

Autumn Medium Term Overview 201920

Year Group: 1/2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
50 Years of moon landing Neil Armstrong and Time Peake	Investigate and interpret evidence	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	Share the smart with children, encouraging them to discuss ideas with carpet partners. The clips and timeline help to build up their knowledge of Neil Armstrong and an understanding of what happened. Move to tables and whole class or partner read set of facts about NA which will help to consolidate their knowledge. Ask children to share what they know. Give chn a set of questions about NA. Spread answers about the room. Allow children to move about the room to collect an answer and then match it to the correct question, sticking it in place. (Chn could be extended by asking them to write in one of the answers instead of sticking).
	Build an overview of world history	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	Show chn pic of Tim Peake and the ISS. Do they know who it is or what it is? Watch interview with TP. Read or watch next slide to find out more about the International Space Station. You could Chn share read TP's diary (3 levels to choose from). What can they find out about daily life? Alternatively find out about daily life by watching some clips https://www.nasa.gov/audience/foreducators/stem-on-station/dayinthelife Children imagine they are TP. Write a diary entry for a typical day on the ISS.
	Understand Chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 	Discuss the 2 significant people and their related events that we have learned about. How are they similar? How are they different? Children match pictures, dates and events to create a timeline.
Geography			

Autumn Medium Term Overview 201920

Year Group: 1/2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

	<p>Investigate places</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<p>Discuss children's knowledge of where they live. Provide context by looking at the world, Europe, England, Grantham and finally their address.</p> <p>Locate human and physical features of Grantham on an aerial map.</p> <p>Children to create their own 3D maps of Grantham identifying local landmarks.</p> <p>Discuss the four countries and capital cities of the United Kingdom (this can be done by watching a weather forecast). Year 2 children to revise their knowledge of London from Year 1. Children to sort images of landmarks from London and Grantham.</p>
	<p>Investigate patterns</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 contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. 	<p>Science link – discuss seasonal weather changes in the UK. Create a season wheel showing typical weather in each season.</p> <p>Daily activity – discuss the weather and ask the children to estimate the temperature. Use a thermometer to read the temperature. Add context by discussing how warm we would expect it to be in the UK and how cold we would expect it to be.</p>
	<p>Communicate geographically</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. 	<p>Children to identify local landmarks as human and physical geographical features from photographs provided.</p> <p>Children to understand the basic symbols used in a key (when looking at a map of Grantham).</p>

Autumn Medium Term Overview 201920

Year Group: 1/2

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HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	
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Art & Design

	Develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	Look at different photographs of the moon and relate to learning of the Moon Landing. Use chalk on black picture to recreate their favourite photograph.
	Master Techniques	<p>Collage</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture <p>Textiles</p> <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 	<p>https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-creating-a-collage-landscape/zfrfbdm - to introduce the concept of collage</p> <p>Use a variety of materials (different types of paper) to create a moon collage. Look at how to cut, tear and glue the papers. Discuss selecting the correct colours/tones.</p>
	Take inspiration from the greats	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	Look at the work of Kurt Schwitters said to be the first person to make collages (although some people argue that it was Picasso) as inspiration and an introduction to collage. Look then at the work of Jeannie Baker in her digital media collage book 'Window'.

Design & Technology

	Master practical skills	<p>Materials</p> <ul style="list-style-type: none"> Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). 	<p>Practise running stitch and joining items during continuous provision activities. Which adhesives work best for sticking eyes etc onto materials-chn to experiment with different glues, cello tape etc.</p> <p>Chn to discuss how they will turn their sock/blank material into their puppet.</p> <p>Chn to practise any techniques needed and evaluate as they go along through continuous provision activities.</p>
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Autumn Medium Term Overview 201920

