

# Autumn Medium Term Overview 202122

Year Group: 1 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1	Activities (that relate to Threshold Concepts and the Milestone indicators)
<b>History</b>			
<p><b><u>Significant Events</u></b></p> <p><u>The Gunpowder Plot</u></p> <p><b><u>Vocabulary</u></b></p> <p>Parliament Westminster Catholic Protestant Treason Punishment Gun powder plot</p>	<b>Investigate and interpret evidence</b>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<p><b>Lesson 1</b>-Who was Guy Fawkes? Ask the children what they already know about 'Guy Fawkes' Discuss briefly who he was and when he lived. Look at resources to discuss what life was like then in comparison to now. Timeline significant events.</p> <p><b>Lesson 2</b>- Talk about King James and his ideas about protestant vs Catholic religion. Explain how this upset people and a group of men including Robert Catesby, John and Christopher Wright, Robert and Thomas Wintour and Guy Fawkes decided to blow up the houses of parliament to kill the King and his family.</p> <p>Discuss how they would feel if they were told they couldn't do the things they believed in. Speech bubble of emotions.</p> <p><b>Lesson 3</b>-Discuss the plot- The first meeting was on 20 May 1604. Catesby was joined by his friends Thomas Wintour, Jack Wright and Thomas Percy at the Duck and Drake, in the Strand. The fifth person was Guy Fawkes. Originally from York, he had been recruited in Flanders, where he had been serving in the Spanish Army. They discussed their plan to blow up Parliament House, and shortly afterwards leased a small house in the heart</p>
	<b>Build an overview of world history</b>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	
	<b>Understand Chronology</b>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<p>of Westminster, installing Fawkes as caretaker, under the alias of John Johnson. Invitation on stained paper.</p> <p><b>Lesson 4</b>-How did the plot go wrong? Explain that a member of the group possibly Tresham, sent an anonymous letter to a member of parliament warning them to stay away. This was shared with Salisbury raising suspicions along with sightings of Guy Fawkes and Catesby together. So Earl of Salisbury King James first minister ordered a search of Westminster and the plot was discovered. Ordering of significant events.</p> <p><b>Lesson 5</b>- What happened after? Guy Fawkes was discovered and arrested, He was interrogated, but never said anything. Explain in those days, people who broke the law could be killed. The rest of the men escaped but were wanted. On stolen horses they rode to Holbeche House in Staffordshire. 200 men led by Sir Richard Walsh, the High Sheriff of Worcestershire followed and after a quick confrontation, many of the plotters were killed or arrested. Wanted poster for Robert Catesby and men.</p> <p><b>Lesson 6</b>-What impact did their actions have? Ask the children what they predict happened afterwards between the protestants and the Catholics? Explain that Catesby wanted to help the Catholics, but his actions caused them to suffer the longest as a result of the Gunpowder Plot. New laws were passed preventing them from practising law, serving as officers in the</p>
	Communicate historically	<ul style="list-style-type: none"> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>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.</li> </ul>	

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			<p>Army or Navy, or voting in local or Parliamentary elections. Thirteen plotters certainly proved an unlucky number for British Catholics: stigmatised for centuries, it was not until 1829 that they were again allowed to vote.</p> <p><b>Lesson 7-</b> How do we remember the actions of Guy Fawkes and Robert Catesby? Discuss the celebration of bon fire night. Talk about the traditions, date, song etc. Bon fire night art pictures using black paper and chalk.</p>
<b>Geography</b>			
<p><b><u>Mapping the World (including a study of Grantham)</u></b></p> <ul style="list-style-type: none"> <li>What is the Earth and how is it represented?</li> <li>Identify N Pole, S Pole, hemispheres and Equator.</li> <li>Points of the compass – N, S, E, W.</li> <li>Compare globe, map, atlas and satellite images (Grantham as focus, 2 sessions)</li> <li>Grantham landmarks</li> </ul> <p>Vocabulary: Planet Continent Country County</p>	<p><b>Investigate places</b></p>	<ul style="list-style-type: none"> <li>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?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Use aerial images and plan perspectives to recognise</li> </ul>	<p><u>Lesson One</u> What is the Earth? How is it represented? Compare globe, atlas, OS map online map (google maps), Satellite images, world map. Discuss purposes and uses.</p> <p><u>Lesson Two</u> Identify the North Pole, South Pole, northern and southern hemispheres and the Equator (globe and world map)</p> <p><u>Lesson Three</u> Learn about the points of a compass (N,S,E,W) (outside if possible) Use compass (poss on ipads?) Points of the compass game.</p> <p><u>Lesson Four</u> Where is Grantham? Which is the best way to show/find Grantham? UK map, globe,</p>

