Thornton Primary School

Curriculum Medium Term Planning



Year: 1
Term: Autumn 1

Thornton Primary School

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This term in Science, we will be learning about seasonal changes and how the four seasons differ throughout the year. Through practical activities and observations, pupils will build their scientific skills while exploring the wonders of the changing seasons.

In Design and Technology, we will be learning about where our food comes from and how different foods are grown. The children will explore the journey of food from farm to table and discover how fruits and vegetables are produced. They will then use their knowledge to design and make their own healthy smoothie.

Thornton Primary School

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Science - Why are all the leaves on the floor?

Retrieval	Vocabulary	Knowledge	Skills
From EYFS: • Discuss and compare seasons as children experience them throughout the year. • Talk about how animals behave differently in different seasons. (hibernation/adaptation). • Making rain catchers and comparing rainwater over a period. • Daily weather and day of the week calendar in the mornings • Autumn senses walk • Understand the effect of changing seasons on the natural world around them.	Weather Leaves Change Rain Cloud Sunshine Season Autumn Spring Summer Winter	• To know the four seasons • To name the seasons and know the type of weather in each season	• To make observations and draw conclusions • To ask questions about the seasons

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Re-cap on previous learning and any personal knowledge on seasonal changes. Memory cloud – on weather and seasons.	**LO: To name the 4 seasons.** Introduction to seasons: What are the four seasons What happens in the four seasons what is the weather like? Look at what season we are in now. Complete season sorting activity.	**LO: To recognise signs of autumn.** Re-cap on last week's learning of the 4 seasons. Focus again on Autumn. Discuss: What is the weather like? What do we do in Autumn? Autumn walk.	**LO: To recognise signs of winter.** Recap previous learning: Autumn. Focus on Winter. Discuss: What is the weather like? What do we do in Winter? What would we wear in Winter? Winter activity	**LO: To recognise signs of spring.** Recap previous learning: Autumn and Winter Focus on Spring Discuss: What is the weather like? What do we do in Spring? What would we wear in Spring? Spring activity	**LO: To recognise signs of summer.** Recap previous learning: Autumn, Winter and Spring. Focus on Summer Discuss: What is the weather like? What do we do in Summer? What would we wear in Summer? Summer activity	**LO: To name the seasons and identify associated weather.** Re-cap previous learning on all 4 seasons. Compare the 4 seasons. Complete 4 season matching cut and stick activity.

Thornton Primary School

Curriculum Medium Term Planning

Design Technology (Cooking and Nutrition)

Retrieval	Vocabulary	Knowledge	Skills
• Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils	Base, sails, stable Centre, strong, structure, design, test, weak, wind, equal, windmill, evaluate, middle, rotate, rotor, rotor blades	• To follow design criteria to meet the needs of a user. • To make a stable structure. • To make functioning sails/blades that attach to the supporting structure. • To improve their windmill.	• Finding the middle of an object. • Puncturing holes. • Adding weight to a structure. • Creating supporting structures. • Cutting evenly and carefully. • Evaluating and improving a product.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
(Functionality) **LO: To identify fruits** Identify fruits by finding seeds.	**(Functionality)** **LO: To describe where fruits and vegetables grow.** Identifying whether a fruit or vegetable grows aboveground or underground.	**(Functionality)** **LO: To practice food cutting skills.** Practice cutting and juicing skills.	**(Design)** **LO: To select ingredients for a recipe.** Tasting ingredients and choosing combinations for a recipe.	**LO: To apply food preparation skills to making a smoothie.** Making a smoothie by following a recipe.	**(Evaluate)** **LO: To evaluate against the design brief.** Evaluating the smoothie they have made against the design brief.

