

Summer Medium Term Overview 202021

Year Group: 1 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> Neil Armstrong and The Moon Landing</p> <p><u>Vocabulary</u></p>	<p>Investigate and interpret evidence</p>	<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>Lesson 1- Look at clues about Neil Armstrong, Moon Landings and space, rockets and NASA and ask chn if they can tell what we are going to be thinking about over the next weeks. Introduce Neil Armstrong and his background. Fact File on Neil Armstrong. www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p?msclid=8aae6875a6b011eca0cb66eec1dc</p> <p>Lesson 2- What is NASA? What was Neil Armstrongs role in the mission and why was h chosen? Watch the cartoon video on https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p Chn create an advert for an astronaut showing they understand the traits Neil Armstrong had to be chosen by NASA to complete the mission.</p> <p>Lesson 3- Discuss the event and how it was broadcast to people via telly. Explain no every household had a TV and so people got together to watch the event in black and white. Watch the launch highlights https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p Create a timeline of the journey.</p> <p>Lesson 4- Recap last lesson and rewatch the footage of the event. https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p Create a newspaper headline and basic recount of events as a newspaper article. Add in how they think Neil Armstrong might have felt after the event.</p> <p>Lesson 5- What this did for future space travel? Neil Armstrong changed the world The Planetary Society Thank you letter to Neil Armstrong for what he did for the world.</p>
	<p>Build an overview of world history</p>	<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. 	

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	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.	<p>Useful links Neil Armstrong Facts for Kids (twinkl.co.uk)</p> <p>EXT-Create a moon surface alongside DT of sock puppets</p>
	Communicate historically	<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.	

Geography

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<p>Vocabulary: continent country ocean sea hemisphere equator physical features human features map landmarks population currency Iceberg conditions Temporary climate</p>	<p>Investigate places</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the 	<p>Main source:</p> <p>Lesson one – What is a Continent? Before this lesson watch this song to learn about the continents: https://www.youtube.com/watch?v=K6DSMZ8b3LE</p> <ol style="list-style-type: none"> 1. Analysing a world map / globe. 2. Naming the 7 continents. 3. Learning what a hemisphere is. 4. Ordering the continents in size. <p>Lesson two - Where are the World's Oceans? Before this lesson watch this song to learn about the oceans: https://www.youtube.com/watch?v=X6BE4VcYngQ</p> <ol style="list-style-type: none"> 1. Recap the 7 continents. 2. Location of the oceans. 3. What is a map? 4. Size of a sea. 5. Compare a sea to an ocean. <p>Lesson three - What is Asia / Australasia like? (each class to focus on continent of choice and animal)</p> <ol style="list-style-type: none"> 1. Recapping the location of continents. 2. Analyse map of Asia (tigers) / Australasia (Wombats) 3. Different food from the continent. <p>Lesson four - What is Asia / Australasia like?</p> <ol style="list-style-type: none"> 1. Recap the location of the continents. 2. Analyse map of Antarctica. 3. Key landmarks. 4. Physical features and climate. 5. Animals in the continent.
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		<p>United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> Name and locate the world's continents and oceans. 	<p>Lesson five – How do Asia and Australasia differ? Are there any similarities?</p> <ol style="list-style-type: none"> Recap the location of the oceans. Where is Alaska? Where is Cornwall? Physical features of Alaska. Physical features of Cornwall.
	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 world in relation to the Equator and the North and South Poles. Identify land use around the school. 	<p>Lesson six – Compare Australasia/ Asia to Grantham.</p>
	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. 	

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		<ul style="list-style-type: none"> • 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). 	
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Art & Design

<u>Vocabulary</u> collage printing print repeating pattern rotating pattern block collagraph monoprint relief	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. 	Lesson one: Introduction to printmaking and collage. Set up sketchbook with art from artists to be studied and vocabulary. Children to decide on their favourite piece of art and discuss their reasons. Create a paper folder for children to store their different prints. Resources needed: sketchbook , sketchbook set up sheet, paper folder to store prints
	Master Techniques	PRINTING <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). 	Lesson two: Oak Academy Printmaking Session One What is print? Look at pattern and texture in the environment. <ol style="list-style-type: none"> 1. Explore patterns and find them around us. Give children a selection of patterns to investigate and sketch. 2. Explore texture by making rubbings. Use wax crayons (only use 3 different colours) to make rubbings (wood, bricks, bark, concrete) 3. Create a repeating pattern using rubbings collected. Resources needed: selection of patterns to sketch, wax crayons, paper, outdoor access, scissors, glue)

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texture
rubbing
motif
pressure

- Press, roll, rub and stamp to make prints.
- COLLAGE
- Use a combination of materials that are cut, torn and glued.
 - Sort and arrange materials.
 - Mix materials to create texture.
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Lesson three: exploring printing with found objects

Oak Academy Printmaking Session Two

1. What is a monoprint?
2. Make a simple monoprint using found objects (leaves, fruit and veg, cotton reels, lego bricks etc).
3. Create a repeating or rotated pattern.