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City Town Village Human features Physical features Population landmarks		landmarks and basic physical features. <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's continents and oceans.</li> </ul>	atlas, satellite images. Mark G'tham on a map of the UK and label it. Id the countries and capitals of the UK. <u>Lesson Five</u> Discuss what makes Grantham a town Look at photographs of Grantham landmarks. Discuss which are man-made (human) and which are physical features. Compare to city, village, countryside (rural areas)  <u>Lesson Six</u> Matching aerial images to photographs of Grantham landmarks and finding on a basic map.  <u>Lesson 7</u> Create own map showing their route to school. (Adult support – in CP)?
	<b>Investigate patterns</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Identify land use around the school.</li> </ul>	
	<b>Communicate geographically</b>	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• 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.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	
<b>Art &amp; Design</b>			
<b>Theme: animals</b>  <b>Artwork for sketchbooks:</b>  <b>Henri Rousseau – Tiger in a tropical storm</b>  <b>Steven Brown – Francie and Josie McZoo</b>  <b>Rosa Bonheur –The Horse Fair</b>  <b>Franz Marc – Monkey Freize</b>  <i>Painting</i>	<b>Develop ideas</b>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<u>Lesson One</u> Warm up activity – draw a quick sketch of the class animal (on paper – keep for review later in the term) Introduction to artists and art work (see column 1). Children to discuss the different artworks and state preferences. Sketchbook set up (adult to do) Artist study: Henri Rousseau Master Techniques: thick and thin brush strokes  <u>Lesson Two</u> Review: artists and animal paintings. Artist study: Steven Brown Master techniques: how to mix primary colours to make secondary colours. Basic colour wheel.
	<b>Master Techniques PAINTING</b>   <b>DRAWING</b>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> </ul>	

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- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

## *Drawing*

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

## Vocabulary

Primary colours

Secondary colours

Vivid

Symmetrical

Emotions

Artist

Tints

Shades

Tones

Colour wheel

Pattern

- Show different tones by using coloured pencils.

## Lesson Three

Artist Study: Franz Marc

Master techniques: paint mixing (recap primary and secondary colours). Discuss the tints in the picture – where the colour appears lighter. Explore mixing a colour with white to make it lighter (for tints).

## Lesson Four

Review: Tints using white to lighten the colour

Artist Study: Franz Marc

Master techniques: Shade – create a darker shade of the colour by mixing in black.

## Lesson Five

Warm up activity:

Review: Steven Brown (look at the patches on the giraffes and the tones within them)

Master techniques: make shades, tints and tones. Use outline of F and J Mczoo. Children to complete it (painting) using shades, tints and tones.

## Lesson Six

Warm up activity: sketching video creating pattern and texture.

Review: creating texture using lines and patterns.

Master techniques: Carousel:

- Draw lines of different sizes and thickness.

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texture			<ul style="list-style-type: none"> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>
	Take inspiration from the greats	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<p>Henri Rousseau – Tiger in a tropical storm</p> <p>Steven Brown – Francie and Josie McZoo</p> <p>Rosa Bonheur –The Horse Fair</p> <p>Franz Marc – Monkey Freiz</p>

