

***Class 1 Medium Term Planning - Spring Term 2021-2022

	History /Geography	JIGSAW (planned)	Computing	Art/D.T.	R.E (planned)	Science	P.E	French
National Curriculum Links Learn more, know more, remember more	Pupils should be taught about:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	NY syllabus	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
	<p>History</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national or international achievements. <p>Geography</p> <ul style="list-style-type: none"> Explore weather and climate in the United Kingdom and around the world. <p>Global Neighbours T&L: *Exploring suffering inequality and justice *Encountering relevant voices and stories that aid understanding of poverty and injustice. PP: Consider ways of responding to a given situation.</p>	JIGSAW DREAMS & GOALS	<p>PURPLE MASH</p> <p>1.3 - PICTOGRAMS</p>	<p>Art</p> <ul style="list-style-type: none"> Use experiences and ideas as the inspiration for artwork. Share ideas using drawing, painting, and sculpture. Explore a variety of techniques. <p>Cooking & Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>COOKING *Link with RE - Food from other cultures - Lunar New Year</p>	<p>KS1: How and why do we celebrate special times and sacred times.</p> <p>Global Neighbours T&L: *Exploring similarities & differences between their lives and the lives of people in various communities around the world - Christians, Jews, Muslims. CW&SD *Learn the importance of considering, valuing and treating all people with dignity and respect</p> <p>Lunar New Year - Event Day 12.2.22</p>	<p>Biology</p> <p>Animals and Humans - Identify, Classify and observe.</p> <p>Physics</p> <p>Observe seasonal change. (Link to Geography)</p>	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns <p>During the week Children have open access to the outdoor area. During circle times we take part in dancing songs/zumba dances where all the skills below apply.</p>	<p>Les Saisons - The Seasons</p>

Week 1	<p>Children to find an egg. What kind of animal do you think could have laid the egg? Look at the size of it, how big do you think this creature would have been? Share pictures of the footprints. Does this change your opinion? Who do you think could have made them? What makes you think that? Using sand tray, explain that we are going to become archaeologists and dig for facts about dinosaurs. Our job is to find the bones, read the information and decide if we think it is true or false! Explain that some of the information we find will be facts and some will be myths. We will keep a record</p>	<p>Calm Me - T to hand out success coin/what child is good at. Discuss child need to feel proud and how they felt about how they achieved this success. Child to decorate treasure chest - these will be special as they will store our successes. Child then state what they are proud of.</p>	<p>Child to learn that data can be represented in picture format.</p> <p>Child will discuss and illustrate the transport used to travel to school and contribute to the class date.</p> <p>Child will create a simple pictogram using the date they collected.</p>	<p>Go on a nature walk - what animals do we expect to find. Drawing on previous knowledge and local area ask the child what animals live in Barlow.</p> <p>Using pictures of the animals discussed what shapes can we see in these animals?</p> <p>Create an observational drawing of a British animal.</p>	<p>Teacher shows an object that is precious to them from their home – emphasise that it does not have to be precious in terms of money, but in terms of how much it means. Ask pupils to find an object at home that is precious to them. They could bring it in/photograph of it. Discuss precious objects, whose homes have similar precious objects in? Who has very different objects but similar reasons why they are special? Who has something precious linked to their religion? How do we treat these precious objects? • Explain to pupils that we will be learning lots about Jewish people in RE and show the</p>	<p>To be able to identify and name a variety of common animals. Draw pictures of the animal being described - I am covered in fur. I like to hop and jump. Challenge: To write a clue for an animal</p>	<p>Multi skill stations.</p> <p>Agility, Balance and co-ordination</p>	<p>Introduce 4 seasons and match the French word to each picture.</p> <p>On big paper practise writing the seasons in French.</p> <p>Play a game - Can you find your partner. Match picture to written word.</p>

