

# Spring Medium Term Overview 2022-23

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)
History			
<p><b><u>Significant Person</u></b></p> <p><u>Mary Anning</u></p> <p><b><u>Vocabulary (a selection from)</u></b></p>	<p><b>Investigate and interpret evidence</b></p>	<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> <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</p>
	<p><b>Build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<p>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> <p><b>Lesson 5:</b> How did dinosaurs become extinct and fossilised for us to discover them?</p>
	<p><b>Understand Chronology</b></p>	<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>	
	<p><b>Communicate historically</b></p>	<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</li> </ul>	

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describe the passing of time.

## Geography

**The United Kingdom,** including a study and comparison of the four countries

- What is the UK? How does it differ from GB?
- Identify the four countries of the UK and locate on a map. Flags of the UK. Seas around the UK.
- England, N. Ireland, Scotland, Wales – incl. capital and major cities, borders, urban vs rural, landmarks
- Compare and contrast countries of UK

**Investigate places**

- 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

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.
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.
3. London – identify the main physical and human landmarks of London (text – A walk in London). Sketch favourite London landmark.
4. Edinburgh - identify the main physical and human landmarks of Edinburgh. Match the landmark to its name.
5. Cardiff and Belfast – compare their landmarks and sort them into the correct city.

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		<p>to recognise landmarks and basic physical features.</p> <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>	
	<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>

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	<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><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>	<p>Look at the key physical and human features of the countries and capitals of the UK. (see above)</p>
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## Art & Design

<u>Textiles</u>	<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></ul>	<b>Lesson 1:</b> Introduce textiles.  <b>Lesson 2:</b>
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<b>Fabric 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>		<ul style="list-style-type: none"> <li>Explore different methods and materials as ideas develop.</li> </ul>	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.  <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

## Design & Technology

Slider Mechanism  <u>Vocabulary</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</li> </ul>	<b>Lesson one-</b> Slider mechanism. <b>Lesson two-</b> Sliders 2 <b>Lesson three-</b> Sliders 3
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		<p>tearing, cutting, folding and curling).</p> <ul style="list-style-type: none"> <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 four-</b> Slider mechanism: finger fluency</p> <p><b>Lesson five-</b> Slider mechanisms: design inspiration</p> <p><b>Lesson six-</b> slider mechanisms: guided design/Make/break/re-think.</p>
	<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

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<p>Term 3 <b><u>Animals including humans</u></b></p> <p>Term 4 <b><u>Plants</u></b></p> <p><b><u>Vocabulary</u></b></p>	<p><b>Work scientifically</b></p>	<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?? <i>Humans are omnivores.</i></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. <i>Humans are omnivores. Their teeth can cut and chew.</i></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. <i>Humans are omnivores. Their teeth can cut and chew. Some humans choose not to eat meat.</i></li> <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> <li>• <i>Humans are omnivores. Their teeth can cut and chew. Some humans choose not to eat meat. Humans eat to help them grow.</i></li> </ul>
	<p><b>Understand animals and humans</b> This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <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,</li> </ul>	



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|  |  | <p>mammals and invertebrates, including pets).</p> <ul style="list-style-type: none"><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 survival (water, food and air).</li><li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li></ul> |  |
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	<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 suitable temperature to grow and stay healthy.</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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## Computing

Digital Writing	Communicate	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to</li> </ul>	<ol style="list-style-type: none"> <li>Explore the keyboard: the learners will familiarise themselves with a word processor and think about how they might use this application in the future.</li> </ol>
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<p>Grouping Data</p> <p><b><u>Vocabulary</u></b></p>		<p>communicate ideas, work and messages.</p>	<p>The learners will also be identifying and finding keys, before adding text to their page by pressing keys on a keyboard</p> <ol style="list-style-type: none"><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><li>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.</li></ol>
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	To code	<ul style="list-style-type: none"> <li>Specify user inputs (such as clicks) to control events.</li> </ul>	
Music			
<p>Y1</p> <p><b><u>How does music make the world a better place?</u></b></p> <ol style="list-style-type: none"> <li>If you're happy and you know it</li> <li>Sing me a song</li> <li>Sparkle</li> <li>Rhythm in the way we walk</li> <li>Big bear funk</li> <li>Assessment point</li> </ol> <p><b><u>Vocabulary</u></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.</p>	<p><b>Perform</b></p>	<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> <li>Imitate changes in pitch.</li> </ul>	<p><b>See separate planning documentation from Charanga.</b></p> <ul style="list-style-type: none"> <li>-Start to learn the song</li> <li>-Sing the song</li> <li>-sing the song and play instrumental parts within the song.</li> </ul>
	<p><b>Compose</b></p>	<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> </ul>	<p>Warm up games Flexible games (optional) Improvise Compose</p>

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<ul style="list-style-type: none"> <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, 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

## P.E

### Inspire + Dance??

Sending and receiving

#### Vocabulary

Teamwork, communication, planning.  
 Target, track, receive, partner, opponent and send.

