



Class 1 Medium Term Planning - Summer 1 2020-21

	Geography	Music	Jigsaw	Computing	Art/D.T.	P.E.	R.E	Science	History
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught to:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Link to 'Global Neighbours' scheme: 'exploring similarities and differences between their lives and the lives of people in various communities around the world' (Teaching and Learning: Bronze).</p>	<p>Pupils should be taught to:</p> <p>Use their voices expressively by singing songs and speaking chants and rhymes.</p>	<p>Term 5: 'Relationships.'</p> <p>Link to 'Global Neighbours' scheme: 'exploring 'big questions' about suffering, inequality and justice.'</p>	<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> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>(To be taught by Mrs Mills on a Tuesday afternoon)</p>	<p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</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>Link to 'Global Neighbours' scheme: 'identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world.' (Teaching and Learning: Bronze).</p>	<p>Pupils should be taught to:</p> <p>Describe and compare the structure of a variety of common animals.</p>	<p>Pupils should be taught about:</p> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements.</p> <p>Link to 'Global Neighbours' scheme: 'exploring similarities and differences between their lives and the lives of people in various communities around the world' (Teaching and Learning: Bronze).</p>
Week 1 (12/04)	<p>Introductory lesson exploring and researching Kenya and looking at main differences and similarities between life in the UK and life in Kenya.</p>		<p>Our Relationships Fiesta - Part 1.</p>	<p>Lesson 1 - Safe Logins.</p>	<p>Linking our artistic ideas to our topic of Kenya.</p>	<p>Movement with a ball</p>	<p>Why do some people say the world is special? What do you think is special about the world?</p>		
Knowledge and skills.	<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p>		<p>Expected: I can identify the members of my family and understand that there are lots of different types of families.</p> <p>Exceeding: I can know how it feels to belong to a family and care about the people who are important to me.</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 respond to ideas and starting points.</p> <p>Exceeding: I can explore different methods and materials as ideas develop.</p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination</u>.</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 (19/04)	<p>Learn about the impact of drought in Kenya and other African nations and consider the importance and means of saving water.</p>	<p>Music lesson with specialist.</p>	<p>Our Relationships Fiesta - Part 2.</p>	<p>Lesson 2: My work area.</p>	<p>Linking our artistic ideas to our topic of Kenya.</p>	<p>Movement with a ball #2</p>	<p>How do Jewish people show that they belong together as a community?</p>	<p>Describe and compare (and label) the structures of some common pet animals.</p>	

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Knowledge and skills.	<p>Expected: I can compare the climate of a small area of the United Kingdom with a contrasting non-European country.</p> <p>Exceeding: I can compare the climate of a small area of the United Kingdom with a contrasting non-European country, <u>independently identifying the key differences.</u></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 identify the members of my family and understand that there are lots of different types of families.</p> <p>Exceeding: I can know how it feels to belong to a family and care about the people who are important to me.</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 respond to ideas and starting points.</p> <p>Exceeding: I can explore different methods and materials as ideas develop.</p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination.</u></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: I can describe the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>Exceeding: I can describe <u>and compare</u> the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p>	
Week 3 (26/04)		Music lesson with specialist.	What makes a good friend?	Lesson 3: Purple Mash topics.	Linking our artistic ideas to our topic of Kenya.	Sending and Receiving (rolling) #1	We all belong to something		Learn about significant African-Caribbean British people who have made an impact on our history.
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 identify what being a good friend means to me.</p> <p>Exceeding: I can know how to make a new friend.</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 respond to ideas and starting points.</p> <p>Exceeding: I can explore different methods and materials as ideas develop.</p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination.</u></p>	<p>Expected: Recognise symbols of belonging from our own experience.</p> <p>Exceeding: Give examples of symbols of belonging in different people's lives.</p>	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can describe significant historical Britons and explain their impact on the nation.</p>	
Week 4 (03/05)	Learn about life in school for children in Kenya and contrast this with our own school timetable.	Writing a class song.	Consider appropriate physical contact between friends.	Sort items using a range of criteria.	Linking our artistic ideas to our topic of Kenya.	Sending and Receiving (rolling) #2	How do Christians know that they belong? (KS1)		
Knowledge and skills	<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</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 know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>Exceeding: I can recognise which forms of physical contact are acceptable and unacceptable to me.</p>	<p>Expected: to sort items using a range of criteria on the carpet as a class.</p> <p>Exceeding: To sort items using a range of criteria on the carpet as a class and in pairs.</p>	<p>Expected: I can respond to ideas and starting points.</p> <p>Exceeding: I can explore different methods and materials as ideas develop.</p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination.</u></p>	<p>Expected: Recognise symbols of belonging for Christians.</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities.</p>		
Week 5 (10/05)	Learn about the different natural habitats and animals of the United Kingdom and Kenya.	Writing a class song.	Learn about the school community.		Linking our artistic ideas to our topic of Kenya.	Sending and Receiving (catching)	How do Muslims know that they belong? (KS1)	Describe and compare (and label) the structures of some British and African animals.	

Chris Quigley skills-based planning.

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Knowledge and Skills	<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</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 know who can help me in my school community.</p> <p>Exceeding: I can know when I need help and know how to ask for it.</p>		<p>Expected: I can respond to ideas and starting points.</p> <p>Exceeding: I can explore different methods and materials as ideas develop.</p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination</u>.</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: I can describe the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>Exceeding: I can describe <u>and compare</u> the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p>	
Week 6 (17/05)	Learn about the different climates and weather patterns of the United Kingdom and Kenya.	Practising our class song.	Recognising my qualities.	Sort items using a range of criteria.	Linking our artistic ideas to our topic of Kenya.	Sending and receiving (Kicking)	How do Jews know that they belong? (KS1)		
Knowledge and Skills	<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</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 my qualities as a person and a friend.</p> <p>Exceeding: I can know ways to praise myself.</p>	<p>Expected: to sort items on purple mash using given criteria.</p> <p>Exceeding: to sort items on purple mash using given criteria, and to create my own criteria for sorting the items.</p>	<p>Expected: I can respond to ideas and starting points.</p> <p>Exceeding: I can explore different methods and materials as ideas develop.</p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination</u>.</p>	<p>Expected: Recognise symbols of belonging for Jews.</p> <p>Exceeding: Give examples of ways in which believers express their identity and belonging within faith communities.</p>		
Week 7 (24/05)	Learning about the different foods and fruits that grow in the United Kingdom and Kenya.	Performing our class song.	Appreciating those special to me.		Linking our artistic ideas to our topic of Kenya.	Aiming (Golf)	What stories do Muslim people tell about God's creation?		
Knowledge and Skills	<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand <u>and identify</u> geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</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 tell you why I appreciate someone who is special to me.</p> <p>Exceeding: I can express how I feel about them.</p>		<p>Expected: I can respond to ideas and starting points.</p> <p>Exceeding: I can explore different methods and materials as ideas develop.</p>	<p>Expected: I can use rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Exceeding: I can use rolling, hitting, running, jumping, catching and kicking skills <u>in combination</u>.</p>	<p>Expected: Express ideas about how to look after wildlife in response to the story of Muhammed and the Crying Camel.</p> <p>Exceeding: Talk about what the above story says about God, the world and human beings.</p>		