	<p>of these and by the end of the topic we should know if we sorted them into two correct piles! Invite chn to dig for a dinosaur bone which will have either a fact or a myth written on it. As a class, discuss and sort.</p> <p>Explain that we know that dinosaurs existed because bones/fossils etc have been found.</p>				symbol of the Star of David.			
Knowledge and skills.	<p>Skills & Knowledge: Look at objects from the past and ask questions, i.e. What, Where, When?' and try to answer. Look at books, videos, photographs, pictures and artefacts to find out about the past. Talk, write and draw about things from the past. Look at</p> <p>Vocab: Dinosaur Archaeologist Facts Myths Bones Fossils</p>	<p>Level 1: I set myself a simple goal.</p> <p>Vocab - proud, success, achievement, goal, treasure, coins</p>	<p>Code:</p> <p>Level 1: Chn can contribute to a class pictogram. Level 2: Chn can use the illustrations to create a simple pictogram.</p>	<p>Skills & Knowledge:</p> <p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about starting points for their work.</p> <p>Experiment with and control marks made from different media.</p>	<p>Expected: Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) Talk about how the mezuzah in the home reminds Jewish people about God. Exceeding: Make links between some Jewish teachings and how Jewish people live.</p>	<p>Skills & Knowledge: Work Scientifically *Identify and classify</p> <p>Level 1: Identify and classify animals. Level 2: I Suggesting ideas for groups.</p> <p>Biology: Understand animals and humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles and birds and mammals.</p>	<p>Skills: Games - *Lead others where appropriate. *use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Gymnastics - *Copy and remember actions. *Move with some control and awareness of space. *Link two or more actions to make a sequence. *Hold a position whilst balancing on different body points of the body. *Climb safely on equipment. *Stretch and curl to develop flexibility. *Jump in a variety of ways and land with increasing control and balance.</p>	<p>Skills: Speak confidently: This concept involves using key vocabulary and phrases to verbally communicate ideas.</p> <p>*Understand a range of spoken phrases. *Answer simple questions and give basic information. Give responses to questions about everyday events.</p> <p>Knowledge: Vocab - Le printemps, L'ete. L'automne. L'hiver</p> <p>Level 1 Chn will use new vocabulary introduced.</p>

							Knowledge: Vocab – run, jump, skip, balance, dribble, speed, fast slow, be aware of what is around you, space, direction, forwards, backwards		
Week 2	Show the chn a picture of Mary Anning. What do we know about her? What do we want to find out about her? Read the story ‘Stone girl, bone girl’. Research/Gather facts - What did Mary find? Why was this discovery so exciting? How Mary found her fossils. What was life like for MA? Write a fact file on Mary Anning.	Calm Me Using 4 pieces of paper as stepping stone across the floor – at the end things to make a jam sandwich. Each step takes us towards the goal – a jam sandwich. Explain that a sandwich does not suddenly appear. Chn to discuss the four steps and then follow the steps decided on.	Chn will contribute to a class pictogram. Chn will be able to discuss what the pictogram shows.	Looking at a map – Recap on the continents. Which continent did our British wildlife work come from? Now look at Australasia. What animals live in Australia? Share responses. Look at the slides. Look at examples of Aboriginal art and discuss. Talk about ways in which we could make the dots if we were going to create a piece of art work like this. Using the technique create animal art in the style of Aboriginal art.	What special objects might we find in a Jewish home? • Tell pupils that many Jewish people may have special objects in their homes that are linked to their religion and that we are going to explore some now. Look at pictures/artefacts of what they might see outside and then inside a Jewish house -mezuzah, candlesticks, challah bread, table set up for Shabbat, seder plate, matzah cover, Star of David on a chain, prayer books, chanukiah. Do we know what it is for? Do we know anything else about it? Can we guess something else about it? What question would we like answered about it?	To be able to identify and compare a variety of common UK mammals by looking at pictures. Are there any you don't recognise? Explore the idea that mammals do not look the same but they have some similar features – fur or hair, produce milk	Multi skill stations. Agility, Balance and co-ordination		
Knowledge and skills	Skills & Knowledge: Recall some personal facts about people/events before living memory. Describe things that happened to themselves and other people in the past.	Level 1: I can set a goal and work out how to achieve it. Vocab – Goal, learning, stepping stones, process, garden, dreams	Code: This concept involves developing an understanding of instructions, logic and sequences. Level 1: Chn can contribute to a class pictogram.	Skills & Knowledge: Study the work of great artists, craft makers and designers and understand the historical development of their art forms. Evaluate and analyse creative works using	Expected: Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) Talk about how the mezuzah in the home reminds Jewish people about God.	Work Scientifically Level 1: Identify and classify, suggesting ideas for groups. Biology: Understand animals and humans	Skills: Games – *Lead others where appropriate. *use rolling, hitting, running, jumping, catching and kicking skills in combination.		