## Design & Technology

<p>Introduction unit 1.1 What is Design and Technology? (pages 31-34)</p> <p>Solid structures (pages 59-78)</p> <p>strength</p> <p>stability</p> <p>finger fluency</p> <p>design inspiration</p> <p>guided design-think</p> <p>guided design-break</p> <p>guided design-re-think</p> <p><b><u>Vocabulary</u></b></p>	Master practical skills	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>	<p><b>Lesson 1</b>-discuss what design Technology involves e.g. designing, investigating, constructing, evaluating, redrafting. Introduce chn to the word structure: Look at stability.</p> <p><b>Lesson 2</b> Stability 2</p> <p><b>Lesson 3</b> Strength</p> <p><b>Lesson 4</b> Introduce chn to the word frame</p> <p>Frame structures: finger fluency</p> <p><b>Lesson 5</b> Frame structures: design inspiration</p> <p><b>Lesson 6</b> Frame structures: guided design-think</p> <p><b>Lesson 7</b> Frame structures: guided design-break and rethink</p>
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	<b>Design, make, evaluate and improve</b>	<ul style="list-style-type: none"> <li>Design products that have a clear purpose and an intended user.</li> <li>Make products, refining the design as work progresses.</li> <li>Use software to design.</li> </ul>	
	<b>Take inspiration from design throughout history</b>	<ul style="list-style-type: none"> <li>Explore objects and designs to identify likes and dislikes of the designs.</li> <li>Suggest improvements to existing designs.</li> <li>Explore how products have been created.</li> </ul>	

## Science

<b>Working scientifically</b>  <b>Materials</b>	<b>Work scientifically</b>	<ul style="list-style-type: none"> <li>Ask simple questions.</li> <li>Observe closely, using simple equipment. Perform simple tests. Identify and classify.</li> <li>Use observations and ideas to suggest answers to questions.</li> <li>Gather and record data to help in answering questions.</li> </ul>	<b>Working scientifically will run through the Materials lessons.</b> <b>Lesson 1:</b> What is a scientist? What does a scientist look like? Why are scientists important? Can we be scientists too? <b>Lesson 2:</b> Naming materials: Identify and name a variety of everyday materials (wood, plastic, glass, metal, water, rock). Match the material to its name. <b>Lesson 3:</b> Materials and objects. Distinguish between an object and the material from which it is made. Name objects and say what they are made from. <b>Lesson 4:</b> Properties of materials. Distinguish between materials and describe their properties. Identify materials by their properties. Feely bag game and matching.
		<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> </ul>	



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		<ul style="list-style-type: none"> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</li> </ul>	<p><b>Lesson 5:</b> Testing the properties of materials. Carry out a simple investigation (eg to test the strength and/or flexibility of different materials).</p> <p><b>Lesson 6:</b> Umbrella investigation. Teaching the children about fair tests and using an investigation to answer a simple question.</p> <p><b>Lesson 7:</b> Sorting and grouping everyday materials according to their physical properties. Use scientific vocabulary learnt in explain how the materials have been sorted.</p> <p><b>Lesson 8:</b> Fair tests and using investigations to answer questions. Olaf is melting. Which material should he use to try to stop him from melting?</p> <p><b>Lesson 9:</b> Squashing and squeezing investigation. Can you change the shape of all of these materials by squashing them?</p> <p><b>Lesson 10:</b> Stretching investigation</p> <p><b>Lesson 11:</b> Which fabric would make the best curtains for the teddy/class animal?</p> <p><b>Lesson 12:</b> Create a junk boat. Can the children choose appropriate materials to make their boat using what they have learnt? Adults to assess understanding using observation and discussions with individuals.</p>
Computing			
<p><b>Technology around us</b></p> <p>In this unit, learners will develop their understanding of technology and how it can help us. They will start to</p>	<ul style="list-style-type: none"> <li>• Communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in class social media accounts.</li> <li>• Understand online risks and the age rules for sites</li> </ul>	<p>Lesson one: Technology round us</p> <p>Technology is all around us, and we use it regularly throughout daily life. In this lesson, learners will become familiar with the term</p>

