

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

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			
Significant people Y1 - Mary Anning Y2-David Attenborough	Investigate and interpret evidence	- 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.	Y1 Share the smart/pictures and artefacts with children, encouraging them to discuss ideas with partners about who Mary Anning might have been, when was she alive/why do you think she was alive then? Ask children to share what they know or what they have discovered from the things they have looked at and heard. Can they make any links from the idea of fossils to dinosuars?
	Build an overview of world history	- Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.	Y1 Look at the story of Mary Anning (Bone Girl Book and the film from twinkl). Discuss why she was so important. What were the difficulties she faced i.e. being female, family background. Discuss how people still look for fossils and pay interest in the natural world-make brief reference to David Attenborough, national history museum. Chn to sequence her life. Speech bubble explaining her difficulties Look at dinosurs, how do we know what they looked like, ate, acted like etc.

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

	Understand Chronology	• 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.	Y1 Children to sequence her story. Chn to sequence dinosaurs, Mary Anning, David Attenborough and today. How did her discovery impact the world today?
	Communicate historically	• Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	

Geography

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Continents and oceans UK Weather UK landmarks	Investigate places	- 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.	Session 1: Year 1 Investigate the World map (use atlases) What can you identify on the map? Land, water etc. Discuss the different names for masses of water (lake, river, stream, sea, ocean). Can the children find the names of oceans? Back together, discuss and look at the continents. (PowerPoint) Back together, where do we live? Identify Europe. Can you find the countries that children in our school come from? Which continents are they in? (EAL board outside EY may help with this) Do any children in the year group come from a country outside Europe? Session 2: Year 1 Introduce the term landmarks. Look at images and learn a bit about them. Discussion point: Why do you think they are well known / famous? Look at vocabulary of man-made and natural and use question cards to explore the landmarks (see resources). Link art – sketching landmarks Give the children the images and question cards to discuss –guided
	Investigate patterns	- 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	

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		in relation to the Equator and the North and South Poles. Identify land use around the school.	
	Communicate geographically	Use basic geographical vocabulary to refer to: 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. - 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).	Session 3: Year 1 Children to select one of the landmarks studied. Use various sources (online and printed) to find out about it. Draw and write about their chosen 'landmark' using geographical language such as <i>natural, man-made, continent, county</i> etc. Include map to show location. Which landmarks have you visited? Which would you like to visit? Why?

Art & Design

	Develop ideas	- Respond to ideas and starting points - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.	Prepare sketchbook with key vocabulary (primary colours, secondary colours, tints, tones, colour wheel) and inspiration / prompts.
Drawing and painting Wildlife drawing+ painting	Master Techniques	Collage - Use a combination of materials that are cut, - torn and glued. - Sort and arrange materials. - Mix materials to create texture	Link to work on continents and David Attenborough focusing on Africa as this fits in with Steven Brown's work.

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		Textiles • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.	Outcome: Children will master techniques, taking inspiration from Steven Brown's work to draw and paint a wildlife picture of an African animal (Year 2) or a dinosaur (Year 1) Lesson one: prepare sketchbook with key vocab and inspiration. Revisit learning of primary and secondary colours. Create a colour wheel. Lesson two: Add white to colours to make tints. Add black to colours to make tones. Lesson three: drawing techniques – lines of different sizes and thicknesses. Patterns and textures by adding dots and lines. Lesson four: draw an African animal/dinosaur in the style of Steven Brown. Take photocopies of work for next sessions. Lesson five: colour African animal/dinosaur using coloured pencils, neatly following the lines and show different tones by using coloured pencils. Lesson six: paint copy of African animal/dinosaur Choose one secondary colour and paint in different shades and tones.
	Take inspiration from the greats	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	Prepare sketchbook with key vocabulary (primary colours, secondary colours, tints, tones, colour wheel) and inspiration / prompts from artist Steven Brown. Link to work on continents and David Attenborough focusing on Africa as this fits in with Steven Brown's work (Year 2) and Mary Anning (Year 1)

Design & Technology

Y1 Construction and mechanics	Master practical skills	Materials • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre.	Y1 Look at a range of occasion cards and discuss what features they have? E.g. pop up. Moving etc. Explain that we will be creating our own cards but first we need to develop the skills.
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Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Mother's day cards Y2 Construction and mechanics Making a kite		- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). - Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Textiles - 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).	Look at folding 2 pieces of paper to make springs so things jump up or off the front. Chn practise. Look at cutting 2 slits in the middle of the folded paper and sticking a picture to it for an inside pop up. Chn to practise Look at making paper baubles for the inside of a card. Look at the outside of cards and discuss how they link to the inside of a card through a comment or picture.
	Design, make, evaluate and improve	- Design products that have a clear purpose and an intended user. - Make products, refining the design as work progresses. - Use software to design.	Y1 Look at pictures of cards-what features do they have? Which features do you want your card to have and why? Design your own card, 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 card. Chn to photograph and evaluate their card. What would they do next time?
	Take inspiration from design throughout history	- Explore objects and designs to identify likes and dislikes of the designs. - Suggest improvements to existing designs. - Explore how products have been created.	Y1 Look at photos and real life cards. Discuss the cards-what skills have you used before that will help? Allow chn to explore cards-what do they like/dislike about them. How are they put together? What would you change about the cards you're looking at?
Science			
	Work scientifically	- Ask simple questions. - Observe closely, using simple equipment. - Perform simple tests. Identify and classify.	Make observations of seasonal changes from autumn to Winter (1 session)