**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.

### Term 3 - Inspire + Dance

Ball Skills

**LESSON 1** To develop control and co-ordination when dribbling a ball with your hands.

**LESSON 2** To explore accuracy when rolling a ball.

**LESSON 3** To explore throwing with accuracy towards a target.

**LESSON 4** To explore dribbling and rolling skills developing control and accuracy.

**LESSON 5** To explore catching with two hands.  
 To recognise changes in the body during exercise.

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Inspire + Dance???			<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>
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## R.E

<p><b>Islam</b></p> <p>Faith in everyday life <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> <p><b>Lesson 5:</b> Be My Guest.</p> <p><b>Lesson 6:</b> The boy who threw stones. Make comparison between previous learnt stories from Christianity.</p> <p><b>Community – Islam Living</b></p> <p>What do Muslims do to express their beliefs? Which celebrations are important to Muslims? <b>Pg: 17</b></p> <p><b>Lesson 7:</b> Introduction to special festivals.</p> <p><b>Lesson 8:</b> Ramadam</p> <p><b>Lesson 9:</b> Ramadam</p> <p><b>Lesson 10:</b> Eid-ul-Fitr/Eid-ul-Adah</p> <p><b>Lesson 11:</b> Du-al-Hijja</p> <p><b>Lesson 12:</b> Du-al-Hijja</p>
	<p><b>Understand practices and lifestyles</b></p>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	
	<p><b>Understand how beliefs are conveyed</b></p>	<ul style="list-style-type: none"> <li>Explain the meaning of some religious symbols.</li> </ul>	

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## RSE & PSED

<p><b>Jigsaw</b> curriculum – Dreams and Goals</p> <p>Healthy Me</p> <p><b>Project Evolve</b> *Internet Safety: Self-image and identity *Health, well-being and lifestyle *Online reputation</p>	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>	<p><b>Dreams and Goals</b></p> <p><b>1. My Treasure Chest of Success</b> <i>Proud, Success, Achievement, Goal, Treasure, Coins</i></p> <p><b>2. Steps to Goals</b> <i>Goal, Learning, Stepping stones, Process, Garden, Dreams</i></p> <p><b>3. Achieving Together</b> <i>Working together, Team work, Achievement, Celebrate</i> <b>Puzzle outcome: Dream wellies</b></p> <p><b>4. Stretchy Learning</b> <i>Learning, Stretchy, Challenge, Feelings</i> <b>Puzzle outcome: Stretchy flowers</b></p> <p><b>5. Overcoming Obstacles</b> <i>Challenge, Obstacle, Overcome, Achieve, Goal, Stepping stones</i></p> <p><b>6. Celebrating My Success</b> <i>Success, Celebration, Challenge, Internal treasure chest, Feelings, Goals, Dreams, Garden</i> <b>Assessment Opportunity</b></p> <p><b>Project Evolve:</b> <b>Self image and identity:</b> <i>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</i></p> <p><b>Self image and identity:</b> <i>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</i></p> <p><b>Healthy Me</b> <b>1. Being healthy</b></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>	
	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> </ul>	

# Spring Medium Term Overview 2022-23

Year Group: 1

GFOL

Cycle Year: B



HUNTINGTOWER  
A PRIORY ACADEMY

		<ul style="list-style-type: none"><li>About different jobs and the work people do.</li></ul>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices</p> <p>2. Healthy choices I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices</p> <p>3.Clean and healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe</p> <p>4.Medicine safety I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly</p> <p>5.Road safety I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help</p> <p><b>6.Happy, Healthy Me</b> <b>Assessment Opportunity</b> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy</p> <p><b>Project Evolve Internet Safety:</b> <b>Health, well-being and lifestyle:</b> <i>I can explain rules to keep myself safe when using technology both in and beyond the home.</i></p> <p><b>Online reputation:</b> <i>I can recognise that information can stay online and could be copied.</i></p>
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			<i>I can describe what information I should not put online without asking a trusted adult first.</i>
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