

# Spring Medium Term Overview 202021

Year Group: 1

GFOL

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

Breadth		Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
<b>History</b>			
<b><u>Significant Person</u></b>  <u>Mary Anning</u>  <b><u>Vocabulary (a selection from)</u></b>	<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> Timeline possibly including dinosaurs/Guy Fawkes/Neil Armstrong moon landings/Mary Anning/Boris Johnson Prime Minister/when you were born.</p> <p><b>Lesson 2:</b> Show the children the egg that has been found in the playground. What kind of animal do you think could have laid the egg? Look at the size of it, how big do you think this creature would have been? Read the story 'Stone girl, bone girl' to the chn. What did Mary find? Why was this discovery so exciting? Show pictures of fossils. Discuss what they can see with talk partners.</p> <p><b>Lesson 3:</b> Watch Mary Anning film <a href="#">The life and work of Mary Anning - Bing video</a> Question children throughout – why do you think she did not go to school? Do you think her family had much money? Do you think she lives in a town or city? In pairs, children to order the events to represent Mary Anning's life so far.</p> <p><b>Lesson 4:</b> Read story 'Stone Girl Bone Girl' again and discuss what chn already know about Mary Anning. Watch video on <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary_anning/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary_anning/</a> Discuss why Mary Anning is famous and read through the information on the website.</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>	<p>Question chn throughout - why do we remember Mary Anning? What is she famous for? People had found fossils before - why was her discovery so important? What difficulties did she face-focus on the fact she was female and poor.</p> <p>What do you find most interesting about her life? Imagine you were telling someone about Mary Anning, what important details would you tell them?</p>

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	<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><li>Recount changes that have occurred in their own lives.</li><li>Use dates where appropriate.</li></ul>	<b>Lesson 5:</b> How did dinosaurs become extinct and fossilised for us to discover them?
	<b>Communicate historically</b>	<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>	

Geography

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<p><b>The United Kingdom,</b> including a study and comparison of the four countries</p> <ul style="list-style-type: none"><li>• What is the UK? How does it differ from GB?</li><li>• Identify the four countries of the UK and locate on a map. Flags of the UK. Seas around the UK.</li><li>• England, N. Ireland, Scotland, Wales – incl. capital and major cities, borders, urban vs rural, landmarks</li><li>• Compare and contrast countries of UK</li></ul>	<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 landmarks and basic physical features.</li><li>• Name, locate and identify characteristics of the four countries and capital cities of the</li></ul>	<ol style="list-style-type: none"><li>1. Recap the countries of the UK and find on a map (atlas). Discuss the difference between Great Britain and the UK. Draw / colour the flags of the UK and match to the names of the countries.</li><li>2. Identify the capital cities of the UK. Discuss what a city is, capital city is. Find the capital cities on a map and label them. Cloze –complete the sentences – x is the capital city of England etc.</li><li>3. London – identify the main physical and human landmarks of London (text – A walk in London). Sketch favourite London landmark.</li><li>4. Edinburgh - identify the main physical and human landmarks of Edinburgh. Match the landmark to its name.</li><li>5. Cardiff and Belfast – compare their landmarks and sort them into the correct city.</li></ol>
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		<p>United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"><li>Name and locate the world's continents and oceans.</li></ul>	
	<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>	<p>6. Look at the weather in the UK (London). Identify the seasonal weather patterns. Seasons wheel?</p>
	<b>Communicate geographically</b>	<p>Use basic geographical vocabulary to refer to:</p> <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>	<p>Look at the key physical and human features of the countries and capitals of the UK. (see above)</p>

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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><u>Textiles</u></b>  <b><u>Vocabulary</u></b> <b>Fabric</b> <b>Textiles</b> <b>Weave/weaving</b> <b>Glue</b> <b>Join</b> <b>Stitch</b> <b>Plait/plaiting</b> <b>Dye</b> <b>Dip dye</b> <b>Technique</b>	<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>	<b>Lesson 1:</b> Introduce textiles.  <b>Lesson 2:</b> Look at work of Annie Albers, which is your favourite? Discuss in terms of texture/colour/ pattern Paper weaving, children to have a go at weaving two colours of paper
	<b>Master Techniques</b>	Textiles <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>	<b>Lesson 3:</b> Look at the work of Megan Bogden-Shimek. Which is your favourite? Discuss in terms of texture/colour/ pattern Explore treads (wool, ribbon, strips of fabric etc)  <b>Lesson 4:</b> Look at the work of Judit Just. Which is your favourite? Discuss in terms of texture/colour/ pattern Children to choose their materials. Start weaving.

