected: I can use my voice to sing songs and speak chants and rhymes.</p> <p>Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.</p>		<p>Expected: I can explore the Tools section on PM.</p> <p>Exceeding: I can explore and learn about the icons used in the Tools section.</p>		<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use skills, develop tactics and show leadership in a team game.</p>	<p>Expected: I can identify some ways Muslims mark Ramadan and celebrate Eid.</p> <p>Exceeding: I can identify ways how Muslims mark Ramadan and Eid and how this might make them feel.</p>		