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Winter Season		- Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions.	
Animals and plants			
Habitats	Understand plants	- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. - 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.	
	Understand animals and humans	- 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.	Identify animals that are common in the UK. Classify - Year 1: - Identify (sort pictures into living (animals and plants), dead, never lived) and classify animals that are native to the UK and Europe (carnivores, omnivores, herbivores). - Link dinosaurs and Mary Anning in History session? Look at the characteristics of the dinosaurs in each group. What are their similarities and differences? Investigate and describe the basic needs of animals:

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		• 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.	• Why do we need to eat? Investigate what different animals need to grow and be healthy. Look at basic categories of what living things need to grow and survive. Create a poster about how to care for 'My Pet Dinosaur' (or other animal) Extension – simple food chain • Investigate how animals, including humans, grow. Stages of growth and development (including animals that lay eggs, have babies, go through metamorphosis. – matching adults to young (cards), with adult – discuss what happens as we grow – stages of human life (baby, toddler, child, teenager, adult)
	Investigate living things	• 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.	See above

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

	Understand evolution and inheritance	Identify how humans resemble their parents in many features.	
	Investigate materials	- 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.	
	Understand the Earth's movement in space	- Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	Observe and record the changes from winter to spring (several short sessions – winter walk, looking for signs of change)
Computing			
	Code	Control motion by specifying the number of steps to travel, direction and turn.	Y1- more detailed planning to be found using Twinkl planit Lesson 1- Understanding that programs follow precise instructions

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Y1 <u>Programming toys</u> Twinkl planning Y2 Coding and programming <u>Preparing for turtle logo</u> Twinkl planning		- Add text strings, show and hide objects and change the features of an object. - Select sounds and control when they are heard, their duration and volume. - Control when drawings appear and set the pen colour, size and shape. - Specify user inputs (such as clicks) to control events. - Specify the nature of events (such as a single event or a loop). - Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?)	Lesson 2- Write a precise instruction Lesson 3- write an algorithm to direct a person Lesson 4- programming a bee bot Lesson 5- Debugging a bee bot Lesson 6- Program a bee bot to go where I want it to. Y2- more detailed planning to be found using Twinkl planit Lesson 1- understand what an algorithm is and turns Left and Right Lesson 2- understand algorithms and quarter and half turns Lesson 3- As lesson two but write as right 90 and left 90 Lesson 4- writing, following and completing algorithms Lesson 5- recognising the language used in algorithms Lesson 6- creating, testing and debugging an algorithm.
	Connect	- Participate in class social media accounts. - Understand online risks and the age rules for sites.	Children to look at the class account on twitter and contribute to it.
Music			
Y1 In the Groove (Funk) Y2 I wanna Play in a band (rock)	Perform	- 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.	See separate planning documentation from Charanga. -Start to learn the song -Sing the song -sing the song and play instrumental parts within the song.

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

	Compose	- 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.	Warm up games Flexible games (optional) Improvise Compose
	Transcribe	Use symbols to represent a composition and use them to help with a performance.	Compose Play composition within your song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance
	Describe music	- Identify the beat of a tune. - Recognise changes in timbre, dynamics and pitch.	-Listen and appraise activities -Warm up games

P.E

Fitness (Core strength) Vocabulary: Balance muscles Aerobic exercise Reaction time Distance	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Gymnastics - Copy and remember actions. - Move with some control and awareness of space. - Link two or more actions to make a sequence. - Show contrasts (such as small/tall, straight/curved and wide/narrow).	Each session should start with a warm up- aerobic exercise- Zumba Kids youtube for ideas- leading to your own routines. Use Skills 2 play sport to develop core skills to help in gymnastics Lesson one- Toe Tappers Lesson two- Grabber Lesson three- back to front challenge Lesson four- spiders webs Lesson five- over, under move and through Lesson six- mix and match
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Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Accuracy Core stability Coordination skills Front support Back support		- Travel by rolling forwards, backwards and sideways. - Hold a position whilst balancing on different 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.	Lesson seven- Stable and able Lesson eight- zig zag Lesson nine- space evader Remaining lessons allow the children to choose their favourite games and create a circuit.
R.E			
Y1 Community – Christianity	Understand beliefs and teachings	- Describe some of the teachings of a religion. - Describe some of the main festivals or celebrations of a religion.	Y1 What does it mean and why does it matter to belong? What belonging means to individual Christians in the locality The church's role in bringing people together, e.g. during key festivals such as Christmas and Easter
Y2 – community Islam			Y2 What do Muslims do to celebrate birth? Birth of a baby as a blessing - aqiqah ceremony, why belonging is special Call to prayer (Adhaan) into baby's ear and taste of something sweet Shaving of head, weighing of hair
Vocabulary In bold	Understand practices and lifestyles	Recognise, name and describe some religious artefacts, places and practices.	Y1 What do Christians do to celebrate birth? What do Muslims do to express their beliefs? Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass Worship in the home Respect for teachers and elders
	Understand how beliefs are conveyed	Explain the meaning of some religious symbols.	Y1 Birth (christening, dedication), meaning of actions and symbols Name some religious symbols.

Spring Medium Term Overview 201920

Year Group: 1 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

RSE & PSED

Relationships	Feelings and Emotions	Y1- recognising feelings in self and others; sharing feelings Y2- Behaviour; bodies and feelings can be hurt	See PSED PLANNING FRAMEWORK Lessons to be delivered in the class and year Assemblies
	Healthy Relationships	Y1- secrets and keeping safe; special people in their lives Y2- listening to others and play cooperatively; appropriate and inappropriate touch; teasing and bullying	
	Valuing difference	Y1&2- Respecting similarities and differences in others; sharing views and ideas.	