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			<b>Lesson 5:</b> Complete and evaluate weaving piece of art.
	<b>Take inspiration from the greats</b>	<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>	Featured artists: Anni Albers Megan Bogden-Shimek Judit Just
<b>Design &amp; Technology</b>			
Slider Mechanism  <u><b>Vocabulary</b></u>	<b>Master practical skills</b>	<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>	<b><u>Lesson one-</u></b> Slider mechanism. <b><u>Lesson two-</u></b> Sliders 2 <b><u>Lesson three-</u></b> Sliders 3 <b><u>Lesson four-</u></b> Slider mechanism: finger fluency <b><u>Lesson five-</u></b> Slider mechanisms: design inspiration <b><u>Lesson six-</u></b> slider mechanisms: guided design/Make/break/re-think.
	<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> </ul>	

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		<ul style="list-style-type: none"><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			
Term 3 <b><u>Animals including humans</u></b>  Term 4 <b><u>Plants</u></b>  <b><u>Vocabulary</u></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>	<ul style="list-style-type: none"><li>• Children will look at a selection of pictures of animals. What do all of them have in common? What is different about them? Can you sort them? Sort them into fish, birds and mammals. Look at and discuss the features-what makes a bird a bird etc?</li><li>• Children will look at pictures of a carnivore, herbivore and omnivore. Identify their different features e.g. claws, sharp teeth, flat teeth. Discuss the diets of these different animals and link to their features. Children to sort animals into carnivores, herbivores and omnivores. Carnivore, herbivore, omnivore song. Possibly look at fake poo??</li><li>• Children will identify parts of the human body. Chn to lay down and draw a large human body around one of their classmates, Name and label the basic parts in the human body (e.g. arm, leg, head ext heart, brain, lungs) using sticky notes. Photograph work.</li><li>• Hold up a jar of marmite-have you tried this before? Do you like it? Why do some people like foods and others don't? Discuss taste as a sense. Children will explore what other senses we have. Look at sense song. Create a five senses poster. Carry out senses test if possible.</li></ul>
	<b>Understand animals and humans</b> This concept involves	<ul style="list-style-type: none"><li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles,</li></ul>	

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	becoming familiar with different types of animals, humans and the life processes they share.	<p>mammals and invertebrates.</p> <ul style="list-style-type: none"><li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</li><li>• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li><li>• Notice that animals, including humans, have offspring which grow into adults.</li><li>• Investigate and describe the basic needs of animals, including humans, for</li></ul>	<ul style="list-style-type: none"><li>• Children to look at a set of pictures of animals and their offspring, can they match offspring to their adult. Discuss how animals change and grow as they get older.</li></ul>
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		<p>survival (water, food and air).</p> <ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	
	<p><b>Understand plants</b> This concept involves becoming familiar with different types of plants, their structure and reproduction.</p>	<ul style="list-style-type: none"> <li>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a</li> </ul>	<ul style="list-style-type: none"> <li>Children will plant a bean seed. Discuss what the bean looks like before planting, chn to predict the changes that will happen. Discuss what it will need in order to grow. Set up the cress experiment and place one in the light and one in the dark, one to be watered and one to be left dry.</li> <li>Chn will look at pictures of plants, can they recognise any features of plants. Dissect a plant/flower and label a diagram.</li> <li>Chn to talk about plants they know they will see in their own environment. Walk around site to identify common plants. Design a garden.</li> <li>Chn to look at a range of trees, do they know any of them. Discuss the terms deciduous and evergreen. Identify which are which by their leaf type. Chn to match leaves to the images of trees and then record leaf and name.</li> <li>Chn to discuss parts of plants-what do they already know. Children to pick apart real flowers to identify the parts and then record by labelling a picture.</li> <li>Chn to review their beans. Look at the teacher's plant in a jar and discuss the roots, stem, direction of growth etc. Paint a picture of their bean plant and link to art-colours and shades etc?</li> </ul>

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		suitable temperature to grow and stay healthy.	
Computing			
Digital Writing  Grouping Data  <u>Vocabulary</u>	Communicate	<ul style="list-style-type: none"><li>Use a range of applications and devices in order to communicate ideas, work and messages.</li></ul>	<ol style="list-style-type: none"><li>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</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li></ol>

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			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.
	To code	<ul style="list-style-type: none"> <li>Specify user inputs (such as clicks) to control events.</li> </ul>	

## Music

Y1

### How does music make the world a better place?

1. If you're happy and you know it
2. Sing me a song
3. Sparkle
4. Rhythm in the way we walk
5. Big bear funk
6. Assessment point

### Vocabulary

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.