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<p>become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p> <p><b>Digital painting</b> During this unit, learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> <p><b><u>Vocabulary</u></b> Information Technology, computers, file, move, resize, compare, example, connected, safety, rules, responsibly, guidance</p> <p><b>Creating Media- Photography</b></p> <p><b><u>Vocabulary</u></b> Devices, digital, photograph, landscape, portrait, composition,</p>	<ul style="list-style-type: none"> <li>• Connect</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages</li> </ul>	<p>'technology'. Referring to objects in their own school or classroom, they will learn to classify what is and what is not technology, plus they'll practice explaining how it helps us.</p> <p>Lesson two: Using technology In this lesson, learners will get to know the main parts of a desktop or laptop computer. They will apply this knowledge to use a computer to complete a mouse-based task.</p> <p>Lesson three: Developing mouse skills This lesson builds on the basic mouse skills introduced in lesson 2. Learners will have the opportunity to apply mouse skills to a more open-ended, creative task.</p> <p>Lesson four: Using a computer keyboard In this lesson, learners will experience using another input device: the computer keyboard. They will combine the use of the keyboard with use of the mouse to create a digital image with text.</p> <p>Lesson five: Developing keyboard skills In this lesson, learners will become more familiar with the keyboard. They will recap skills introduced in the previous lesson and develop them further by using a greater range of keys on the keyboard.</p>
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improve, lighting, focus, artificial,  
editing, adjust, real, changed

Lesson six: Using a computer responsibly  
In this lesson, learners will be introduced to the concept of using computers safely, within the context of a school setting. They will explore why we have rules in school and how those rules help us, and then apply that to rules needed for using computer technology safely.

Lesson seven: How can we paint using computers?

This lesson introduces learners to the freehand tools available for digital painting.

To describe what different freehand tools do

- I can make marks on a screen and explain which tools I used
- I can draw lines on a screen and explain which tools I used
- I can use the paint tools to draw a picture

Lesson eight: Using shapes and lines.

This lesson introduces learners to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist.

To use the shape tool and the line tools

- I can make marks with the square and line tools
- I can use the shape and line tools effectively

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			<ul style="list-style-type: none"><li>● I can use the shape and line tools to recreate the work of an artist</li></ul> <p>Lesson nine: Making careful choices This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist. To make careful choices when painting a digital picture</p> <ul style="list-style-type: none"><li>● I can choose appropriate shapes</li><li>● I can make appropriate colour choices</li><li>● I can create a picture in the style of an artist</li></ul> <p>Lesson ten: Why did I choose that? This lesson increases learners' understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky. To explain why I chose the tools I used</p> <ul style="list-style-type: none"><li>✎ I know that different paint tools do different jobs</li><li>✎ I can choose appropriate paint tools and colours to recreate the work of an artist</li><li>✎ I can say which tools were helpful and why</li></ul> <p>Lesson eleven: Painting all by myself</p>
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			<p>Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.</p> <p>To use a computer on my own to paint a picture</p> <ul style="list-style-type: none"> <li>● I can make dots of colour on the page</li> <li>● I can change the colour and brush sizes</li> <li>● I can use dots of colour to create a picture in the style of an artist on my own</li> </ul> <p>Lesson twelve: Comparing computer art and painting.</p> <p>Learners compare their preferences when creating paintings on computers and on paper.</p> <p>To compare painting a picture on a computer and on paper</p> <ul style="list-style-type: none"> <li>● I can explain that pictures can be made in lots of different ways</li> <li>● I can spot the differences between painting on a computer and on paper</li> <li>● I can say whether I prefer painting using a computer or using paper</li> </ul>
<b>Music</b>			
<p>Y1</p> <p>Unit 1: How do we make friends when we sing together?</p>	<b>Perform</b>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> </ul>	<p><b>See separate planning documentation from Charanga.</b></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>Unit 2: How does music tell us stories about the past?</p> <p><b>Vocabulary</b> 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. Pulse – the regular heartbeat of the music; its steady beat. •Rhythm – long and short sounds or patterns that happen over the pulse. •Pitch – high and low sounds. •Tempo – the speed of the music; fast or slow or in-between. •Dynamics – how loud or quiet the music is. •Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. •Texture – layers of sound. Layers of sound working together make music very interesting to listen to. •Structure – every piece of music has a structure e.g. an introduction, verse and chorus/ending. •Notation – the link between sound and symbol.</p>		<ul style="list-style-type: none"> <li>Imitate changes in pitch.</li> </ul>	
	<b>Compose</b>	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>	<p>Warm up games Flexible games (optional) Improvise Compose</p>
	<b>Transcribe</b>	<ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<p>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</p>
	<b>Describe music</b>	<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>	<p>-Listen and appraise activities -Warm up games</p>
<b>P.E</b>			
<p>Get set for PE</p> <p>Fundamentals</p>	<b>Develop practical skills in order to participate,</b>	<ul style="list-style-type: none"> <li>Use the terms 'opponent' and 'team-mate'.</li> </ul>	<p><b>LESSON 1</b> To explore balance. Stability and landing safely. <b>LESSON 2</b></p>

