

Class 1 Medium Term Planning - Autumn 1 2020-21 Our World

Burton Salmon Community Primary School



	History	Music	SEAL	Computing	Art/D.T.	P.E.	R.E	Science	Geography
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - Significant historical events, people and places in their own locality. - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Know that they belong to a community - Help to make their class a good place to learn. - Help to make their class a fair and safe place. <p><i>New Beginnings</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Purple Mash units:</p> <p>Unit 1.1 - Online safety</p>	<p>Pupils should be taught to:</p> <p>(Art)</p> <ul style="list-style-type: none"> - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Use a range of materials creatively to design and make products. <p>(DT)</p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Participate in team games, developing simple tactics for attacking and defending. 	<p>NY syllabus</p> <ul style="list-style-type: none"> - Foundation: Being special: where do we belong? - KS1: Who is a Christian and what do they believe? 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Observe changes across the four seasons (and describe weather - ongoing). - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> - Gathering and recording data to help in answering questions. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Week 1 (7/9)		Introduce regular singing time.	Draw up a class charter together.				What groups do we belong to?		
Knowledge and skills.		<p>Expected: I can use my voice to sing songs and speak chants and rhymes.</p> <p>Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.</p>	<p>Expected: I can recognise that I belong to a community.</p> <p>Exceeding: I can recognise that I belong to a community and identify what will make that community safe and fair.</p>				<p>Expected: I can share occasions when others have made me feel special.</p> <p>Exceeding: I can explain why Christians feel special to God.</p>		
Week 2 (14/9)	Introductory lesson on local history.			Lesson 1 - Safe Logins.	Lesson 1 Link to book Julian is a Mermaid - make collage person of how they see themselves#	Game with tennis balls.	How do Christians know that children are special to God?		Explore the Geography of the school and its grounds and create a physical map.

Chris Quigley skills-based planning.

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Knowledge and skills.	<p>Expected: I can describe historical events.</p> <p>Exceeding: I can describe historical events and significant people.</p>			<p>Expected: I can login safely with my own logins and understand why that is important.</p> <p>Exceeding: I can login safely and build their own profile.</p>	<p>Expected: I can use a range of materials</p> <p>Exceeding: I can use a range of materials that I have cut torn and glued.</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use rolling and catching skills in combination in a team game.</p>	<p>Expected: I can re-tell the story of Jesus blessing the children.</p> <p>Exceeding: I can re-tell the story of Jesus blessing the children and make connections to personal experience.</p>		<p>Expected: I can use simple fieldwork and observational skills to study the geography of the school</p> <p>Exceeding: I can use simple fieldwork and observational skills to study the geography of the school and its surrounding environment.</p>
Week 3 (21/9)	Introduce timeline and learn about early origins of the village.	Compose a class song	Compose a class song together.	Lesson 2: My work area.	Lesson 2 Paint an image from the book J is a Mermaid	Beanbag and ball game.	Who is a Christian and what do they believe?	Introductory lesson on materials.	Study aerial photos of the school and its ground and recognise landmarks and features.
Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>	<p>Expected: I can use my voice to sing songs and speak chants and rhymes.</p> <p>Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.</p>	<p>Expected: I can recognise that I belong to a community.</p> <p>Exceeding: I can recognise that I belong to a community and identify what will make that community safe and fair.</p>	<p>Expected: I can find my saved work in the Online Work area.</p> <p>Exceeding: I can find saved work, communicate with the teacher and search resources in PM.</p>	<p>Expected: I can use thick and thin brushes</p> <p>Exceeding: I can mix primary colours to make secondary</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use rolling and catching skills in combination in a team game.</p>	<p>Expected: I can talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Exceeding: I can make links between what Jesus taught and what Christians believe and do.</p>	<p>Expected: I can distinguish between an object and the material from which it is made.</p> <p>Exceeding: I can describe the simple physical properties of a variety of everyday materials.</p>	<p>Expected: I can use images and plans to recognise landmarks of the school grounds.</p> <p>Exceeding: I can use images and plans to recognise landmarks and features of the school grounds.</p>
Week 4 (28/9)	Build on timeline and learn about development of canal.			Lesson 3: Purple Mash topics.	Lesson 3: Design a mermaid tail	Running and jumping game.	What does the Bible teach us about God?		Create a map of the school and its grounds.
Knowledge and skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>			<p>Expected: I can identify and use the types of resources available in the Topics section.</p> <p>Exceeding: I can identify the icons used in the Topic section.</p>	<p>Expected I can Use thick and thin brushes</p> <p>Exceeding I can add white to colours to make tints and black</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use running and jumping skills in combination in a team game.</p>	<p>Expected: Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Exceeding: I can make links between what Jesus taught and what Christians believe and do.</p>		<p>Expected: I can devise a simple map.</p> <p>Exceeding: I can devise a simple map and use compass directions to describe its features.</p>
Week 5 (5/10)	Build on timeline and learn about history of the school.		Learning about people's different strengths.	Lesson 4: Purple Mash topics (part 2)	Lesson 4 Clay model of a mermaid tail	Running and jumping game.	Why is Jesus important to Christians?	Learning about different materials.	Explore the Geography of the village and create a physical map.
Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>		<p>Expected: I can tell you how I am the same as and different from my friends.</p> <p>Exceeding: I can tell you about my strengths and the strengths of others.</p>	<p>Exceeding: I can use the different icons and resources in the Topic section.</p> <p>Exceeding: I can start to add pictures and text to my work.</p>	<p>Expected: I can use clay as a sculpture material</p> <p>Exceeding: I can use techniques such as, rolling, cutting, moulding and carving.</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use running and jumping skills in combination in a team game.</p>	<p>Expected: I can talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Exceeding: I can make links between what Jesus taught and what Christians believe and do.</p>	<p>Expected: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Exceeding: Identify and name materials and explain where some of these come from.</p>	<p>Expected: I can use simple fieldwork and observational skills to study the geography of the school.</p> <p>Exceeding: I can use simple fieldwork and observational skills to study the geography of the school and its surrounding environment.</p>
Week 6 (12/10)	Build on timeline and learn about modern developments to the local area.	Prepare a song to learn, sing and record.		Lesson 5: Purple Mash tools.	Lesson 5 Class collage of landmarks in the village for display	Make their own game.	Why do Christians pray?		Study aerial photos and plans of the village and recognise landmarks and features.

