Y1 Medium Term Plan Autumn 1

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|  | Science | Humanities | RE | Computing |
| Theme | **Seasonal Changes (Autumn and Winter)**  **Key Skills:**  asking simple questions and recognising that they can be answered in different ways  observing closely, using simple equipment  performing simple tests  identifying and classifying  using their observations and ideas to suggest answers to questions  gathering and recording data to help in answering questions.  **Key Knowledge:**   * name the four seasons * name different types of weather * make observations about the weather * describe the weather associated which each season * collect and record simple data * make simple observations about changes across the seasons | **Theme: Toys**  **Key skills:**  **-Pupils should develop an awareness of the past, using common words and phrases**  **relating to the passing of time.**  **-They should know where the people and events they study fit within a chronological**  **framework and identify similarities and differences between ways of life in different periods.**  **-They should use a wide vocabulary of everyday historical terms.**  **-They should ask and answer questions, choosing and using parts of stories and other**  **sources to show that they know and understand key features of events.**  **-They should understand some of the ways in which we find out about the past and**  **identify different ways in which it is represented.**  **Key knowledge**  **Changes within living memory. Where appropriate, these should be used to reveal**  **aspects of change in national life;** | **TOPIC - Christianity**  **Theme: The creation story**  **Enquiry: Does God want Christians to look after the world?**  **Key skills**  - I can say how it feels when I make something  - I can start to talk about how Christians believe the world got here  Empathy  Evaluation  Reflection  Appreciation  Wonder  Self-awareness  **Key knowledge**   * I can remember parts of the Christian Creation story (Different things were created on different days) | **Unit 1.2 Online Safety AND**  **Unit 1.9 Tech at Home**  **Key skills:**   * To log in safely * To save work * To identify common used icons * To identify technology in the community   **Key Knowledge:**   * To know the terms - ownership, icon, technology * To know that technology is everywhere * To know some common uses of technology |
| Week 1 | **L.O- What do we know about weather?**  **Key skills**   * To consider what they already know about weather and generate questions * To make observations and respond appropriately * To look at weather forecasts and the symbols used by forecasters * To create weather forecasts about the weather at school   **Key knowledge**:   * To know the four seasons * To know the months of the year * Apply their understanding by the dressing up of a teddy appropriately for weather conditions * Show their understanding, and ability to use their observations, by devising their own weather forecasts   Key Vocabulary: rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast | **LO: To know what types of toys children play today.**  **Key skills**  **-They should understand some of the ways in which we find out about the past and**  **identify different ways in which it is represented.**  **Key knowledge**:  Children should know:  - what toys of today are made from  -how common toys work  -that if they want to find about the toys from the past they could: visit a museum, ask grandparents/older people they know, research on the internet, read non-fiction books, watch TV/films and read books set in period of time they want to learn about | **Engagement lesson -**  **LO to express how I feel about something I have made**  **Key skills**   * Appreciation - I can appreciate the things I and others have made * Empathy - I can begin to feel how people feel about things they have made   **Key knowledge**   * Children are able to express how they feel about something they made   Share the enquiry question - Does God want Christians to look after the world?  Children create something during Child-Initiated Learning and reflect on what they have created during the following RE session.  Q: Who created this? How did it feel to create it? How do I want my creation to be treated? Who would I trust to look after it? How would I feel if it was disrespected/ damaged?  Children will draw a picture of something they made and record how they feel about it.  Challenge: Record how they would feel if someone damaged it | UNIT 1.1  LO: To be able to log in safely  Key Skills:   * To login safely * To create an avatar * To be able to create their own picture and add their name to it. * To save their work   Key Knowledge:   * To understand the term ‘ownership’ (belongs to them - give examples) * To know that logins are to be kept private * To know that work must be saved in order to retrieve it |