	<p>Order a set of events or objects. Use a timeline to place important events. Say why people acted why they did. Vocab – Include dates, chronological order, timeline, unfair, equal rights Look at books, videos, photographs, pictures and artefacts to find out about the past. Talk, write and draw about things from the past.</p>		<p>Level 2: Chn can discuss the information that the pictogram shows.</p>	<p>the language of art and design.</p> <p>Experiment with and control marks made from different media.</p> <p>Use a variety of tools and techniques i.e brush sizes and types.</p> <p>t.</p>	<p>Exceeding: Make links between some Jewish teachings and how Jewish people live.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles and birds and mammals. Level 1: Name a pair of mammals and write a sentence saying a similarity or a difference between them. Level 2: Write a sentence comparing each of the animal pairs.</p>	<p>Gymnastics – *Copy and remember actions. *Move with some control and awareness of space. *Link two or more actions to make a sequence. *Hold a position whilst balancing on different body points of the body. *Climb safely on equipment. *Stretch and curl to develop flexibility. *Jump in a variety of ways and land with increasing control and balance.</p> <p>Knowledge: Vocab – run, jump, skip, balance, dribble, speed, fast slow, be aware of what is around you, space, direction, forwards, backwards</p>	
Week 3	<p>Discuss what life was like in different periods of time. I know that in Victorian times women could not be scientists but now they can.</p> <p>I know that in Victorian times fossils weren't worth much money at all but now they can cost up to 10 million pounds.</p> <p>I know that in Victorian times most people did not believe in dinosaurs but now most people do.</p>	<p>Calm Me – In pairs the chn will design a 'welly' showing one goal they both want to achieve – i.e. play kindly. This will highlight for the need to work well with a partner. Before the chn start T and TA role play not working well together – arguing, being unkind. Discuss how the grown-ups could have been better partners. Once wellies are complete come together and discuss –</p>	<p>The chn will learn to record the results of an experiment.</p> <p>Chn will collect data from rolling a die 20 times and record their results.</p> <p>Chn will represent the results as a pictogram.</p>	<p>Look at pictures of animals from North America. How many animals can we name? Discuss why animals are important in Native American culture and their meaning. Look at examples of animal art on a Totem pole.</p> <p>Create a spirit animal to place on the Totem pole.</p>	<p>Focus on the mezuzah and remember the class's thoughts about it from previous discussion. What is inside a mezuzah and what does it mean? Explain that the mezuzah is incredibly important to Jewish people, not just because of the case on the outside, but because of what is inside too. Look together at a paper</p>	<p>To be able to identify and compare a variety of common birds and reptiles. Are there any you don't recognise? Divide the children into groups with animal fact cards. Can they find out 3 facts and about their category and then present it to the rest of the group.</p>	<p>Multi skill stations.</p> <p>Agility, Balance and co-ordination</p>	

		One thing that was difficult working with a partner/One thing that helped us achieve our goal.			version of a scroll from the inside of a mezuzah and unroll it together. What do pupils notice about it? What would they like to know about it? Written on the scroll is the Jewish prayer the 'Shema' – listen to a recording of the Shema in Hebrew.			
Knowledge and Skills	<p>Skills & Knowledge: Recall some personal facts about people/events before living memory. Say why people acted why they did.</p> <p>Vocab – Include dates, chronological order, timeline, unfair, equal rights</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past. Talk, write and draw about things from the past.</p>	<p>Level 1: I understand how to work well with a partner.</p> <p>Vocab: working together, team work, achievement, celebrate</p>	<p>Code: Drawing</p> <p>*Control when drawings appear and set the pen colour, size and shape</p> <p>Level 1: To collect data and record the results on a pictogram.</p> <p>Level 2: To explain what the pictogram can tell us.</p>	<p>Skills and knowledge: Study the work of great artists, craft makers and designers and understand the historical development of their art forms. Evaluate and analyse creative works using the language of art and design.</p> <p>Experiment with and control marks made from different media.</p> <p>Use a variety of tools and techniques i.e brush sizes and types.</p>	<p>Expected: Talk about how the mezuzah in the home reminds Jewish people about God (</p> <p>Exceeding: Make links between some Jewish teachings and how Jewish people live.</p>	<p>Work Scientifically</p> <p>Level 1: Identify and classify, suggesting ideas for groups.</p> <p>Biology: Understand animals and humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles and birds and mammals.</p>	<p>Skills: Games –</p> <p>*Lead others where appropriate.</p> <p>*use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Gymnastics –</p> <p>*Copy and remember actions.</p> <p>*Move with some control and awareness of space.</p> <p>*Link two or more actions to make a sequence.</p> <p>*Hold a position whilst balancing on different body points of the body.</p> <p>*Climb safely on equipment.</p> <p>*Stretch and curl to develop flexibility.</p> <p>*Jump in a variety of ways and land with increasing control and balance.</p> <p>Knowledge: Vocab – run, jump, skip, balance, dribble, speed, fast slow, be</p>	

