Thornton Primary School

Curriculum Medium Term Planning



Year: 1
Term: Autumn 2

Explanation

This half term, Year 1 will be looking closely at our village of Thornton, going on a walk and making maps.

We will be making cross curricular links to our Science topic materials to investigate which materials would be the strongest for the 'Three Little Pigs house'.

In Art, we will be learning the basics of drawing and work with different mediums and at our media.

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Science – Everyday Materials – Which material is strongest for The three little pig's houses?

Retrieval	Vocabulary	Knowledge	Skills
• Describe how something feels verbally. • A basic knowledge of what some of the materials look like. • The skill to organise objects based on their properties. • The basic knowledge that some materials are easily broken/damaged compared to others.	Wood Metal Plastic Glass Rock Water Hard Soft Squishy Bendy Material Properties	• I can identify different materials • I can name everyday materials • I know how materials can be changed by squashing, bending, twisting and stretching • I can name wood, plastic, glass, metal, water and rock	• I can describe the properties of materials • I can identify and classify things • I can distinguish between an object and the material it is made from

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Memory cloud Introduction to materials. Classroom to be populated with multiple objects of various materials and children to sort them into their correct categories practically.	LO: I can identify materials and describe their properties. Recap materials and their properties then children to sort them independently.	LO: I can name everyday materials. Material hunt. Children to be given a 'material hunt' sheet and hunt for all the various materials they can find around the school.	LO: I can identify and classify. I can describe material properties. Explore material properties. (How does it feel) Practically label the properties in mixed ability groups and use oracy skills to discuss their findings Label what the Label what the material is and its properties	LO: I can distinguish between an object and the material it is made from Explore objects which are made from different materials eg. A spoon can be made of wood, plastic, rubber or metal,	LO: I can explain why properties are suitable for different purposes. I can make a prediction. Children to make predictions on what material they think is strongest for the three little pigs house. Encourage them to explain their reasoning also.	LO: I can explain why properties are suitable for different purposes. Children to do the experiment and write which was the strongest material for the three little pigs houses and why.

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Geography – How can I improve the local area I live in?

Retrieval	Vocabulary	Knowledge	Skills
• Familiarise children with the name of the town, road and city their school is in. • Look at aerial views of familiar places recognising the key features of the environment. • Draw information on a simple map. • Creating different kind of maps, treasure maps and plans that include symbols, labels and pictures. • Directional language in obstacle courses e.g. N, S, E, W, left/right.	Local area Town City Village Map Symbol Route Hamlet Ariel view Human features Physical features Compass	• To know their address including postcode • To know the main differences between city, town and village • To name the city I live in. • To know address including postcode • To know that human features are things created by humans • To know that physical features are natural features of the environment • To know and name some human and physical features • Know how some people spoil an area • Discuss how some people try to make an area better • To understand that through recycling/litter picking, we can help to protect our environment	• To be able to use basic geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment, including forest, hill, mountain, soil, valley • To be able to describe the location of features and routes on maps. • To be able to use simple fieldwork and observational skills to study the geography of their school and its grounds

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Memory Cloud Discuss with children what they might already know – Where do they live? Thornton is in Bradford? What country do they live in? What is a physical feature and what is a human feature? Explain to children the difference between the two and look at examples. Sorting activity physical and human features.	**LO: To know the difference between a village, town and city.** Look at Thornton explain it is a village and why it is a village. Look at Bingley explain it is a town and why it is. Look at Bradford explain it is a city and why it is a city. Comparison activity –	**LO: To use fieldwork to observe features of our local area.** Field work: Local walk Children will go on a walk of the local area, look at what physical and human features we can see. Point out shops, houses etc. Take photos to support future learning.	**LO: To identify human and physical features of Thornton.** Look at photos from last weeks walk, re – cap what physical and human features we saw in Thornton. Children to draw and label some physical and human features that they saw on the walk.	**LO: To use maps to locate key features of Thornton.** Look at maps of Thornton together including on google maps and real maps. Point out key features on the maps. Look at symbols used to show the features on a map. Children to look at maps.	**LO: To create own map. To learn their address.** Re-cap everything we learnt about maps last week and explain that we are going to make our own map of Thornton. Children to draw own maps including their own symbols. Learn own address.	**LO: To use geographical vocabulary.** Children will focus on aspects of local features, land use and environment. They will describe and observe using simple geographical vocabulary such as hill, valley, forest and viaduct. Children go on a local walk to identify these places. End of unit assessment