Thornton Primary School

Curriculum Medium Term Planning

PSHE - Me and My Relationships

Retrieval	Vocabulary	Knowledge	Skills
• Children have covered these themes previously: • - EYFS: what makes me special, people close to me and getting help. • Children will be able to talk about who is special to them. • Children will be able to talk about members of their family. • Children will be able to talk about adults they can go to for help including parents, teachers and emergency services.	germs routine confidence Achievement Positive Hygiene Disease Resolving conflict	• To log in safely. • To learn how to find saved work in the Online Work area and find teacher comments. • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. • To understand the importance of logging out.	• To learn how to search Purple Mash to find resources. • To become familiar with the icons and types of resources available in the Topics section. • To start to add pictures and text to work.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO To learn classroom rules What jobs does our teacher have in the classroom? Read: 'Miss Nelson is Missing!' are reading it to the class). Ask them to write their name and draw a picture of themselves next to the speech bubble. Pre Assessment	**LO To listen and respond to others** What did you have for breakfast this morning? What did you do at school yesterday? Ask the children whether you were giving the person speaking your full attention. How do we show that we are listening. In pairs, the children tell their partner something about themselves.	**LO To think about feeling** List of different feelings, taken from the class. "Today I feel…….. because ……" Ask the children: How do you feel….At school? home? Put the class into groups of three. One child will mime a feeling, without speaking – just using their face and body to show the feelings.	**LO To talk about feelings and Bodies** When was the last time you hurt yourself? What happened? How did you feel? Is it just our bodies that get hurt? Take the pack of 12 cards with 12 different situations on them. . Teacher or child reads it out loud and child tells the rest how they would deal with that situation/who they would involve/how they would begin to feel better about it.	**LO To identify qualities in a friendship.** What do we mean by 'being friends'? Explain that Harold the Giraffe, Kiki the Kangaroo and Derek the Penguin are all friends together. Watch the Harold, Kiki and Derek profile film clips. Discuss what special qualities of friendship they each have. Plau the 'Feelings game'	**LO To identify qualities.** I smile when … Children pass an object around the circle. When they have the speaking object they say, 'I smile when…' and complete the sentence. Ask the children to discuss ingredients' that make a good friendship. Play 'The sun shines on those who…' Post Assessment

Thornton Primary School

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Computing - Creating Media – Digital Writing

Retrieval	Vocabulary	Knowledge	Skills
• To understand what algorithms are • To Create and debug simple programs. • To use logical reasoning to predict the behaviour of simple programs. • To use technology purposefully to create, organise, store, manipulate and retrieve digital content and recognise common uses of information technology. • To use technology safely and respectfully	word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.	• To recognise that a keyboard is used to enter text into a computer. • To recognise that the Shift key changes the output of a key • To recognise that text can be edited • To recognise that text can be changed • To recognise that the appearance of text can be changed	• To use letter, number, and Space keys to enter text into a computer. • To use punctuation and special characters. • To use the Backspace key to remove text. • To position the text cursor in a chosen location. • To choose options to achieve a desired effect. • To select text. • To change the appearance of text on a computer. • To use Undo.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To use a computer to write. Learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also identify and find keys, before adding text to their page by pressing keys on a keyboard.	**LO: To add and remove text on a computer.** Continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer.	**LO: To identify that the look of text can be changed on a computer.** Begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Learners will match simple descriptions to the related keys. Finally, learners will begin exploring the different buttons available on the toolbar in more detail and use these to change their own text.	**LO: To make careful choices when changing text.** Begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.	**LO: To explain why I used the tools that I chose.** Begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use 'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing.	**LO: To compare typing on a computer to writing on paper.** Children make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the learners will begin to explain which they like best and think about which method would be the best method to use in different situations.

Thornton Primary School

Curriculum Medium Term Planning

RE How did the world begin?

Retrieval	Vocabulary	Knowledge	Skills
Talk about what they see, using a wide vocabulary.	Belief Bible Create God Christian Creation Creator Hindu Jewish Genesis Man-made Natural Brahma	To understand what creation means in relation to the natural world. To know that some people believe God created the world as described in Genesis To recognise that there are different creation stories to explain how the world began. To express ideas about what a creator might be like. To explore and express ideas about creation.	Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Asking questions about things that interest them. Beginning to ask 'big' questions (e.g. Why are we here? What is real?). Listening to stories and discussing what happens in them.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To show respect when talking about big ideas. What do I believe? Thinking about and discussing statements the children believe or do not believe to be true.	**LO: To understand what creation means in relation to the natural world.** What is Creation?	**LO: To know that some people believe God created the world as described in Genesis** What might some Christian and Jewish people think about creation?	**LO: To recognise that there are different creation stories to explain how the world began.** What do some Hindu people believe about creation?	**LO: To express ideas about what a creator might be like.** What do creation stories suggest to some people about God?	**LO: To explore and express ideas about creation.** Where did the world come from?

