



## Class 1 Medium Term Planning - Summer 2 2020-21

	History	Music	Jigsaw	Computing	Art/D.T.	P.E.	R.E	Science	Geography
National Curriculum Links Learn more, know more, remember more	<p><b>Pupils should be taught about:</b></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 'big questions' about suffering, inequality and justice.'</p>	<p><b>Pupils should be taught to:</b></p> <p>Use their voices expressively by singing songs and speaking chants and rhymes.</p>	<p><b>Term 5: 'Changing me'</b></p>	<p><b>Pupils should be taught to:</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Purple Mash units Year 1 - 1.3 pictograms</p>	<p><b>Pupils should be taught to:</b></p> <p>(Art)</p> <ul style="list-style-type: none"> <li>- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- Use a range of materials creatively to design and make products.</li> </ul> <p>(DT)</p> <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p>(To be taught by Mrs Scott on a Tuesday afternoon)</p>	<p><b>Pupils should be taught to:</b></p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>NY syllabus</b></p> <p>Foundation: Being special: where do we belong?</p> <p>KS1: Who is a Christian and what do they believe?</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><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p>Name and locate the world's seven continents and five oceans.</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>
<b>Week 1 (07/06)</b>	Introductory lesson introducing Emmeline Pankhurst and learning about discrimination generally, drawing parallels with previous learning about Rose Parks.		Life cycles.			Game with tennis balls.	What groups do we belong to?		
Knowledge and skills.	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can recognise that there are reasons why people in the past acted as they did.</p>		<p>Expected: I can start to understand the life cycles of animals and humans</p> <p>Exceeding: I can understand that changes happen as we grow and that this is OK.</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 share occasions when others have made me feel special.</p> <p>Exceeding: I can explain why Christians feel special to God.</p>		
<b>Week 2 (14/06)</b>	Lesson considering what it means to be famous and learning about other famous people in the past.	To understand that music is created through a process which has a number of techniques.	Changing Me	To contribute to a class pictogram Discuss what a pictogram shows us. Use 2count to	Lesson 1 - Exploring the work of a famous artist.	Beanbag and ball game.	How do Christians know that children are special to God?	What is a wild plant/common plant? Where do they grow? Compare and contrast.	

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				create electronic pictogram.				Plant hunt (if possible) around the local area. Collecting photos of different types of plants/leaves spotted for identification back at school.	
Knowledge and skills	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can recognise that there are reasons why people in the past acted as they did.</p>	<p>Expected: I can create a sequence of long and short sounds and use sounds to create an effect.</p> <p>Exceeding: I can create a mixture of different sounds (long and short, loud and quiet, high and low) and use those sounds to create an overall effect.</p>	<p>Expected: I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>Exceeding: I can know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p>Expected: Use 2Connect to communicate ideas.</p> <p>Exceeding: Use a range of devices to communicate ideas.</p>	<p>Expected: I can use some of the ideas of artists to create my own work.</p> <p>Exceeding: I can use some of the ideas of artists to create my own work and give reasons for my choice of materials.</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: Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <p>Exceeding: Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p>	
Week 3 (21/06)	Learn about the history of women's rights and draw parallels between Emily Pankhurst and Malala Yousafzai.		My Changing Body.	Use a pictogram to record the results of an experiment. Children to carry out a dice throwing challenge and record their data manually before transferring it to a pictogram using 2count.	Lesson 2 - Drawing	Running and jumping game.	Who is a Christian and what do they believe?		
Knowledge and Skills	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can recognise that there are reasons why people in the past acted as they did.</p>		<p>Expected: I can know how my body has changed since I was a baby.</p> <p>Exceeding: I can understand that growing up is natural and that everybody grows at different rates.</p>	<p>Expected: Use pictogram to record data.</p> <p>Exceeding: Use a pictogram to show data and answer questions related to it.</p>	<p>Expected: I can draw lines of different sizes and thickness.</p> <p>Exceeding: I can draw lines of different sizes and thickness and colour neatly following the lines.</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 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>		
Week 4 (28/06)	Learn about children's rights, drawing parallels with what we have learned about Emily Pankhurst.	Learning that compositions need to be understood by others and that there are techniques and a language for communicating them.	Boys' and Girls' bodies.	To understand the terminology associated with searching. Children will learn the meaning of key internet terms.	Lesson 3 - Colour mixing with paints.	Running and jumping game.	What does the Bible teach us about God?		Using world maps to locate the world's 7 continents and 5 oceans.
Knowledge and skills	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can recognise that there are reasons why people in the past acted as they did.</p>	<p>Expected: I can create simple symbols to represent a composition.</p> <p>Exceeding: I can use symbols to represent a composition and to help with a performance.</p>	<p>Expected: I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.</p> <p>Exceeding: I can respect my body and understand which parts are private.</p>	<p>Expected: To be able to use key internet terms</p> <p>Exceeding: To be able to explain the meaning of key internet terms</p>	<p>Expected: I can mix primary colours to make secondary.</p> <p>Exceeding: I can mix primary colours to make secondary, and add white to colours to make tints.</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 Name and locate the world's continents.</p> <p>Exceeding: Name and locate the world's continents and oceans</p>	
Week 5 (05/07)	Learn about disabilities and how we can support them, drawing parallels with what we have learned about civil liberties so far.		Learning and growing	To gain a better understanding of searching the internet. Children will identify the basic parts of a web search engine and be able	Lesson 4 - Exploring products.	Make their own game.	Why is Jesus important to Christians?	Parts of a plant - seed, leaves, stem, roots, flower. What are they used for? Why are they important?	