							aware of what is around you, space, direction, forwards, backwards	
Week 4	<p>GEOGRAPHY</p> <p>What is weather? Identify what the weather is like in the UK</p> <p>Discuss - How does the weather affect us? To investigate and understand the seasons of the year.</p>	<p>Calm Me - Explain to the chn that today they will have a new challenge, which may stretch their learning. How does this make them feel? Teach chn to make stretchy flowers with their hands. Chn to make a flower using card and a pipe cleaner. Explain how you wish the chn to make their flower. Explain that this is a new challenge and may need to keep trying to achieve the goal.</p>		<p>Which continents have we visited? Where have we still to go? Antarctica.</p> <p>Look at prepared pictures - Discuss colours and features.</p> <p>Create an Antarctica animal scene.</p>	<p>Why Jewish people celebrate Shabbat How Jewish people welcome Shabbat on a Friday night How Jewish people both rest and pray at Shabbat.</p>	<p>To be able to identify and compare a variety of common fish and amphibians - how are they similar or different?</p>	<p>Multi skill stations.</p> <p>Agility, Balance and co-ordination</p>	
Knowledge and Skills	<p>Skills & Knowledge:</p> <p>Use basic geographical knowledge - seasons and weather.</p> <p>Ask geographical questions - What is it like to live in this place? Express views about people and places. Observe and record.</p>	<p>Level 1: To tackle a new challenge and understand this might stretch my learning</p> <p>Vocab: Learning, stretchy, challenge, feelings</p>		<p>Skills & Knowledge:</p> <p>Ask and answer questions about starting points for their work. Study the work of great artists, craft makers and designers and understand the historical development of their art forms. Evaluate and analyse creative works using the language of art and design.</p> <p>Experiment with and control marks made from different media.</p>	<p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat Exceeding:</p> <ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people keep Shabbat. 	<p>. Work Scientifically</p> <p>Level 1: Identify and classify, suggesting ideas for groups.</p> <p>Biology: Understand animals and humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles and birds and mammals.</p>	<p>Skills: Games -</p> <ul style="list-style-type: none"> *Lead others where appropriate. *use rolling, hitting, running, jumping, catching and kicking skills in combination. <p>Gymnastics -</p> <ul style="list-style-type: none"> *Copy and remember actions. *Move with some control and awareness of space. *Link two or more actions to make a sequence. 	

				Use a variety of tools and techniques i.e brush sizes and types.			<p>*Hold a position whilst balancing on different body points of the body.</p> <p>*Climb safely on equipment.</p> <p>*Stretch and curl to develop flexibility.</p> <p>*Jump in a variety of ways and land with increasing control and balance.</p> <p>Knowledge: Vocab – run, jump, skip, balance, dribble, speed, fast slow, be aware of what is around you, space, direction, forwards, backwards</p>	
Week 5	<p>To investigate what weather forecasts show – phone/BBC weather To use key words to describe weather</p> <p>Create own weather forecast and role play being a weather presenter on TV.</p> <p>To investigate the dangers of weather – research local 'extreme' weather and wild weather around the world. Research – Slip, Slop, Slide, Seek, Slide campaign on the internet.</p>	<p>Calm Me- Listen to 'Paulie's journey'. Encourage chn to join in with the key points. Use stepping stone idea to act out the story. Reinforce that Pauli's challenge was difficult and sometimes we face obstacles when we are working towards a challenge. Reflect – what have we found difficult and how they kept going.</p>		<p>Show the children a map with South America highlighted. What continent is it? What animal can you see within the picture – camouflage.</p> <p>To create a 3D rainforest animal.</p>	<p>The story of Chanukah Jewish practices at Chanukah How Jewish practices at Chanukah help Jews to reflect on important aspects of the story.</p>	<p>To explore a lifecycle – What are the key stages. Draw and label.</p>	<p>Moving to music and co -ordinatng dances.</p> <p>Link to Diwali Day – Indian style dancing with JD our visiting dancing teacher.</p>	
Knowledge and Skills	<p>Skills & Knowledge:</p> <p>Use world maps, atlases and globes to identify the UK, as well as countries and continents studied.</p>	<p>Level 1: I can identify obstacles which make it more difficult to achieve my new</p>		<p>Skills & Knowledge:</p> <p>Study the work of great artists, craft makers and designers and understand the historical</p>	<p>Expected: • Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God,</p>	<p>Work Scientifically *Ask simple questions. *Observe closely using simple equipment.</p>	<p>Skills: *Copy and remember moves and positions. *Move with careful control and coordination.</p>	