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<p><b><u>Vocabulary</u></b> balancing, running, changing direction, jumping, hopping and skipping, isolation and combination.</p> <p>Dance</p> <p><b><u>Vocabulary</u></b> Swaying, floating, gust, swirling, galloping. Aim, target, underarm, overarm, accuracy, distance.</p>	<p><b>compete and lead a healthy lifestyle</b></p>	<ul style="list-style-type: none"> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul> <ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>To explore how the body moves differently when running at different speeds.</p> <p><b>LESSON 3</b> To explore changing direction and dodging.</p> <p><b>LESSON 4</b> To explore jumping, hopping and skipping actions.</p> <p><b>LESSON 5</b> To explore coordination and combining jumps.</p> <p><b>LESSON 6</b> To explore combination jumping and skipping in an individual rope.</p> <p><b>LESSON 1</b> Counting. To explore travelling actions. To be able to use counts of 8 to move in time with music.</p> <p><b>LESSON 2</b> Trees and leaves. To remember and repeat actions. To respond imaginatively to a stimulus.</p> <p><b>LESSON 3</b> Pirates. To copy, remember and repeat actions that represent the theme.</p> <p><b>LESSON 4</b> Pirates. To copy, remember and repeat actions. To choose and perform actions that represent the theme.</p> <p><b>LESSON 5</b> The lost toy. To use expression to show feelings. To create actions that relate to a story.</p> <p><b>LESSON 6</b></p>
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			<p>The Lost Toy. To use a pathway when travelling. To remember and repeat actions.</p> <p><b>LESSON 7</b> Puddles. To choose actions that represent the theme. To copy, remember and repeat actions that represents the theme.</p> <p><b>LESSON 8</b> Puddles. To show changes in expression, level and shape.</p>
<b>R.E</b>			
<p><b>God Christianity</b> What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus? (parables, miracles, followers) <b>Pg: 15</b></p> <p><b>Community – Christianity Living</b> What do Christians do to express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world? <b>Pg: 15</b></p>	<b>Understand beliefs and teachings</b>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> </ul>	<p><b>Lesson 1</b>-Who is God to Christians? Look at the creation story.  <b>Lesson 2</b>-Story of Adam and Eve  <b>Lesson 3</b>- Jonah and the Whale  <b>Lesson 4</b>- Daniel and the Lion's Den  <b>Lesson 5</b>- The Good Samaritan  <b>Lesson 6</b>- Who is Jesus to Christians? Talk about some of his miracles e.g. Feeding of the 5000  <b>Lesson 7</b>- Healing of the Blind man, the paralysed man and the leper.</p> <p>All stories to be read to the children and discuss how the stories show what kind of people God and Jesus were, what messages do these stories teach Christians about how to live etc?            Activities include clozed procedures, ordering of the story, speech bubbles, how can we help others in need?</p>
	<b>Understand practices and lifestyles</b>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices. Lesson 7-</li> <li></li> </ul>	
	<b>Understand how beliefs are conveyed</b>	<ul style="list-style-type: none"> <li>Name some religious symbols</li> <li>Explain the meaning of some religious symbols.</li> </ul>	



