

Spring Medium Term Overview 202021

Year Group: 1

GFOL

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
<p><u>Significant Event</u></p> <p><u>The Great Fire of London</u></p> <p><u>Vocabulary (a selection from)</u></p> <p>Reign Parliament Monarchy Tyranny Conspiracy Civil War Tribe Abbey Alliance Britannia Missionary Mayor Bakery Navy Diary Extinguished</p>	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. 	<p>1. What was life like in the 17th century? To develop an awareness of life in the 17th century. To understand how people lived in the 17th century. To understand how society was structured in 17th century London. To understand how the government functioned in 17th century London.</p> <p>2. What was London like at the time of the fire? To develop an awareness of London in the past, leading up to the events in the Great Fire of London. To learn about London's founding as a Roman settlement. To learn about the development of London as an important cultural and economic centre within England. To learn about how London developed architecturally up until the Great Fire of London.</p> <p>3. How did the Great Fire of London start? To understand when and how the fire started. To know that the fire started after midnight on May 2, 1666. It started inside a bakery in Pudding Lane, near London Bridge. To understand how the fire spread. To describe the key features of houses and streets in the seventeenth century. To understand why the City of London's architecture played a key role in the quick spread of the fire. To learn about where people went for safety. To learn about the false accusation against French watchmaker Robert Hubert.</p> <p>4. How was the Great Fire of London put out?</p>
	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. 	
	Understand Chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 	

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<p>Cathedral Material Conflict Compensation Pope Aghast Section Homeless Church Landmark Timeline Date Retell Cart Historical source Information Eyewitness Interpret Entry</p>	<p>Communicate historically</p>	<ul style="list-style-type: none"> • 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. 	<p>To understand the government's response to the fire (with a particular focus on the Mayor Thomas Bloodworth). To learn about the impact of the government's response. To debate whether Mayor Bloodworth's approach was correct. To learn about how the fire was put out.</p> <p>5. What was the impact of the Great Fire of London? To learn about the impact the fire had on London's population. To learn about the impact it had on its physical environment. To learn about the link between the fire and the banishment of the Great Plague of 1665. To learn about the regulations passed with the aim of preventing similar events. To learn about John Evelyn's and Christopher Wren's plans for rebuilding London. To understand the role the Great Fire of London played in the development of the insurance industry. To learn about the establishment of London's first fire brigade.</p> <p>6. To create a timeline of the events of the Great Fire of London. To be able to identify key events of the Great Fire of London. To be able to sort these into the correct chronological order. To be able to retell the events of the Great Fire of London.</p> <p>7. How do we know about the Great Fire of London? To show in discussion, an understanding of what an 'eyewitness' is To recognise aspects of the fire that eyewitnesses saw To know that Samuel Pepys saw the fire and that he wrote about it in his diary. To examine Samuel Pepys' diary entries on the Great Fire of London.</p>
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Geography

London landmarks Continents and oceans	Investigate places	<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>Texts to use: A Walk Through London, The Buildings That Made London, Katie in London</p> <p>Introduction to London – what are the children's experiences of London?</p> <p>Identify the UK and its countries. Locate and identify characteristics of London.</p> <p>Use aerial images and plan perspectives of London to identify landmarks and basic physical features.</p> <p>Draw a London skyline – Stephen Wiltshire Add London landmarks to a map of London</p> <p>Find London landmarks on different London maps</p>
	Investigate patterns	<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	<p>Look at the weather in the UK (London). Identify the seasonal weather patterns. Look at hot and cold areas of the world in relation to the Equator and North and South Poles.</p>

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		<p>world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> Identify land use around the school. 	
	Communicate geographically	<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. 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). 	Look at the key physical and human features of London.

Art & Design

Sculpture <u>Vocabulary</u> medium sculpture sculptor	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. 	<p>Texts to support learning: Luna Loves Art, Katie in London</p> <p>Lesson 1:</p> <p>Use Luna Loves Art to introduce Sculpture. Discuss the difference between the 2D and 3D art in the Tate Modern. Set up sketchbooks using vocab, 4 photographs of sculptures and children's response to the sculptures. https://www.tate.org.uk/kids/explore/top-5/top-5-sculptures</p> <p>Lesson 2:</p>
	Master Techniques	<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. 	