Resources needed: poster paint, objects to print, paper.

Lesson four: making your own stamps for printmaking

Oak Academy Printmaking Session Three

1. Hunt for patterns around us (sketch patterns found).
2. Make our own stamps using foam or cardboard.
3. Explore repeating patterns.
4. Overlap colours and shapes in our prints.

Resources needed: poster paint, foam, cardboard, glue, scissors, paper.

Lesson five: making a collagraph print

Oak Academy Printmaking Session Four

1. Draw a design for a print block.
2. Create a collagraph.
3. Add paint to the collagraph.
4. Make changes, adapting as we go.

Resources needed: poster paint, cardboard, glue, scissors, paper.

Lesson six: polystyrene tile printing onto calico.

1. Use Yuval Zommer's Big Book of Bugs and Big Book of Blooms for inspiration.
2. Design a block with an insect/flower or both.
3. Transfer image to polystyrene tile.
4. Use printing ink to create image on calico.

Resources needed: printing ink, rollers, polystyrene tiles, calico, pens for marking tile

Lesson seven: collage – what is collage?

1. Use Yuval Zommer's Big Book of Bugs and Big Book of Blooms for inspiration.
2. Make a collage using printed paper and printed objects from previous sessions.

Resources needed: paper, glue, scissors, printed papers.

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	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. 	Artists to study: Natascha Maksimovic, Henri Matisse, William Morris, Salvador Dali
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Design & Technology

<u>Textiles</u> Alien sock puppets Threshold Concepts: Shape textiles using templates Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) <ul style="list-style-type: none"> Textiles: finger fluency Textiles: design inspiration Textiles: guided design-think Textiles: guided design break 	Master practical skills	<ul style="list-style-type: none"> Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	Lesson 1: Review what DT is . Explore what is a puppets and watch a TV program containing puppets. Play with Puppets.
	Design, make, evaluate and improve	<ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use software to design. 	Sticky Situation The Sooty Show Full Episode - Bing video Lesson 2: Look at images of aliens for inspiration. Designing alien sock puppet.
	Take inspiration from design throughout history	<ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. 	Look at the available resources and talk about how they can be used to create the children's designs. Lesson 3: Practise cutting and joining techniques

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<ul style="list-style-type: none"> Textiles: guided design-re-think <p>Suggested activities- bunting, fabric faces, tote bags</p> <p>Key Vocabulary- fabric, cotton, linen, dye, attach, pattern,</p>			<p>Lesson 4: Make sock puppets using techniques practised</p> <p>Lesson 5: Evaluate and suggest improvements for sock puppets.</p>
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Science