# Autumn Medium Term Overview 2021/22

Year Group: 1 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

<b><u>Vocabulary</u></b> Old testament New testament Bible God Jesus Christianity forgiveness Miracle Teachings Worship Prayer Baptism Confirmation Easter Christmas Celebration Community Festival Church Pastor Bible Hymn Sunday Minister Church Preist Service Wedding Chapel Worship	<b>Reflect</b>	<ul style="list-style-type: none"><li>Identify the things that are important in their own lives and compare these to religious beliefs.</li><li>Relate emotions to some of the experiences of religious figures studied.</li><li>Ask questions about puzzling aspects of life.</li></ul>	<b>Lesson 1</b> -Display a cross or a picture of a cross. Show pupils a photograph of the church. Pose questions about it – What is this building? Where? Who goes there? When? What can you see, its name etc. Show pictures of the inside of the place of worship and some appropriate Christian artefacts. Ask if anyone can describe / explain what he or she is seeing. Have pictures and names of items pupils will see inside and outside the church they will visit and play a matching 'find your partner' game. <b>Lesson 2</b> - Continue on from last week and revisit what churches have inside them e.g. pews, font, lecturn, pulpit etc. Talk about each item and then label on a sheet. <b>Lesson 3</b> - Discuss what role the church plays in the local community e.g. a place where weddings, funerals, christenings happen. A place to worship in a service or on your own. Discuss why some people pray on their own in churches. <b>Lesson 4</b> - What are the key Christian festivals; discuss what they are, why they are celebrated and when they are celebrated. Include Christmas, lent Easter ascension day, Whitsun and Trinity Sunday. Order these against a monthly timeline <b>Lesson 5, 6 and 7</b> -Foscus on the Christmas story. Separate the story into 3 sections and share.
	<b>Understand Values</b>	<ul style="list-style-type: none"><li>Identify how they have to make their own choices in life.</li><li>Explain how actions affect others.</li><li>Show an understanding of the term 'morals'</li></ul>	

RSE & PSED

# Autumn Medium Term Overview 202122

Year Group: 1 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

<p>Relationships</p> <p><b><u>Vocabulary</u></b></p> <p>Family similar, different, polite, rules, privacy, respect, environment, unique, special, feelings, love, healthy, hygiene</p>	<p>Families and Friendships</p>	<p>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <p>the role these different people play in children's lives and how they care for them</p> <p>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>about the importance of telling someone — and how to tell them — if they are worried about something in their family</p>	<p><b>Lesson 1</b>-Who are our special people? What makes them special to us? How do they look after us and us after them? How can we help people who look after us?</p> <p><b>Lesson 2/3</b>-Who is in our family. Are all families the same?</p> <p><b>Lesson 4</b>- Do we have to keep promises and secrets if someone says so? When should we tell someone? Who can we tell? Will we get in trouble if we tell? What should someone do if they are asked or told to keep a secret they feel unsure about?</p>
	<p>Safe relationships</p>	<p>about situations when someone's body or feelings might be hurt and whom to go to for help</p> <p>about what it means to keep something private, including parts of the body that are private</p> <p>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>how to respond if being touched makes them feel uncomfortable or unsafe</p>	<p><b>Lesson 5/6</b>-How do we feel today? How do we show/tell people how we are feeling? How do others show their feelings? How do we help if someone is feeling unhappy?</p> <p><b>Lesson 7</b>- How do people keep things private? How do we know when someone wants to keep things private? Should we keep everything private?</p> <p><b>Lesson 8</b>- How does it feel in our bodies when someone who makes us feel safe and happy cuddles us? How do our bodies react when we don't want to be touched? If something is happening that we do not like what can we say or do? How else can we say no to being touched? Who should we tell if we feel uncomfortable, worried or confused?</p>

# Autumn Medium Term Overview 202122

Year Group: 1 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

		<p>when it is important to ask for permission to touch others</p> <p>how to ask for and give/not give permission</p>	
	Respecting ourselves and others	<p>what kind and unkind behaviour mean in and out school</p> <p>how kind and unkind behaviour can make people feel</p> <p>about what respect means</p> <p>about class rules, being polite to others, sharing and taking turns</p>	<p><b>Lesson 9-</b> When people talk about behaviour what do they mean? When have we been kind to someone and how did it make them/us feel? How does it feel to do the right thing? How does it feel to do the wrong thing?</p> <p><b>Lesson 10/11-</b> How do we know when someone is listening to us? How does playing nicely look? What is it like when we play together well? How can we play better together? Who helps us at home/school? How does being helped feel? How can we help others?</p> <p><b>Lesson 12-</b> Why should we let others know of our ideas and thoughts? Why is it important to listen to the ideas and thoughts of others? What if these are different to our own?</p>