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statute clay slip moulding carving natural two dimensional three dimensional			<p>London sculptures/statues (geography and history link). Look at the different materials that sculptures can be made of (science link).</p> <p>Lesson 3:</p> <p>Sculptures made out of tin foil. Artist study: Alberto Giacometti.</p> <p>Lesson 4:</p> <p>Natural sculptures. Artist study: Andy Goldsworthy, Richard Long (Sahara Circle).</p> <p>Lesson 5:</p> <p>Creating a sculpture out of junk materials. Artist study: Tony Cragg.</p> <p>Lesson 6:</p> <p>Creating a dinosaur sculpture out of clay. Link to London (geography)- Crystal Palace dinosaur statues. https://cpdinosaurs.org/visit/statues/ https://www.bbc.co.uk/programmes/p01154xf</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.	<p>Artists to study: Yayoi Kusama (Pumpkin Yellow and Pumpkin Red), Henry Moore (Family Group), Jeff Koons (Balloon Dog), Louise Bourgeois (Maman), Tony Cragg, Andy Goldsworthy, Alberto Giacometti</p>

Design & Technology

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<p>Construction and materials</p> <p><u>Vocabulary</u></p>	<p>Master practical skills</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). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<p>Lesson one- Today's housing features Children to draw a house for 5 mins. After, discuss what features they have included and what the real life the materials that are used for the features. Look at images of different types of homes today, did they include all of the features? Draw a house again using the sources to help.</p> <p>Lesson two- 1666 housing features Children to have images of houses. Use postits to spot the features and what they think they were made from. Would it be the same as today? What questions would you ask about how the houses are made? Use http://primaryhomeworkhelp.co.uk/houses/tudor.htm to aid the discussion or the smart.</p> <p>Lesson three- design a Tudor house Remind children of what a tudor house looks like and the key features. Children to create a collage of a tudor house design using steps on the smart.</p> <p>Lesson four- make the body of the house Look at the materials we are going to use. Let the children experiment with joining the art straws into rectangular shapes and triangular shapes. (10 mins) Show them techniques to make the shapes stronger (using tape, triangles etc..). Give them instructions on how many of the shape they need to make and the measurements. Join up with a partner. Complete the body of the house together.</p> <p>Lesson five- make the roof and decorate the house Demonstrate how to make the roof and allow the children in their pairs to make and add to their design. Decorate with paper to create the Tudor look.</p> <p>Lesson six- evaluate the design Look at the finished product. Are there any bits that need improving? Which parts went well? Does it look like the design? Why is it different? Complete an evaluation form with your partner.</p>
	<p>Design, make, evaluate and improve</p>	<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>Take inspiration from design throughout history</p>	<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>Science</p>			

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<p><u>Materials</u></p> <p><u>Vocabulary</u> Materials</p> <p>Wood Plastic Glass Paper Metal Wool Rough Smooth Waterproof Absorbent Opaque Transparent Stretchy Object Property Solid Squash Bend Twist Stretch Stretchy Measure Compare Absorb Absorbent Waterproof Natural Man-made</p>	<p>Work scientifically</p>	<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. 	<ol style="list-style-type: none"> 1. What is a material / Naming common materials. <ul style="list-style-type: none"> • Children will learn to identify and name a variety of everyday materials (wood, glass, metal, plastic, water and rock) • Children will match the material to its name. 2. Materials and objects <ul style="list-style-type: none"> • Children will distinguish between objects and materials by naming the objects and identifying the material from which it is made. 3. Properties <ul style="list-style-type: none"> • Children will look at a variety of common materials and learn to vocabulary used to describe them (by looking at and touching them) 4. Testing properties <ul style="list-style-type: none"> • Children will test a range of materials to identify their properties (stretchy, solid, bendy, opaque etc) 5 and 6. Investigation <ul style="list-style-type: none"> • Children will carry out an investigation to ascertain which is the best material for a specific purpose (e.g. an umbrella for teddy). Question to investigate: Which material will make the best umbrella for teddy? 7. Investigation <ul style="list-style-type: none"> • Children to carry out an investigation to find out which materials float and sink. Question to investigate: Which materials float? 8. Investigation: <ul style="list-style-type: none"> • Children to carry out an investigation to find out which material is the most absorbent. Question to investigate: Oh no! Mrs E/H has spilt their water. What should we use to mop it up? 9. Sorting materials <ul style="list-style-type: none"> • Children will use what they have learned (about the properties of materials) to make decisions about how to sort them based on their physical properties.
	<p>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. 	