<p><u>Seasons and change Vocabulary</u></p> <p>Season Weather Winter Spring Summer Autumn Dark Hot</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. 	<p>Term 5 - seasonal changes</p> <p>Lesson 1: What do we know about the weather? Look at the weather outside. TYP What can you see? Can you describe the weather? Gather weather related words on the board. Ask the children about some of the words. E.g. When might we see snowy weather? Etc. Relate these to the seasons. Can the children tell their partner the names of the seasons? Children to have pictures of the seasons to manipulate in to the order they think the seasons will be in. Display the months of the year. Explain how they 'match up' with the seasons.</p>
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<p>Bright Cold Chilly Warm Snow/y Rain/y Fogg/y Hailing Change Evergreen Deciduous Buds Leaves Blossom Measure Rainfall Hibernation North South East West Temperature Liquid Gauge</p>	<p>Understand the Earth's movement in space This concept involves understanding what causes seasonal changes, day and night.</p>	<ul style="list-style-type: none"> • Observe the apparent movement of the Sun during the day (non-NC) • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<p>Using this model, look at the seasons in order, making sure to look at the cycle. Start with a simple seasons wheel by adding the name of the seasons to the appropriate quadrant (months already on it).</p> <p>Lesson 2: How does the weather change as the seasons change? Recap the names and cycle of the seasons. Display a picture of a typical scene from one of the seasons. TTYP: What can you see? Can you tell what the season is? How? Can you use the weather words from last lesson to describe the weather in the picture? Repeat for the other seasons. Cut and stick / label the pictures with their season. Add pictures to their seasons wheel.</p> <p>Lesson 3: How do trees change across the seasons? Walk around the school grounds to look at the trees. (Take the iPad for photos). Point out the leaves/buds/blossom etc and photograph to look at back in the classroom. In the classroom, look at the images taken on the walk, along with images of trees taken in winter and autumn. What do you notice? Discuss the changes observed and relate these to the seasons, focussing on why the changes occur. Collage activity to create a tree for each season.</p> <p>Lesson 4: How can you measure rainfall? Explain that one of the ways that scientists investigate weather is by measuring rainfall. TTYP: Why do you think people might want to measure the amount of rain? Discuss ideas. Explain that the children are going to measure the rainfall in the school playground over a week (subject to change depending on the forecast). Can we measure rainfall the same way as we measure the length of a piece of string? Talk about rain being a liquid. TTYP: How do you measure a liquid if you are baking? Discuss ideas. Explain that the children are going to make a rain gauge – possibly in pairs. (Oak Video has a method). Set up around school site. Review results of rainfall each day.</p> <p>Lesson 5: What is hibernation? Show the children pictures of people in summer and winter clothing. Discuss the difference. Why do we wear warmer clothes in the winter? Lead the discussion to the question 'What do wild animals do when the weather gets colder?'. Take and discuss suggestions.</p>
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		<p>Display a picture of animals which hibernate. TTYP: What do you think these animals do in the winter months when the weather is colder? Discuss hibernation (how and why). Children to sort animals into <i>hibernates</i> / <i>does not hibernate</i>.</p> <p>Lesson 6: How does daylight change as the seasons change? (Not linked to Oak Academy)</p> <p>Look at and discuss some different scenarios e.g. walking home from school in the dark, playing out after school in the light, light/dark outside at bedtime, waking up in the light/dark etc.</p> <p>TTYP: Why is it sometimes dark when we go home from school, and sometimes light when we go home from school? Discuss suggestions. Teach the children about the changes in day length between the seasons.</p> <p>Children to sort scenarios into summer and winter.</p> <p>Term 6 – Working scientifically Throughout this unit, the activities will teach the children the skills in Milestone 1, in various contexts and with different investigations.</p> <p>Lesson 1: What is a science experiment?</p> <p>Explore the concept of conducting an investigation to find out about something and why this is important.</p> <p>Explain that, this term, the children will be doing some investigations to answer questions and solve problems.</p> <p>Investigation 1: Which material will be the best for an umbrella for Barnaby Bear (or class teddy)?</p> <p>Discuss, model (step by step – I do, you do) and carry out a simple ‘waterproof’ investigation. Children to work in pairs. Record as whole class.</p> <p>Lesson 2: Which cloth should Mrs Evans/Mrs Hebert use to clean up her spilt water? Carry out a simple investigation to find the most absorbent material. Children working in pairs, simple table to record observations (based on group one from prev lesson).</p> <p>Lesson 3: Humpty Dumpty experiment.</p> <p>Which material will make the best safety mat for Humpty? (Use hard boiled eggs.)</p> <p>Variables: material</p> <p>Non-variables: height of drop, size of ‘cushion’</p> <p>Group activity, group recording.</p> <p>Lesson 4: Parachute material investigation. Which is the best material to make a parachute for Humpty?</p> <p>Lesson 5: What shape would be best to make a bag for my heavy shopping?</p>
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			Lesson 6: Classifying animals – use pictures/examples of different creatures, using simple identification charts and keys.
Computing			
Moving a robot / Introduction to animation <u>Vocabulary</u> Command, device, outcome, direction, memory, instruction, sequence, movements, forwards, backwards, left turn, right turn, program, debug, route	Communicate	<ul style="list-style-type: none">Use a range of applications and devices in order to communicate ideas, work and messages.	Moving a robot <ol style="list-style-type: none">Buttons - This lesson introduces the learners to floor robots. Learners will talk about what the buttons might do and then try the buttons out. Time will be spent linking an outcome to a button press. Learners will consider the direction command buttons, as well as buttons to clear memory and programs.Directions - During this lesson, learners will think about the language used to give directions and how precise it needs to be. Learners will also work with a partner, giving and following instructions. This real-world activity should, at suitable points during this lesson, be related to the floor robot that was introduced in the last lesson.Forwards and backwards - In this lesson, learners will focus on programming the floor robot to move forwards and backwards. They will see that the robot moves forwards and backwards a fixed distance. This highlights the idea that robots follow a clear (fixed) command in a precise and repeatable way. Learners will think about starting the robot from the same place each time. Using the same start position with fixed commands will allow learners to predict what a program will do. Note: This lesson focuses specifically on forwards and backwards movement only. This is to ensure that learners are developing a depth of knowledge in the concepts surrounding programming as well as increasing their ability to make the robot move. The success criteria chosen highlight this ensure that the learners' knowledge builds in a suitably paced way.
	To code	<ul style="list-style-type: none">Control motion by specifying the number of steps to travel, direction and turn.	<ol style="list-style-type: none">Four directions - In this lesson, learners will use left and right turn commands along with forwards and backwards commands. Doing this will allow learners to develop slightly more complex programs. Learners will create their programs in this lesson through trial and error before moving onto planning out their programs in the next lesson. In the last activity, learners will predict where given programs will move the robot. Learners will make their predictions by 'stepping through' the commands and matching the program steps to movements.Getting there - In this lesson, learners will decide what their program will do. They will then create their program and test it on the robot. Where needed, learners will also debug their programs.Routes - This lesson encourages learners to plan their routes before they start to write their programs. The activities also introduce the concept of there being more than one way to solve a problem. This concept applies to a lot of programming activities: the same outcome can be achieved through a number of different approaches, and there isn't necessarily a 'right' way. The lesson also introduces the idea of program design, in which learners need to plan what they want their program to achieve before they start programming.
Intro to animation -			