Year Group: 1/2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Textiles</p> <ul style="list-style-type: none"> Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	
	Design, make, evaluate and improve	<ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use software to design. 	<p>Look at pictures of aliens-what features do they have? Which features do you want your alien to have and why? Design your own alien, this could be on a template, where the design is drawn on. Are chn happy with their design? If not how can they improve their design? Chn to create their puppet. Chn to photograph and evaluate their puppet. What would they do next time?</p>
	Take inspiration from design throughout history	<ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. 	<p>Look at photos and real life sock and finger puppets. Discuss the puppets-what skills have you used before that will help? Allow chn to explore puppets-what do they like/dislike about them. How are they put together? What would you change about the puppets you're looking at?</p>

Science

	Work scientifically	<ul style="list-style-type: none"> Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. 	<p>Observe the weather – including day length (later in the year I would suggest that year 2 look back at the data collected so they can make direct comparisons between the seasons) , plants and animals in autumn. Ask questions about why changes occur and suggest reasons for these Complete a weather watch, recording weather during a given period in autumn. (Flexibility to ensure observation of typical autumn weather may be necessary)</p>
	Understand plants	<ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. 	<p>Identify plants in the Academy grounds and in gardens and parks around the local area (link geog). Vocabulary such as deciduous and evergreen, leaves. Leaf structure – explore autumnal leaves (link art, leaf printing etc)</p>

Autumn Medium Term Overview 201920

Year Group: 1/2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
	<p>Understand animals and humans</p>	<ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults. Investigate 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>Identify animals that are common in the UK. Classify - Year 1, has fur / does not have fur (or similar) Year 2 – birds, fish, amphibians, reptiles, mammals, invertebrates. Explore how animals in the local environment adapt to the changing seasons.</p>

Autumn Medium Term Overview 201920

Year Group: 1/2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

	<p>Investigate living things</p>	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Within investigation of plants and animals, identify that things are living, dead or have never been alive (e.g. leaves on trees/falling from trees) Explore how the habitats of animals change in autumn and think about how they adapt. Explore how animals obtain food in the autumn. Look at aspects of the necessity for storage for winter – e.g. squirrels collecting and burying nuts etc. Match the animal to it's food source.</p>
	<p>Investigate materials</p>	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<p>Yr 1 – match object to material. Sort materials into waterproof, strong, flexible etc Group materials according to properties Yr 2 – recap materials and their properties. Suggest a suitable material for a specific purpose. Investigation – Which material should we use to make a pair of gloves/winter hat?</p>
	<p>Understand the Earth's movement in space</p>	<ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<p>Observe the changes from summer to autumn and autumn to winter.</p>

Autumn Medium Term Overview 201920

Year Group: 1/2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Computing			
Y1- Online safety and computer skills	Connect	<ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. 	Twinkl Y1 online safety – six lesson plan Owning creative work, safe image searching, staying SMART online, My personal info, What is email?, keeping safe online Twinkl Y2 online safety- six lesson plan Digital footprints, Keywords for online searches, appropriate websites, review information websites, being kind online, review of information
Y2- Online safety and using the internet	Communicate	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. 	Twinkl Y1 computer skills- six lesson plan Using a mouse or trackpad, switch on and shut down, applications and windows, folders and save, dragging, using our skills Twinkl Y2 Using the internet- six lesson plan One word search, For kids, links, Taking photos, blogging, comments
Music			
Y1 Hey You! (Old school hip hop)	Perform	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	Download the planning summary for each unit from Charanga
Christmas unit	Compose	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	
Y2 Hands Feet Heart (South African styles)			