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Computing

Digital Writing

Grouping Data

Vocabulary

Communicate

- Use a range of applications and devices in order to communicate ideas, work and messages.

1. Explore the keyboard: the learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also be identifying and finding keys, before adding text to their page by pressing keys on a keyboard
2. Adding and removing text: learners will 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 button to remove text from the computer.
3. Exploring the toolbar: learners will 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. The learners will match simple descriptions with the key that they relate to. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.
4. Making changes to text: learners will 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.

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			<p>5. Explaining my choices: learners will 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.</p> <p>6. Pencil or keyboard?: learners will 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 liked best, and think about which method would be the best method to use in different situations.</p>
	To code	<ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. 	
Music			
<p>Y1</p> <p><u>In the Groove (Funk)</u></p> <p><u>Round and Round (Bossa Nova)</u></p> <p><u>Vocabulary</u></p>	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. 	<p>See separate planning documentation from Charanga.</p> <p>-Start to learn the song</p> <p>-Sing the song</p> <p>-sing the song and play instrumental parts within the song.</p>

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<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <p>• Rhythm – long and short sounds or patterns that happen over the pulse.</p> <p>• Pitch – high and low sounds.</p> <p>• Tempo – the speed of the music; fast or slow or in-between.</p> <p>• Dynamics – how loud or quiet the music is.</p> <p>• Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>• Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p>• Structure – every piece of music has a structure e.g. an introduction, verse and chorus/ending.</p> <p>• Notation – the link between sound and symbol.</p>	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. 	<p>Warm up games</p> <p>Flexible games (optional)</p> <p>Improvise</p> <p>Compose</p>
	Transcribe	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 	<p>Compose</p> <p>Play composition within your song</p> <p>Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p>
	Describe music	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<p>-Listen and appraise activities</p> <p>-Warm up games</p>
P.E			
<u>Ball Skills</u>	Develop practical skills	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. 	<p>Ball Skills</p> <p>LESSON 1 To develop control and co-ordination when dribbling a ball with your hands.</p>

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<p><u>Sending and receiving</u></p> <p><u>Vocabulary</u> Teamwork, communication, planning. Target, track, receive, partner, opponent and send.</p>	<p>in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<p>LESSON 2 To explore accuracy when rolling a ball. LESSON 3 To explore throwing with accuracy towards a target. LESSON 4 To explore dribbling and rolling skills developing control and accuracy. LESSON 5 To explore catching with two hands. To recognise changes in the body during exercise. LESSON 6 To explore control and co-ordination when dribbling a ball with your feet. LESSON 7 To explore tracking a ball that is coming towards me. SENDING AND RECEIVING LESSON 1 To roll a ball towards a target LESSON 2 To be able to track and receive a rolling ball LESSON 3 To be able to stop, send and receive a ball with your feet. LESSON 4 To develop sending and receiving a ball with your feet. LESSON 5 To develop throwing and catching skills LESSON 6 To develop throwing and catching skills.</p>
<p>R.E</p>			
<p>Christian</p> <p>Faith in everyday life <u>Vocabulary</u></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>Overview: Being human: How does faith and belief affect the way people live their lives? What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p>

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	Understand practices and lifestyles	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	<p>Lesson 1: What does the Bible say about how Christians should treat others/live their lives? Through parables – the story of the Good Samaritan. What does it teach Christians? Children to think of an occasion when they have helped someone.</p> <p>Lesson 2: Read the story of Adam and Eve. Discuss choices. Why should we think carefully about our choices? What happens when we make a choice (consequences). Relate to choices that the children make at school.</p> <p>Lesson 3: Show the children an image of a group of people. Ask them to look at the people in different jobs. Talk about the roles that these people take on. Did they always do these jobs? How did they all start out? Discuss 'all humans are created equal and special'</p> <p>Lesson 4: Recap last lesson. Tell the children about the 'greatest commandments' as told in the Bible . Jesus' taught that we should treat each other as special and equal, (e.g. the Greatest Commandment (Mark 12:30-31), the Golden Rule (Matthew 7:12)). Discuss what He meant by this. Children to draw their friends and family – all special and equal.</p> <p>Lesson 5 - 8: How can Christian faith and beliefs be seen in the actions of inspirational Christians? □ Examples from the Bible</p> <p>5: Daniel and the lion's den (cloze procedure). Discuss the belief in Christianity that God saved Daniel as he was good and honest.</p> <p>6 and 7: Noah (including the song 'The animals went in 2 by 2'). Christians believe that God rewards hard work, and that God will provide the tools that they will need to succeed. Noah had faith that God was right so did exactly as he was asked to do and God kept him safe.</p> <p>8: David and Goliath: Read and discuss the story. It teaches Christians about courage, faith and overcoming what might seem impossible.</p>
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Explain the meaning of some religious symbols. 	