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			<ol style="list-style-type: none"> 1. Comparing tools - During this lesson learners will become accustomed to the ScratchJr programming environment. They will discover that they can move characters on-screen using commands, and compare ScratchJr to the Bee-Bots used in the previous unit. 2. Joining blocks - During this lesson learners will discover that blocks can be joined together in ScratchJr. They will use a Start block to run their programs. They will also learn additional skills such as adding backgrounds and deleting sprites. Learners will follow given algorithms to create simple programs. 3. Make a change - During this lesson learners will discover that some blocks in ScratchJr have numbers underneath them. They will learn how to change these values and identify the effect of a block of changing a value. 4. Adding sprites - During this lesson learners will be taught how to add and delete sprites in ScratchJr. They will discover that each sprite has its own programming area, and learn how to add programming blocks to give instructions to each of the sprites. 5. Project design - During this lesson learners will choose appropriate backgrounds and sprites for a 'Space race' project. They will decide how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this. 6. Design - During this lesson learners will use their project designs from the previous lesson to create their projects on-screen in ScratchJr. They will use their project design, including algorithms created in the previous lesson, to make programs for each of their rocket sprites. They will test whether the algorithms are effective when their programs are run.
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Music

<p>Y1 – Charanga</p> <p>Having fun with improvisation - What songs can we sing to help us through the day?</p> <p><u>Vocabulary</u> Keyboard, drums, bass, electric guitar, saxophone,</p>	<p>Perform</p>	<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>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>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

<p>Net and Wall Skills</p> <p><u>Vocabulary</u></p> <p>Throwing</p> <p>Catching</p>	<p>Develop practical skills in order to participate,</p>	<ul style="list-style-type: none"> • I can hit a ball using a racket. • I can throw a ball to land over the net and into the court area. 	<p>Lesson 1- To defend space, using the ready position.</p> <p>Lesson 2- To defend space, using the ready position.</p> <p>Lesson 3- To play against an opponent and keep the score.</p> <p>Lesson 4- To develop control when handling a racket.</p> <p>Lesson 5- To develop racket and ball skills</p>
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<p>Hitting Tracking</p> <p>Invasion <u>Vocabulary</u> Throwing Catching Dribbling Dodging Kicking</p>	<p>compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • I can track balls and other equipment sent to me. • I can use a ready position to move to the ball. • I know how to score points. • I recognise changes in my body when I do exercise. • I show honesty and fair play when playing against an opponent. • I am beginning to dribble a ball with my hands and feet. • I can change direction to move away from a defender. • I can recognise space when playing games. • I can send and receive a ball with hands and feet. • I can use simple rules to play fairly. • I know when I am successful. • I move my feet to stay with another player when defending. • I recognise changes in my body when I do exercise. • I understand when I am a defender and when I am an attacker. 	<p>Lesson6- To develop sending a ball using a racket. Lesson 7-To develop playing over a net. To develop placing the ball. Lesson 8- To develop hitting over a net.</p> <p>Lesson 1- To develop dribbling towards a goal. To understand what being in possession means. Lesson2- To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender. Lesson3- To develop dribbling a ball with hands. To move towards a goal with the ball. Lesson4- To develop throwing to a teammate. To support a teammate when in possession. Lesson5-To move into a space showing awareness of defenders. Lesson6- To develop dodging and use it to lose a defender. Lesson 7- To be able to stay with a player when defending. Lesson 8- To develop taking a ball towards goal.</p>
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R.E