### 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.

### 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.

Warm up games  
Flexible games (optional)  
Improvise  
Compose

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<ul style="list-style-type: none"> <li>●Rhythm – long and short sounds or patterns that happen over the pulse.</li> <li>●Pitch – high and low sounds.</li> <li>●Tempo – the speed of the music; fast or slow or in-between.</li> <li>●Dynamics – how loud or quiet the music is.</li> <li>●Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</li> <li>●Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</li> <li>●Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> <li>●Notation – the link between sound and symbol.</li> </ul>		<ul style="list-style-type: none"> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	
	<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>	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
	<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>	-Listen and appraise activities -Warm up games
<b>P.E</b>			
<u>Target Games</u> <u>Sending and receiving</u>  <u>Vocabulary</u> Teamwork, communication, planning. Target, track, receive, partner, opponent and send.	<b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b>	<ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	Target Games Lesson 1: To develop underarm throwing towards a target. Lesson 2: To develop throwing for accuracy. Lesson 3: To develop underarm and overarm throwing for accuracy. Lesson 4: To develop throwing for accuracy and distance using underarm and overarm. Lesson 5: To select the correct technique for the situation. Lesson 6: To develop throwing for accuracy and distance.  Ball Skills

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			<p><b>LESSON 1</b> To develop control and co-ordination when dribbling a ball with your hands.</p> <p><b>LESSON 2</b> To explore accuracy when rolling a ball.</p> <p><b>LESSON 3</b> To explore throwing with accuracy towards a target.</p> <p><b>LESSON 4</b> To explore dribbling and rolling skills developing control and accuracy.</p> <p><b>LESSON 5</b> To explore catching with two hands.</p> <p>To recognise changes in the body during exercise.</p> <p><b>LESSON 6</b> To explore control and co-ordination when dribbling a ball with your feet.</p> <p><b>LESSON 7</b> To explore tracking a ball that is coming towards me.</p> <p><b>SENDING AND RECEIVING</b></p> <p><b>LESSON 1</b> To roll a ball towards a target</p> <p><b>LESSON 2</b> To be able to track and receive a rolling ball</p> <p><b>LESSON 3</b> To be able to stop, send and receive a ball with your feet.</p> <p><b>LESSON 4</b> To develop sending and receiving a ball with your feet.</p> <p><b>LESSON 5</b> To develop throwing and catching skills</p> <p><b>LESSON 6</b> To develop throwing and catching skills.</p>
<b>R.E</b>			
<p><b>Islam</b></p> <p>Faith in everyday life</p> <p><u>Vocabulary</u></p>	<p><b>Understand beliefs and teachings</b></p>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> </ul>	<p><b>God Islam</b></p> <p>How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an? <b>Pg: 17</b></p> <p><b>Lesson 1:</b> Who is Allah? What is the Qur'an.</p> <p><b>Lesson 2:</b> Islamic creation story</p> <p><b>Lesson 3:</b> Who is the prophet Muhammad?</p> <p><b>Lesson 4:</b> The Crying Camel-what does this teach us? To care for all living things.</p>

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	<b>Understand practices and lifestyles</b>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	<b>Lesson 5:</b> Be My Guest. <b>Lesson 6:</b> The boy who threw stones. Make comparison between previous learnt stories from Christianity. <b>Community – Islam Living</b> What do Muslims do to express their beliefs? Which celebrations are important to Muslims? Pg: 17 <b>Lesson 7:</b> Introduction to special festivals. <b>Lesson 8:</b> Ramadam <b>Lesson 9:</b> Ramadam <b>Lesson 10:</b> Eid-ul-Fitr/Eid-ul-Adah <b>Lesson 11:</b> Du-al-Hijja <b>Lesson 12:</b> Du-al-Hijja
	<b>Understand how beliefs are conveyed</b>	<ul style="list-style-type: none"> <li>Explain the meaning of some religious symbols.</li> </ul>	
<b>RSE &amp; PSED</b>			
Living in the Wider World  Vocab Unique, responsibility, co-operate, similarities, differences.	Community	<ul style="list-style-type: none"> <li>About examples of rules in different situations, e.g. class rules, rules at home, rules outside.</li> <li>That different people have different needs</li> <li>How we care for people, animals and other living things in different ways</li> <li>How they can look after the environment e.g. recycling.</li> </ul>	<b>Lesson 1 and 2-</b> 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. <b>Lesson 3-</b> 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. <b>Lesson 4-</b> 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. <b>Lesson 5 and 6-</b> 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. <b>Lesson 7-</b> 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

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A PRIORY ACADEMY

			<p>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><b>Lesson 8-</b> 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"> <li>• How and why people use the internet</li> <li>• The benefits of using the internet and digital devices</li> <li>• How people find things out and communicate with others online.</li> </ul>	<p><b>Lesson 11-</b>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><b>Lesson 12-</b>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?</p> <p>How do we communicate safely?</p>
	Money and work	<ul style="list-style-type: none"> <li>• That everyone has different strengths, in and out of school.</li> <li>• About how different strengths and interests are needed to do different jobs</li> <li>• About people whose job it is to help us in the community</li> <li>• About different jobs and the work people do.</li> </ul>	<p><b>Lesson 9 and 10-</b>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>