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			<p>Lesson 9-12: The easter story.</p> <p>Lesson 9: Lent. What is it? Why do Christians give up something / make a sacrifice? Children to think about what sorts of things they might give up for Lent if they were to participate.</p> <p>Lesson 10: Palm Sunday. The beginning of Holy Week, the last week of Lent. Why do Christians create palm crosses? What do they represent and remind Christians of?</p> <p>Lesson 11: Easter Sunday. Talk about the miracle of Jesus' rising from the dead. Why were the disciples so surprised? What did God want Christians to learn from this?</p> <p>Lesson 12: How do we celebrate Easter? Symbolism of eggs, idea if fresh starts / new life.</p>
RSE & PSED			
<p>Living in the Wider World</p> <p>Vocab Unique, responsibility, co-operate, similarities, differences.</p>	Community	<ul style="list-style-type: none"> About examples of rules in different situations, e.g. class rules, rules at home, rules outside. That different people have different needs How we care for people, animals and other living things in different ways How they can look after the environment e.g. recycling. 	<p>Lesson 1 and 2-Describe how you would like your classroom to be? Explain who or what they are responsible for in their classroom. Explain what rules me and how they help us. Give suggestions for what could be included in class rules and explain why they are important. Explain why it is important for them to carry out classroom responsibilities and what happens responsibilities are not carried out. Identify when this might be more different or challenging and what to do in these situations.</p> <p>Lesson 3-explain that people and animals need to be looked after and cared for. Identify some of the needs of all living things including themselves/pets/animals. 2Describe some ways of looking after themselves and others. Explain why we need to be able to take turns and share things/places and return things that are borrowed. Identify who they can tell if they are worried their needs are not being met.</p> <p>Lesson 4-identify different groups they belong to e.g. friends, class, year group, faith. Identify the different roles within them e.g. friend, pupil, member, leader. Describe what it is like to be part of the group e.g. special people, special places what they do there or when they are with a group. Explain what is special about the groups they belong to.</p>

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			<p>Lesson 5 and 6-identify what the local environment is like. Describe what makes the local environment pleasant/not pleasant. Identify what can harm different environments. Suggest some ways people can care for the environment. Identify what they can do/not do to help care for the environment.</p> <p>Lesson 7-explain that being unique means that there is only one of something and nothing else the same exists anywhere in the world. Recognise that this means every single person is special and valuable just as they are. Recognise they are unique, no one is exactly like them. Identify things that they think are unique or special about themselves.</p> <p>Lesson 8- recognise some of the things they have in common with others including physical similarities. Recognise that there are other similarities between people that are not immediately obvious e.g. birthday month. identify common likes and dislikes between themselves and others. Explain what they share in common with someone else even if at first, they thought there were only differences.</p>
	Media Literacy	<ul style="list-style-type: none"> • How and why people use the internet • The benefits of using the internet and digital devices • How people find things out and communicate with others online. 	<p>Lesson 11-recognise when and where people use the internet. What do they use the internet for? What can you do on the internet e.g. shopping, banking, medical advice? How does having the internet and digital devices benefit us?</p> <p>Lesson 12-How do we use the internet to find things out? What can we found out on the internet? How can we communicate with people and have you ever used the internet to communicate with others? How do we communicate safely?</p>
	Money and work	<ul style="list-style-type: none"> • That everyone has different strengths, in and out of school. • About how different strengths and interests are needed to do different jobs • About people whose job it is to help us in the community • About different jobs and the work people do. 	<p>Lesson 9 and 10-recognise what money looks like. Identify how money is obtained (won, borrowed, found, earned, presents). Give some examples of some ways that money can be used (saved/spent). Identify what might make someone want to spend or save their money. Explain where money can be stored to keep it safe.</p>