

Class 1 Medium Term Planning - Spring 1 2020-21 Kings and Queens

	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> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Pupils should be taught to:</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<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. <i>New Beginnings</i> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To sort items on the computer using the 'Grouping' activities in Purple Mash. 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 Unit 1.1 - Online safety 1.2 Grouping and sorting</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products <p>Note: to be taught week commencing 18th January.</p>	<p>Pupils should be taught to:</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>NY syllabus</p> <p>Foundation: What is special about our world?</p> <p>KS1: What does it mean to belong to a faith community?</p>	<p>Pupils should be taught to:</p> <p>(y1) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p>	<p>Pupils should be taught to:</p> <p>Name and locate the world's seven continents and five oceans.</p>
Week 1 (04/01)	Introduction to topic. Grandparents / Parents / Ourselves. Royal family: who are they / What they're for / Where they live etc.		Draw up a class charter together.			Bean-bag game.	Why do some people say the world is special? What do you think is special about the world?		
Knowledge and skills.	<p>Expected: 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.</p> <p>Exceeding: As above and also: Show an understanding of the concept of nation and a nation's history (incl. monarchy)</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: To use the term opponent and teammate.</p> <p>Exceeding: Use catching skills in a team game.</p>	<p>Expected: Talk about things they find interesting, puzzling or wonderful in the natural world and also about their own experiences and feelings about the world.</p> <p>Exceeding: Think about the wonders of the natural world, expressing ideas and feelings.</p>		
Week 2 (11/01)	Grandparents / Parents / Ourselves. The Queen. Learning about her reign and focusing on her 1977 Silver Jubilee.	Introduce a new piece of music every fortnight, aiming to cover differing genres and styles. (classical)		Lesson 1 - Safe Logins.	Working with colour	Game with tennis balls.	How do Jewish people show that they belong together as a community?	Learning about types of animals.	
Knowledge and skills.	<p>Expected: to show an understanding of the concept of a nation and of a nation's history and to describe historical events.</p> <p>Exceeding: All of the above, plus show an understanding of the concept of monarchy.</p>	<p>Expected: Listen with concentration to a range of high-quality live and recorded music.</p> <p>Exceeding: Listen with concentration and understanding to a range of high-quality live and recorded music.</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: Use thick and thin brushes.</p> <p>Exceeding: as above, plus 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: Recognise symbols of belonging for Jews or Muslims.</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities.</p>	<p>Expected: identify and name a variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Exceeding: Describe and compare the structure of the animal types above.</p>	
Week 3 (18/01)	Outline as ever: Grandparents, Parents and Ourselves. Next step is to look at Prince Charles and focus on his wedding to Diana in 1981.		Compose a class song together.			Beanbag and ball game.	How do Muslims know that they belong? (KS1)		Introduction the worlds 7 continents and five oceans.

Chris Quigley skills-based planning.

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Knowledge and Skills	Expected: to show an understanding of the concept of a nation and of a nation's history and to describe historical events. Exceeding: All of the above, plus show an understanding of the concept of monarchy.		Expected: I can recognise that I belong to a community. Exceeding: I can recognise that I belong to a community and identify what will make that community safe and fair.			Expected: To use the term opponent and team-mate. Exceeding: Use rolling and catching skills in combination in a team game.	Expected: Recognise symbols of belonging for Jews or Muslims. Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities.		Expected: Name the world's continents. Exceeding: Name the world's continents and oceans
Week 4 (25/01)	Outline as ever: Grandparents, Parents and Ourselves. Next step is to look at Prince William, focusing on his wedding to Catherine Middleton in 2011.	Introduce a new piece of music every fortnight, aiming to cover differing genres and styles. (opera)		My work area.	Working with texture and patterns.	Running and jumping game.	What story do Christians tell about the creation of the world?	Learning about the structure of animals.	
Knowledge and skills	Expected: to show an understanding of the concept of a nation and of a nation's history and to describe historical events. Exceeding: All of the above, plus show an understanding of the concept of monarchy.	Expected: Listen with concentration to a range of high-quality live and recorded music. Exceeding: Listen with concentration and understanding to a range of high-quality live and recorded music		Expected: I can find my saved work in the Online Work area. Exceeding: I can find saved work, communicate with the teacher and search resources in PM.	Expected: Use a combination of materials that are cut, torn and glued. As above, plus: Mix materials to create texture.	Expected: To use the term opponent and team-mate. Exceeding: Use running and jumping skills in combination in a team game.	Expected: Re-tell the story of creation from Genesis 1. Exceeding: Talk about what Genesis 1 says about the world, God and human beings.	Expected: identify and name a variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Exceeding: Describe and compare the structure of the animal types above.	
Week 5 (01/02)	Outline as ever: Grandparents, Parents and Ourselves. Next step is to look at Prince George and his siblings, focusing on contrasting his life with ours.		Learning about people's different strengths.	Sort items using a range of criteria.		Running and jumping game.	How do Christians and Muslims welcome a new baby?		Introduction to using world maps to locate the world's 7 continents and 5 oceans.
Knowledge and Skills	Expected: to show an understanding of the concept of a nation and of a nation's history and to describe historical events. Exceeding: All of the above, plus show an understanding of the concept of monarchy.		Expected: I can tell you how I am the same as and different from my friends. Exceeding: I can tell you about my strengths and the strengths of others.	Expected: to sort items using a range of criteria on the carpet as a class. Exceeding: To sort items using a range of criteria on the carpet as a class and in pairs.		Expected: To use the term opponent and team-mate. Exceeding: Use running and jumping skills in combination in a team game.	Expected: I can give an account of what happens at a traditional Christian infant baptism / dedication and suggest what the actions and symbols mean. Exceeding: I can identify some similarities and differences between the ceremonies studied.		Expected Name and locate the world's continents. Exceeding: Name and locate the world's continents and oceans
Week 6 (08/02)	Recap this term's topic and look at how life has changed in Britain over the period studied.	Introduce a new piece of music every fortnight, aiming to cover differing genres and styles. (pop)		Sort items using a range of criteria.	Making products (design).	Make their own game.	What stories do Muslim people tell about God's creation?	Learning about animals and what they eat.	
Knowledge and Skills	Expected: to show an understanding of the concept of a nation and of a nation's history and to describe historical events. Exceeding: All of the above, plus show an understanding of the concept of monarchy.	Expected: Listen with concentration to a range of high-quality live and recorded music. Exceeding: Listen with concentration and understanding to a range of high-quality live and recorded music		Expected: to sort items on purple mash using given criteria. Exceeding: to sort items on purple mash using given criteria, and to create my own criteria for sorting the items.	Expected: Use rolled up paper, straws, paper, card as materials. Exceeding: as above, plus: Use techniques such as rolling, cutting, moulding and carving.	Expected: To use the term opponent and team-mate. Exceeding: Use skills, develop tactics and show leadership in a team game.	Expected: Express ideas about how to look after wildlife in response to the story of Muhammed and the Crying Camel. Exceeding: Talk about what the above story says about God, the world and human beings.	Expected: Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Exceeding: Describe and contrast the structure of the animals above.	