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RE - What do some people believe God looks like?

Retrieval	Vocabulary	Knowledge	Skills
• Talk about what they think and believe using a wide range of vocabulary.	God Idea Jesus Christian Bible Hindu Muslim Christian religion respect Worldview Allah belief believe Brahman	• Recognise that different people have different beliefs about God's form and appearance. • Explain how art can be used to express feelings towards God. • Recognise that some Hindu people believe God has many forms. • Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth. • Recognise and explain how Christian, Muslim and Hindu people refer to God. • Identify and describe one representation of God from these religions. • Show respect for differences and similarities in how different religions represent God. • Explain why people use different names for God and show respect for the different names for God across religions.	• Talking about simple ideas and things that puzzle them about belief in God. • Expressing their own ideas and opinions based on personal experience and the beliefs of family members. • Asking their own questions about the world around them. • Sharing opinions respectfully about what is important to them and what is important to others. • Asking questions about things that interest them. • Beginning to ask 'big' questions (e.g. Why are we here? What is real?). • Retelling stories in their own words. • Respectfully sharing opinions about what is important to them and what is important to others.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
LO: To express ideas about God. How might ideas about God be represented? Memory Cloud	LO: To explain how some Muslim people express their ideas about God. What do some Muslim people believe about God?	LO: To recognise some of the different forms of God in the Hindu worldview. What do some Hindu people believe God looks like?	LO: To recognise that many Christian people believe Jesus is the son of God and God on Earth. What do some Christian people believe God looks like?	LO: To identify how some religious worldviews refer to and represent God. Do people all share the same beliefs about what God looks like?	LO: To identify and explain some of the different names people use for God. Why do people have different names for God?	End of unit assessment.

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Art – Drawing – Exploring line and shape

Retrieval	Vocabulary	Knowledge	Skills
From EYFS: Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. Use drawings to tell a story Investigate creating different lines Explore drawing on different textures Create simple representations of people and other things	2D shape 3D shape chalk charcoal circle line mark making Abstract continuous cross-hatch diagonal dots firmly form horizontal narrative observe optical art pastel printing shade shadow straight texture vertical wave Straight, zigzag control pressure	• Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	• To know how to create different types of lines. • To explore line and mark making to draw water. • To draw with different media. • To develop an understanding of mark making. • To apply an understanding of drawing materials and mark making to draw from observation.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
LO To explore control and pressure to create different types of lines. Show children some of Bridget Riley's artwork. Ask questions What do you see? What do you think? What is the same ? What is different? Show the children different types of lines. Get them to experiment with different resources to create lines. Hold a pencil and chalk in different ways to experiment with the line. Use vocabulary straight, wavy, curved, dash, dotted, zigzag. The children can create work in the style of Bridget Riley Children describe the lines using the KO.	**LO To practise drawing different lines using music as a stimulus.** Introduce Paul Klee. What can you see in Paul Klees artwork. eg. Line colours a portrait. Paul Kee used lines and shapes to show the scaffold of objects. Paul Klee used bright colours to show contrast. Compare the artwork. Model drawing using a variety of materials to make different lines and marks reflecting what you can hear in music. Children then practise the different ways to drawing lines on big paper.. Do they feel different to make? Do they look different? Children evaluate their art and the work of others using the language they have learnt.	**LO To connect lines to create shapes** Draw around a variety of shapes. Model how the shapes can overlap. Get the children to practise this. Children need to experiment with a variety of different media to create a piece of artwork. Which medium do you prefer? Why?	**LO To explore lines and shapes in pictures for portrait drawing** Look at face shapes that you could use for a face. Organic shapes like curved or wiggly lines That could be used for the ears and mouth. Experiment with different marks and use marks to show texture. Understand the importance of looking carefully and closely when drawing. Use one type of drawing tool in lots of different ways.	**LO To use control and pressure skills to add colour to a drawing** Ask children to look carefully at an object to identify shapes, lines and textures. Model how to control a pen/pencil to create different types of lines. Get children to use a range of drawing tools to create different marks. Ask children to redraw the shape of their face from their portrait onto their new piece of paper in the style of Paul Klee.