Thornton Primary School

Curriculum Medium Term Planning

Music- My Musical Heartbeat

Retrieval	Vocabulary	Knowledge	Skills
Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.	Pulse Rhythm Pitch Tempo Dynamics	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Find and try to keep a steady beat. Improvise with the backing track of the song provided. Listen together and move in any way suitable to the beat of the music. Talk about the song together and explore feelings, thoughts and emotions towards the song. Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet Sing together as a group. Follow a leader Incorporate any actions from the song. Sing and recognise high and low sounds. Sing songs in both low and high voices Share a performance of the learning that has taken place in the lesson.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To find and try to keep a steady beat. To learn to sing the song Find the Beat. Baseline Quiz Understanding Music - Find and try to keep a steady beat. Listen and Respond to Find the Beat. Singing - Learn to sing the song. Perform the Song.	**LO: To follow simple rhythmic and melodic patterns. To learn to sing the song 1,2,3,4,5.** Understanding Music – Follow the rhythmic and melodic patterns. Listen and Respond to 1,2,3,4,5. Singing- Learn to sing the song. Perform the Song.	**LO: To improvise using notes with the backing track. To learn to sing the song Head, Shoulders, Knees and Toes.** Understanding Music – Follow the rhythmic and melodic patterns. Improvise using the backing track. Listen and Respond to Head, Shoulders, Knees and Toes. Singing Learn to sing the song. Perform the Song.	**LO: To find and try to keep a steady beat. To learn to sing the song Shapes.** Understanding Music - Find and try to keep a steady beat. Listen and Respond to Shapes. Singing - Learn to sing the song. Perform the Song.	**LO: To find and try to keep a steady beat. To learn to sing the song We Talk to Animals.** Understanding Music - Find and try to keep a steady beat. Listen and Respond to We Talk to Animals. Singing- Learn to sing the song. Perform the Song.	**LO; To improvise using notes with the backing track.** Understanding Music Follow the rhythmic and melodic patterns. Improvise using the backing track. To play the notes C,D,E on the Glockenspiels to the song Shapes.

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Curriculum Medium Term Planning

pe planning — physical education medium term planning — intent, implementation, impact

Implementation Phase			
Year Group:	One	Unit:	Dance

Prior Learning Required – EYFS Progression Maps Objectives:

- Explore and copy basic body actions and rhythms.
- Negotiate space confidently, using appropriate strategies.
- Use their bodies to respond to stories, topics, and music.

National Curriculum Links	• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1c: Perform dances using simple movement patterns.	Pillars of Progression	• Development of **Motor Competence** and **Fundamental Movement Skills.** • Making safe decisions in contact with equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To move changing direction and speed • Step 2: To move with control • Step 3: To work individually and with others • Step 4: To move to music showing expressive qualities of dance • Step 5: To create linked movement phrases • Step 6: To participate in a performance	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	**Declarative Knowledge:** • Describe what it feels like to breathe quickly during exercise. • Describe what they have done or seen others doing. • Understand why being active and playing games is good for you. **Procedural Knowledge:** • Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level and direction. • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends.
Resources & Equipment	• Hoops • Ribbons • Balls • Mats • Music player/ Music	Key Vocabulary	• Actions • Copy • Dance • Move • Beat • Count • Direction • Performance • Character • Create • Imagination • Position

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pe planning — physical education medium term planning — intent, implementation, impact

Implementation Phase			
Key Stage:	KS1	**Unit:**	Fitness

Prior Learning Required – EYFS Progression Maps Objectives:

- Understand the benefits of regular exercise and apply skills learnt throughout the unit in a range of activities.
- Improve speed, agility, balance, coordination., strength and physical fitness.
- Work well as a team to improve performance.
- Solve challenges whilst on the move.
- Demonstrate the correct jumping and landing techniques.
- Work individually and cooperatively to perform a range of balances.

National Curriculum Links	• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.	**Pillars of Progression**	• Development of **Motor Competence** and **Fundamental Movement Skills.** • Making **safe** decisions in contact with equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To move at speed with control and in a safe way • Step 2: To change direction with coordination • Step 3: To perform a variety of jump combinations • Step 4: To move on and across apparatus • Step 5: To balance with control – both when staying still and on the move • Step 6: To play and compete against others	**Progression Map Links** (Ensure pupils progress & move forward throughout their primary school years)	**Declarative Knowledge:** • Discuss healthy & unhealthy foods, and why eating well is good for you. • Understand the benefits of regular exercise. **Procedural Knowledge:** • Improve speed, agility, and stamina, coordination, control, and balance, and negotiate space. • Take turns and work well in teams. • Explore and practice a variety of different movements and fitness techniques. • Develop jumping technique to gain height and distance, and when moving at speed. • Complete exercise with good technique and focus, and with good energy.
Resources & Equipment	• Cones • Batons • Ladders • Mats • Hoops • Benches • Bibs • Hurdles • Flat Markers • Beanbags	**Key Vocabulary**	• Jump • Land • Space • Coordination • Height • Hurdle • Control • Balance • Posture • Distance • Energy • Forfeit • Movement • Stretch • Technique • Control • Stamina • Speed • Stamina • Balance • Agility • Relay • Fitness