	<p>Use basic geographical knowledge – seasons and weather.</p> <p>Ask geographical questions – What is it like to live in this place? Express views about people and places. Observe and record.</p>	<p>challenge and work out how to overcome them.</p> <p>Vocab: Challenge, obstacle, overcome, achieve, goal, stepping stone</p>		<p>development of their art forms. Evaluate and analyse creative works using the language of art and design.</p> <p>Experiment with and control marks made from different media.</p> <p>Use a variety of tools and techniques i.e brush sizes and types.</p>	<p>suggesting what it means.</p> <p>Exceeding: • Make links between the Jewish story of Chanukah and how it is celebrated (A2). • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in the way they do.</p>	<p>*Gather and record simple data to help in answering questions</p> <p>Understand animals and humans: *Notice animals have offspring which grow into adults.</p> <p>Level 1: To draw pictures of a lifecycle in the correct order. Over time gather observations of the changes observed and record Level 2: To gather data and answer questions that have been asked and explain thinking.</p>	<p>*Link two or more actions to perform a sequence. *Choose movements to communicate a mood, feeling or idea.</p> <p>Knowledge: Vocab – perform, sequence, move, fast, slow, stretch, curl, direction</p>	
Week 6	<p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To take a closer look at the human and physical geography of a cold area of the world. (Arctic)</p> <p>To understand what a cold/hot area of the world is like.</p> <p>Use map skills to locate hot and cold places using atlas & globes.</p>	<p>Calm Me –</p> <p>In a circle recap on the successes they have experienced. Can each child recall one – One thing I have done well is</p> <p>Help the chn build a picture of their own treasure chest in their minds. Encourage the chn to use this idea to help tem especially when they are finding something difficult.</p>		<p>Explain that we are going to be visiting Asia today. Discuss the decorated elephants taking part in Jaipur and discuss how and why the elephants are decorated.</p> <p>To explore and create patterns to decorate an elephant for a festival.</p>	<p>Discuss how the places of worship – church and synagogue are similar and different.</p> <p>Discuss why places of worship are important to the wider community.</p>	<p>To be able to identify and sort carnivores, herbivores and omnivores – Show chn a picture of a rabbit and ask what does it eat? Explain the scientific word for an animal that eats plants is a herbivore. Show a picture of lions/tigers and ask are these herbivores? Explain that we call this group carnivores. Introduce omnivores. Sort a variety of animals in to a Venn</p>		

						diagram and encourage the chn to explain what their diagram shows.		
Knowledge and Skills	<p>Skills & Knowledge:</p> <p>Use world maps, atlases and globes to identify the UK, as well as countries and continents studied.</p> <p>Use basic geographical knowledge - seasons and weather.</p> <p>Ask geographical questions - What is it like to live in this place?</p> <p>Express views about people and places.</p> <p>Observe and record.</p>	<p>Level 1: I can say how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>Vocab: Success, celebration, challenge, internal treasure chest, feelings, goals, dreams, garden</p>	<p>Use simple databases to record information in areas across the curriculum.</p>	<p>Skills & Knowledge:</p> <p>Study the work of great artists, craft makers and designers and understand the historical development of their art forms.</p> <p>Evaluate and analyse creative works using the language of art and design.</p> <p>Experiment with and control marks made from different media.</p> <p>Use a variety of tools and techniques i.e brush sizes and types.</p>	<p>Level 1: Talk about ways that symbols show what people believe.</p> <p>Level 2: To show awareness that people regularly worship God in different ways and in different places.</p>	<p>Biology:</p> <p>Understand animals and humans</p> <p>Identify and name a variety of common animals that are carnivores, omnivores and herbivores.</p> <p>Level 1: I can say which animal is in which category</p> <p>Level 2: I can explain why this animal is either a H C O because of what it eats.</p>	<p>Skills:</p> <p>*Copy and remember moves and positions.</p> <p>*Move with careful control and coordination.</p> <p>*Link two or more actions to perform a sequence.</p> <p>*Choose movements to communicate a mood, feeling or idea.</p> <p>Knowledge:</p> <p>Vocab - perform, sequence, move, fast, slow, stretch, curl, direction</p>	