Places of Worship Vocabulary Worship Prayer Baptism cross, bible, church, Christianity, Judaism, star of David, Yad	Understand beliefs and teachings	<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. 	Lesson 1 - Remind children of Christianity and discuss what they can remember. 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 inside of the place of worship and some appropriate Christian artefacts. Ask if anyone can describe / explain what he or she is seeing. Lesson 2 - Focus on the cross, shape, where they are placed, what they are used for Lesson 3 - Focus on the different styled crosses used across the different branches of Christianity. Talk about how some churches lay their pews out in a cross shape. Lesson 4 - Focus on the dove of peace as a symbol. Lesson 5 & 6 Focus on the font, where it is placed, what it is used for?
	Understand practices and lifestyles	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	Lesson 1 - What is Judaism? Brief overview of the religion and how Christianity came from it. Compare Christianity and Judaism e.g. God and Yahweh. Lesson 2 - Show pupils a photograph of a synagogue. 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 artefacts. Ask if anyone can describe / explain what he or she is seeing. Lesson 3 - Focus on the symbol of The Star of David Lesson 4 - Holy book and the use of the yad Lesson 5 and 6 - Cedar plate and Passover
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Explain the meaning of some religious symbols. 	

RSE & PSED

Health and wellbeing Physical and mental	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene	<ul style="list-style-type: none"> what it means to be healthy and why it is important ways to take care of themselves on a daily basis 	Lesson 1 - Discuss what the word healthy means to the children. Identify ways they take care of themselves on a daily basis. Children to list what they do. Lesson 2 - Discuss the importance of a healthy balanced diet. What are the children's favourite foods? Discuss which foods we should eat a lot of and which a little of. Design a balanced menu. Lesson 3 - Discuss how physical activity and sleep help bodies to grow and feel well. How we should balance screen time and outdoor play. Play outside, how do the children feel? Lesson 4 - Identify how infections can spread. Describe some basic personal hygiene routines. Design a poster to promote hand washing etc.
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HUNTINGTOWER
A PRIORY ACADEMY

<p>Growing and change Keeping safe</p> <p>Vocab Healthy eating, physical activity,</p>	<p> routines; sun safety</p>	<ul style="list-style-type: none"> • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	<p>Lesson 5- Discuss who we visit to help us stay healthy, e.g. dentist, doctors, opticians. Focus on dental health and what we should do.</p> <p>Lesson 6- Talk about sun safety. Design a poster about staying safe in the sun for the classroom</p>
	<p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings 	<p>Lesson 7- chn to identify what they are good at. Explain what they are learning and getting better at all the time. Identify areas they need help with, set some targets. How do we celebrate our achievements?</p> <p>Lesson 8- name feelings they have had both good and bad. Explain what makes them feel good and what makes them feel bad? Identify in their bodies where they have these feelings. How do our bodies and faces show our feelings? How can we make ourselves feel better?</p> <p>Lesson 9- Talk about the feeling of loss and change (e.g. having a new sibling/losing a loved one) Identify how this makes them feel and behave. How can we help others who are feeling sad, anxious, and nervous?</p> <p>Lesson 10- Describe how they have changed since they were a baby-can chn bring photos? What can you do now that you couldn't do before? How have your needs changed as you have got older?</p>

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		<ul style="list-style-type: none"> • how to recognise feelings in themselves and others • how feelings can affect how people behave 	
	Keeping safe How rules and age restrictions help us; keeping safe online	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	Lesson 11 -Explain that they have a right to be safe on the outside and feel safe on the inside. What rules do we have for keeping safe e.g. crossing the road. Who helps keep us safe? If we feel unsafe, what should we do/say? Lesson 12 - who should we ask for help? How can we make people listen and pay attention to us when we have something important to say?