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Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>	<p>Expected: I can use my voice to sing songs and speak chants and rhymes.</p> <p>Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.</p>		<p>Expected: I can explore the Tools section on PM.</p> <p>Exceeding: I can explore and learn about the icons used in the Tools section.</p>	<p>Expected: To use a range of materials that are cut, torn and glued.</p> <p>Exceeding: Mix materials to create texture.</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use skills, develop tactics and show leadership in a team game.</p>	<p>Expected: I can talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Exceeding: I can make links between what Jesus taught and what Christians believe and do.</p>		<p>Expected: I can use images and plans to recognise landmarks of the village.</p> <p>Exceeding: I can use images and plans to recognise landmarks and features of the village.</p>
Week 7 (19/10)	Interview with Mrs Smith about her own memories.		Managing feelings.	Lesson 6: Purple Mash tools.	Lesson 6 Continuation of collage from week 5	Make their own game.	How are Christians and Muslims welcomed into the family?	Introductory lesson on the seasons.	Create a map of the village.
Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>		<p>Expected: I know some ways to calm myself down when I feel scared or upset.</p> <p>Exceeding: I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p>	<p>Expected: I can explore the Games section in PM.</p> <p>Exceeding: I can understand the importance of logging off when finished.</p>	<p>Exceeding:</p> <p>Expected:</p>	<p>Expected: To use the term opponent and team-mate.</p> <p>Exceeding: Use skills, develop tactics and show leadership in a team game.</p>	<p>Expected: Recall simply what happens at a traditional Christian infant baptism.</p> <p>Exceeding: Recall simply what happens when a baby is welcomed into the Muslim tradition</p>	<p>Expected: I can observe changes across the four seasons.</p> <p>Exceeding: I can observe changes and describe weather associated with the four seasons.</p>	<p>Expected: I can devise a simple map.</p> <p>Exceeding: I can devise a simple map and use compass directions to describe its features.</p>