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PSHE - Valuing Differences

Retrieval	Vocabulary	Knowledge	Skills
Children have discussed these themes previously in EYFS so will understand that not everybody is the same. Children will be able to identify people who are special to them. Children will be able to talk about how they can show kindness to others.	Differences Similarities Community Empathise Bullying Teasing	• To know about similarities and differences. • To know what it means to either tease or bullying someone. • To know some special people in their lives and be able to identify what makes these people special. • To explain how I can show kindness to others.	• To be able to compare differences and similarities. • To identify ways in which they can show kindness to others. • To explain the difference between bullying and teasing. • To be able to identify that they are a part of a community that is full of people that can help them.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Valuing difference pre unit assessment. **LO: To identify the differences and similarities between people.** Children will learn to empathise with others. They will begin to appreciate the positive aspects of differences.	**LO: To explain the difference between unkindness, teasing and bullying.** Children will discuss the difference between teasing and bullying . They will begin to understand that bullying is usually quite a rare occurrence.	**LO: To understand our school rules and explain how they keep us safe.** We will learn about why we have rules in place and why they are so important in keeping us safe.	**LO: To explain the difference between what is fair/ unfair and kind and unkind.** We will discuss the differences between kindness/ unkind and suggest ways in which we can show kindness to others.	**LO: To identify people who are special to us and explain what qualities makes them special.** We will talk about what qualities make someone special. We will identify the special people that we have in our lives.	**LO: To recognise that I belong to a community/ various groups such as my family.** Children will recognise that they belong to part of a community. We will talk about how people in our community help us and how we can in turn help them.	Valuing differences Post assessment

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Computing - Computing Systems and Networks – Technology Around Us

Retrieval	Vocabulary	Knowledge	Skills
Children will have accessed Purple Mash in EYFS including accessing 2 Paint.	Log in Log out My work Save Username Avatar Password Notification	• 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	Lesson 7	Lesson 8
LO: To recognise ways of staying safe online. E safety – National online safety year 1 lesson 1.	**LO: To log in safely.** Unit 1.1 Safe Logins: Children will practice logging in to Purple Mash with their own log in to Purple Mash and create their own Avatar. Explore Purple mash.	**LO: To log in safely. To save a piece of work.** Safe Logins: Children will again practice logging in to their own account. Children will create own picture in 2paint and know how to save it.	**LO: To find a resource using search.** My Work Area Children will learn how to find their saved work. Children will learn how to search purple mash for specific resources.	**LO: To add pictures and text to work.** Purple mash topics Children will become familiar with the topics section, selecting tools. Children will add pictures and text to their work.	**LO: To learn importance of logging out safely. Purple mash tools** Children will learn the icons mean on Purple mash. Children will explore the games area on Purple Mash. Children will learn the importance of logging off.	**LO: To sort objects. Unit 1.2 Sorting away from the computer** Children will sort items using a range criteria.	**LO: To sort by grouping.** Sorting on the computer Children will sort items on the computer using the 'grouping' activities on Purple Mash.