Autumn Medium Term Overview 201920

Year Group: 1/2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Christmas Presentation	Transcribe	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance.
	Describe music	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.
P.E		
DANCE	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<ul style="list-style-type: none"> Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. <p>Programme 1: Journey to the moon Warm up: children work on their own in a space, stretching out arms and legs in a controlled way and spreading and fluttering fingers, as though they are a star. Take-off to the moon: leaping up and making a curvy pathway through the space, stretching up high. Earth: stretching, with a wide, curved body shape and spinning gently, as though moving around the sun. Sun: standing still in a space and moving arms and hands to depict the sun's rays. Sun and the earth: working with a partner. The earth spins slowly around the sun. Floating in space: isolating arms and legs. Taking light, controlled steps. Shooting stars: spinning arms and zig-zagging quickly around the space. Supernovas: star jumps on the spot. Shooting stars / Supernovas: putting the above movements together to make a sequence, with group A and group B taking it in turns to move, then freeze. Cool down: relaxing and taking deep breaths. Programme 2: Meet the aliens! Warm up: being a supernova. Working on your own and with a partner. Take-off to the moon: working with a partner – showing the pointy nose and firey tail of the rocket, leaping up and making curvy pathways, reaching up high. Saturn and the rings of rock and ice: working with a partner. Curved, outstretched arms and gentle swaying movements for Saturn, low to high swishing movements for the rings of rock and ice. Walking on the moon: isolating arms and legs. Taking light steps around the space, as though on the surface of the moon. Adding an exaggerated jump to create a sequence. The aliens: creating an alien, then exploring the interesting and unique way that it moves. Using a variety of body shapes and gestures to show this. Aliens/ Astronauts: putting the above movements together, to make a sequence, with group A and group B taking it in turns to move, then freeze. The escape:</p>

Autumn Medium Term Overview 201920

Year Group: 1/2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

			<p>working with a partner, using detailed hand movements, to pull levers and press buttons in the rocket. Blast off again: working with a partner to show the fast and exciting homeward rocket journey. Cool down: relaxing and taking deep breaths.</p> <p>Use the planets music to create different dances using the moves they have learned in the lets move sessions.</p> <p>Cosmic Yoga Space stories- Mike and Muttnik on the moon, Mike the cosmic space monkey,</p>
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R.E

<p>Y1 God: What do people believe about God?</p> <p>What do Christians learn and understand about God through Old Testament Bible stories? What do stories in the New Testament tell Christians about Jesus?</p> <p>Y2 – Thankfulness Christianity, Hinduism and Islam. Religious/non-religious beliefs about thankfulness and gratitude; Eid, Sukkot, Harvest, Holi</p>	<p>Understand beliefs and teachings</p>	<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	<p>Y2</p> <p>Introduce what thankfulness is- Children to draw what they are thankful for</p> <p>Introduce Eid, Harvest, Sukkot, Holi using twinkl powerpoints, resources</p>
	<p>Understand practices and lifestyles</p>	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	<p>Y2</p> <p>Make sure that each festival has an artefact, where it is celebrated and how.</p>
	<p>Understand how beliefs are conveyed</p>	<ul style="list-style-type: none"> Name some religious symbols. Explain the meaning of some religious symbols. 	<p>Y2</p> <p>Are there any religious symbols such as food in the festival and why are they important</p>
	<p>Reflect</p>	<ul style="list-style-type: none"> Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life. 	<p>Y2</p> <p>Are there any stories related to the festival that are told?</p>
	<p>Understand values</p>	<ul style="list-style-type: none"> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term ‘morals’. 	<p>Y2</p> <p>What is the moral of the stories?</p>

Autumn Medium Term Overview 201920

Year Group: 1/2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

RSE & PSED			
Health and wellbeing Y1 VOCAB- Clean, similar, different, family, boy, girl, male, female,	Healthy Lifestyles	<ul style="list-style-type: none"> Identify things that keep our bodies healthy Make healthy choices Think how to manage feelings Know basic personal hygiene routines 	Y1-What helps keep bodies healthy; hygiene routines Y2- Healthy choices; different feelings; managing feelings
	Growing and Changing	<ul style="list-style-type: none"> How it feels when there is change or loss Set simple goals Know about growing, changing and becoming more independent That household products can be harmful 	Y1- Recognising what they are good at; setting goals. Change and loss and how it feels Y2- Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)
Y2 VOCAB- Similar, different, sex, gender roles, stereotypes, boy, girl, male, female,	Keeping Safe	<ul style="list-style-type: none"> Know the rules for keeping safe Ask for help if they are worried about something Know what privacy is 	Y1- Keeping safe around household products; how to ask for help if worried about something Y2-Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts