

Summer Medium Term Overview 2020/21

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 People</u> Significant people - Nurses and medicine – Florence Nightingale/Mary Seacole/Marie Curie</p> <p><u>Vocabulary</u> Key vocabulary (from Chris Quigley) influential, legacy, diagnose, achievements, conditions, insanitary, significant.</p> <p>Pioneer, hygiene, humanitarian, Victorian</p>	Investigate and interpret evidence	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> When were they born? List the things they did that made them important. Who was monarch during Florence Nightingale's lifetime? When/where was the Crimean war? Compare and contrast conditions inside a hospital during the Crimean War with the conditions you would see today. What did Marie Curie invent that helped soldiers during WW1? List the main achievements of Marie Curie's life. What was Marie Curie's legacy? Explain what makes Florence Nightingale/Marie Curie significant people?
	Build an overview of world history	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<p>Lesson 1: What makes people significant?</p> <p>Lesson 2: Who was Florence Nightingale?</p> <p>Lesson 3: Who was Mary Seacole?</p>
	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>Lesson 4: Who was Marie Curie?</p> <p>Lesson 5: Comparing Nursing, medicine and hospitals in the past to today.</p> <p>Lesson 6: Comparing Nursing, medicine and hospitals in the past to today.</p>

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	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			
<p>Continents and Oceans</p> <p>Vocabulary</p> <p>continent, country, ocean, sea, hemisphere, equator</p> <p>saline, species, enclosed, seas, magma submerged, ports, natural resources, climate change, equator, tourist destination, marine species, inhabitants, atolls,</p>	Investigate places	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<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"> Analysing a world map. Naming the 7 continents. Learning what a hemisphere is. 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"> Recap the 7 continents. Location of the oceans. What is a map? Size of a sea. Compare a sea to an ocean. <p>Lesson three - What is Africa like?</p> <ol style="list-style-type: none"> Recapping the location of continents. Analyse map of Africa. Different food from the continent. African landmarks.

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		<ul style="list-style-type: none"> Name and locate the world's continents and oceans. 	<p>5. African animals – The Big Five.</p> <p>Lesson four - What is Antarctica like?</p> <ol style="list-style-type: none"> Recap the location of the continents. Analyse map of Antarctica. Key landmarks. Physical features and climate. Animals in the continent. <p>Lesson five – How is Alaska Different to Cornwall?</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 <p>Lesson six – map skills – compass directions</p>
	Investigate patterns	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school. 	
	Communicate geographically	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	

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Art & Design

<p>Sculpture Theme: (Dreams and nightmares pgs 54-57 modified unit looking at human form)</p> <p><u>Vocabulary</u> Vocabulary: medium, sculpture, sculptor, statue, clay, slip, moulding, carving, natural, two dimensional, three dimensional</p>	Develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<p>Texts to support learning: Luna Loves Art, Katie in London</p> <p>Lesson 1: Use Luna Loves Art to introduce Sculpture. Discuss the difference between the 2D and 3D art in the Tate Modern. Set up sketchbooks using vocab, 4 photographs of sculptures and children's response to the sculptures.</p> <p>Lesson 2: Look at the different materials that sculptures can be made of (science link). Respond to sculptures made of different materials.</p> <p>Lesson 3: Artist study: Alberto Giacometti. Sketch stick figures in motion. Create stick figures using tin foil.</p> <p>Lesson 4: Artist study: Create stick figures using pipe cleaners (Stick Man – Julia Donaldson link)</p> <p>Lessons 5 and 6: Artist study: Susan Lordi. Design and make a clay figurine in the style of Susan Lordi. Write an explanation to accompany sculpture.</p>
	Master Techniques SCULPTURE	<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. 	

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	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: Henry Moore - Family Group Susan Lordi – Willow tree sculptures Alberto Giacometti – Three men walking Jeff Koons – Balloon Dog
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Design & Technology

Textiles Creating a fabric face Twinkl planning Vocabulary Key Vocabulary- fabric, cotton, linen, dye, tie dye, attach, pattern, embroidery, thread, applique	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). Computing Model designs using software. 	Lesson 1- exploring fabric Lesson 2- Making hair Lesson 3- Joining fabrics Lesson 4- face shapes and templates Lesson 5- Designing our fabric faces Lesson 6- Making our fabric faces See weekly planning for more in depth resources
	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. 	
	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. 	

Science

Vocabulary	Work scientifically	<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. 	PLANTS Lesson one - Revise knowledge from Y1 on basic structure of a plant and the conditions plants need to grow and stay healthy. What experiences have the children had of
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		<ul style="list-style-type: none"> Gather and record data to help in answering questions. 	growing plants. Set up experiment with cress seeds? Children to make predictions as to what will happen.
	Understand Plants	<ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Lesson two – identify and name a variety of common plants and seeds. Visit the South Site and the flowerbed outside the classroom. Give children a checklist of different plants and trees. Which plants/trees can they find? Children to draw one of the flowering plants that they find and label the basic structure.</p> <p>Lesson three - look at different seeds/bulbs and their packets. Children to design their own seed packets. Read 'The Big Book of Blooms'.</p> <p>Lesson four - Read Eric Carle – 'The Tiny Seed'. Children to create a storyboard to show what happens to the seed.</p> <p>Lesson five – look at how seeds and bulbs grow into mature plants using time lapse videos. Children to draw their observations from time lapse videos.</p> <p>Lesson six - look at how seeds are dispersed. Use book 'From a Tiny Seed'. Children to annotate illustrations to show how seeds are dispersed.</p>
	Environment	<p>(see working scientifically)</p> <ul style="list-style-type: none"> Identify rainforest animals Identify endangered animals Suggest ways to reduce, reuse and recycle Identify ways of saving energy. 	<p>ENVIRONMENT</p> <p>Lesson one – What is climate change?</p> <p>Lesson two -How can we reduce, reuse and recycle?</p> <p>Lesson three – How can we save water and energy?</p>

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			<p>Lesson four – What is a rainforest? Revision of habitats work.</p> <p>Lesson five – What is an endangered animal?</p> <p>Lesson six – Can I research an endangered animal?</p>
Computing			
Pictograms <u>Vocabulary</u> Robot Algorithms	Communicate	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. Use simple databases to record information in areas across the curriculum 	<ol style="list-style-type: none"> Counting and comparing Enter the data Creating pictograms What is an attribute Comparing people Presenting information
	To code	<ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. Control when drawings appear and set the pen colour, size and shape. Specify the nature of events (such as a single event or a loop) 	<ol style="list-style-type: none"> Giving instructions Same but different Making predictions Mats and Routes Algorithm design Debugging

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Music

Y2 Unit 4- How does music teach us about our neighbourhood

Y2 Unit 5- How does music make us happy.
Music that makes you dance

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.

●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

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.
- Create short, musical patterns.
- Create short, rhythmic phrases.

Warm up games
Flexible games (optional)
Improvise
Compose

Transcribe

- Use symbols to represent a composition and use them to help with a performance.

Compose
Play composition within your song
Choose and play any of the options below, then decide which one to practise for the end-of-unit performance

Describe music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

-Listen and appraise activities
-Warm up games

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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.E

Net and Wall Invasion
Vocabulary
Key vocabulary – throwing, catching, hitting, tracking, good sportsmanship, north, east, south, west, straight, mirror, movement, opponent, ball, bounce, pass, team, court, positions

Key vocabulary – throwing, catching, kicking, dribbling, hands, feet, dodging, finding space, possession, defender, passing, forwards,

Develop practical skills in order to participate, compete and lead a healthy lifestyle

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

LESSON 1

To develop racket familiarisation.

LESSON 2

To develop placing an object.

LESSON 3

To use the ready position to defend space on court.

LESSON 4

To develop returning a ball with hands.

LESSON 5

To develop returning a ball using a racket.

LESSON 6

To move an opponent to win a point.

LESSON 1

To understand what being in possession means and support a teammate to do this.

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teammate, inside, outside, sole			LESSON 2	To use a variety of skills to score goals.
			LESSON 3	To develop stopping goals.
			LESSON 4	To learn how to gain possession of the ball.
			LESSON 5	To develop an understanding of marking an opponent.
			LESSON 6	To learn to apply simple tactics for attacking and defending.

R.E

<u>Different celebrations in Christianity, Islam and Hinduism</u> <u>Vocabulary</u> celebrate festival fasting tradition muslim hindu christian worship mosque mandir church	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: Why do Christians celebrate Easter? (The Easter story) Lesson 2: What is Ramadan? Looking at Ramadan from a child's point of view. What could you do to help others? Lesson 3: Eid-al-Fitr - How is it celebrated? Record 4 ways. Lesson 4: How is May Day celebrated? – A traditional Christian festival. Lesson 5: What is holi? Reading comprehension. Lesson 6: What is holi? Design a holi t-shirt. Lesson 7: Recognising, naming and describing Religious places – Hindu Mandir
	Understand practices and lifestyles	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Explain the meaning of some religious symbols. 	

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			<p>Lesson 8: Recognising, naming and describing Religious places – Muslim Mosque</p> <p>Lesson 9: Recognising, naming and describing Religious places – Christian church</p> <p>Lesson 10: Recognising, naming and describing Religious places in Grantham</p>
RSE & PSED			
<p>Health and wellbeing</p> <p>grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility,</p> <p>same, different, male, female, boy, girl, body, born, private parts, penis, testicles, vagina, gender</p> <p>medicine, safety, hazard,</p>	<p>Physical health and mental wellbeing</p>	<p>To learn about:</p> <ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings 	<p>Lesson one: how do we keep healthy (physical and mental health)?</p> <p>Lesson two: what are medicines and how do they keep us healthy?</p> <p>Lesson three: how do we keep our teeth healthy?</p> <p>Lesson four: how do we manage feelings and keep calm?</p>

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	Growing and changing	<p>To learn about:</p> <ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	<p>Lesson five: how do humans grow and change (human life cycle)?</p> <p>Lesson six: what are the different parts of my body 9(including vagina, penis and testicles)?</p> <p>Lesson seven: how do we change as we get older (rights and responsibilities)? Read text Once there were giants.</p> <p>Lesson eight: what goals do I want to set myself for next year? Getting ready to move to a new class.</p>
	Keeping safe	<p>To learn about:</p> <ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel 	<p>Lesson nine: how can I keep myself safe in everyday situations when I am out and about? Identify potential hazards.</p> <p>Lesson ten: how can I keep myself safe in my house? Identify potential hazards.</p> <p>Lesson eleven: what should I do if there is an accident and someone is hurt?</p> <p>Lesson twelve: who can keep me safe? How can I get help in an emergency?</p>

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| | | <ul style="list-style-type: none">• how to respond if there is an accident and someone is hurt• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say | |
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