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Music – Dance, Sing, Play

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 of familiar songs. • Create their own songs or improvise a song around a song 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 • 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 listen and respond to the song Twinkle, Twinkle Little Star. To play instruments within the song. • Understanding Music- Find and try to keep a steady beat. • Listen and Respond to the song. • Learn to sing the song. • Play instruments within the song.	**LO: To find and try to keep a steady beat.** To improvise using the notes C,CD,C,D,E within the song. To listen and respond to the song 'In the Orchestra.' • Understanding Music – Follow the rhythmic and melodic patterns. • Listen and Respond to In The Orchestra. • Singing- Learn to sing the song. • Perform the Song.	**LO: To learn to sing the song Daisy Bell (Bicycle Made For Two.)** • Understanding Music – Follow the rhythmic and melodic patterns. Improvise using the backing track. • Listen and Respond to Daisy Bell (Bicycle Made For Two) Learn to sing the song. • Perform the Song.	**LO: To learn to sing the song Dancing Dinosaurs.** **To play instruments within the song.** • Understanding Music - Find and try to keep a steady beat. • Listen and Respond to Dancing Dinosaurs. • Play instruments within the song. • 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 Rock-a-bye Baby** • Understanding Music - Find and try to keep a steady beat. • Listen and Respond to Rock-a-bye Baby • Singing- Learn to sing the song. • Perform the Song.	Assessment Checkpoint • To listen and respond to Sleigh Ride • To choose a song to sing as the end of unit performance.

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pe planning

gymnastics

knowledge organiser : KS1

Gymnastics is an **Olympic** sport that requires a combination of **strength**, **flexibility**, **coordination**, and **balance**.
At competitions, judges award points to Gymnasts for performing good quality leaps, jumps, turns, and acrobatic skills.



neat **straight** **tense**

performance **roll** **teamwork**

balance **express**





STEPS TO SUCCESS

These are the skills I need to achieve success in KS1 Gymnastics:

- To be able to perform 5 key shapes.
- To move with control.
- To balance using different parts of my body.
- To link movements.
- To use different pieces of equipment and apparatus.
- To participate in a performance.

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

Implementation Phase			
Year Group:	One	**Unit:**	Gymnastics – Unit *Two*

Prior Learning Required – Unit One Progression Maps Objectives:

- To move with purpose and accuracy.
- To copy, create and explore different ways of travelling and link a range of movements and shapes, safely.
- To develop balance and coordination.
- Learn and develop the quality of an egg roll.
- Perform basic jumps with quality and control.
- Work well with a partner.
- Remember and repeat sequences of gymnastic actions.

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 travel in different ways. • Step 2: To link movement and shapes. • Step 3: To balance on some large body parts. • Step 4: To land safely when jumping. • Step 5: To use different pieces of equipment and apparatus. • Step 6: To work well with a partner.	**Progression Map Links** (Ensure pupils progress & move forward throughout their primary school years)	**Declarative Knowledge:** • Watch a performance and describe what you enjoyed. • Describe what you enjoy about gymnastics. • Understand why balance is important in lots of different sports and games. **Procedural Knowledge:** • Safely demonstrate flowing movement when travelling in different ways. • Learn and develop the quality of a log roll. • Copy, create movement phases. • Jump and Land safely, and with control, when performing off the floor and apparatus. • Explore large point balances including the shoulder stand. • Create floor and apparatus sequences on your own and with a partner. • Perform and link movements with control using a range of body actions and body parts. • Remember and repeat sequences of gymnastic actions.
Resources & Equipment	• Gymnastic apparatus such as hoops, balls, ribbons, frame, platforms etc. • Cones. • Gymnastic mats. • Marker spots. • Benches. • Whiteboards and pens.	**Key Vocabulary**	• Movement • Travelling • Apparatus • Dish • Performance • Forwards • Backwards • Tuck • Arch • Straight • Star • Balance • Mirroring • Linking • Rolls • Jumping • Landing • Technique • Individual