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				to use a search engine to research answers for a quiz.				Label a plant (make a model/draw a picture/use a given diagram)	
Knowledge and Skills	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can recognise that there are reasons why people in the past acted as they did.</p>		<p>Expected: I can understand that every time I learn something new I change a little bit.</p> <p>Exceeding: I can enjoy learning new things.</p>	<p>Expected: Children will be able to navigate around a basic search engine.</p> <p>Exceeding: Children will be able to find answers to questions using the search engine.</p>	<p>Expected: I can explore objects and designs to identify likes and dislikes of the designs.</p> <p>Exceeding: I can explore objects and designs to identify likes and dislikes of the designs. I can suggest improvements to existing designs.</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 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 describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>Exceeding: Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>	
Week 6 (12/07)	Children to choose one person who has changed something for good (part 1).	Learning that music is created to be performed.	Coping with changes.	To be able to explain to others how to use the internet to search for information. Children will create a leaflet using Purple Mash.	Lesson 5 - Designing a product.	Make their own game.	Why do Christians pray?		Using world maps to locate the world's 7 continents and 5 oceans.
Knowledge and Skills	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can recognise that there are reasons why people in the past acted as they did.</p>	<p>Expected: I can make and control long and short sounds, using voice and instruments.</p> <p>Exceeding: I can follow instructions on how and when to sing or play an instrument.</p>	<p>Expected: I can tell you about changes that have happened in my life</p> <p>Exceeding: I can know some ways to cope with changes</p>	<p>Expected: To be able to explain key terms.</p> <p>Exceeding: To be able to add text and images to a leaflet to inform others.</p>	<p>Expected: I can design products that have a clear purpose and an intended user.</p> <p>Exceeding: I can design products that have a clear purpose and an intended user and suggest improvements to my design.</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 Name and locate the world's continents.</p> <p>Exceeding: Name and locate the world's continents and oceans</p>	
Week 7 (19/07)	Children to choose one person who has changed something for good (part 2).				Lesson 6 - Make a product.		How are Christians and Muslims welcomed into the family?		
Knowledge and Skills	<p>Expected: I can describe significant British people from the past.</p> <p>Exceeding: I can recognise that there are reasons why people in the past acted as they did.</p>				<p>Expected: I can make a product that has a clear purpose and an intended user.</p> <p>Exceeding: I can make a product that has a clear purpose and an intended user, refining the design as work progresses.</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>		