| Week 2 | **L.O- Weather Watching**  **Key skills**   * To observe, record and discuss the weather * To understand how the observed weather is typical (or not) of the weather for the season * To create a collage of the current season, weather and wildlife and compare to other seasons in the year   **Key knowledge**:   * Learn about the weather for the season and consider if the weather they are expecting is typical * Understand more about the different seasons of the year, including the current season * Consider the different elements of summer (current season) and represent in a group collage   Key Vocabulary: rain, snow, storm, thunder, lightning, warm, cold, forecast, summer, autumn, winter, spring, seasons | **LO: To know what types of toys our parents and grandparents played with.**  **Key skills**  **-Pupils should develop an awareness of the past, using common words and phrases**  **relating to the passing of time.**  **-They should know where the people and events they study fit within a chronological**  **framework and identify similarities and differences between ways of life in different periods.**  **-They should understand some of the ways in which we find out about the past and**  **identify different ways in which it is represented.**  **Key knowledge**  Children should be able to:  -tell how their parents’ and grandparents’ toys are different from/similar to toys today | **Engagement lesson -**  **LO: To be able to talk about something I found in the natural world**  **Key skills**   * Appreciation - appreciate the natural world * Wonder - Discuss the similarities and differences in the natural world and how they are special   **Key knowledge**   * (Links with science - the natural world) From observations of the natural world identify and compare objects   Together explore the objects and others that the Teacher has found Q: What was the smallest thing, the spikiest object etc. they found? (e.g leaves - shapes / sizes; plants, animals e.g. bees, butterflies, squirrels; shells, acorns, etc)  Children record the range of objects found in the natural world and say what they like about it. | LO: To retrieve saved work  Key Skills:   * Can find saved work in their own area * Can use the search function to find their work   Key Knowledge:   * To know that logins are to be kept private * To know that work must be saved in order to retrieve it |
| Week 3 | **L.O- To understand shadows**  **Key skills:**   * To investigate shadows and their shapes * Consider the questions: Does my shadow always look like that? What was it like first thing in the morning? Is it better to play shadow tag at lunchtime or after school?   **Key knowledge**:   * Understand that the day length changes each day and varies from season to season * Explore shadows and how they change during the day * Consider what life would be like if the sun didn&#39;t rise and create daylight   Key Vocabulary: shadow, sun, earth, spin, day, night, light, dark | **LO: To know what toys of the early 20th century looked like.**  **Key skills**  **-Pupils should develop an awareness of the past, using common words and phrases**  **relating to the passing of time.**  **-They should understand some of the ways in which we find out about the past and**  **identify different ways in which it is represented.**  **-Children should be able to compare toys from the early 20th century to the modern ones**  **Key knowledge**  Children should know what toys were popular at the beginning of the 20th century (e.g.mechanical building sets, teddy bears, Crayola crayons) | **Investigation lesson -**  **LO: To be aware of the creation story**  **Key skills:**   * Application - make links between objects they see to the Creation story Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world?   **Key knowledge:**   * To know how Christians believe the world was made. * Recall some events in the creation story: (Day 1 - day/night; Day 2 - sky; Day 3- land/sea/plants; Day 4 - sun/moon/stars; Day 5 - creatures in sea / sky; Day 6 - creatures on land / man & woman; Day 7 - rest)   Tell story ‘Wonderful Earth!’ by Nick Butterworth and Mick Inkpen (Creation Story - Genesis chapter 1)  Children to sequence / record events in the story.  Discuss how Christians believe that God created the world and everything in it . | LO: To add pictures and text to work  Key Skills:   * To add pictures * To add text   Key Knowledge:   * Pupils know what ‘icon’ means (an image that represents an application or another action) * Know the difference between media and text icons |
| Week 4 | **L.O- To be able to measure rainfall**  **Key skills**   * To consider what effect rain has on us and our daily lives * To design and make a weather station * To record the rainfall over a period of time * To make predictions about the results from the rainfall gauges * To use the scientific vocabulary: weather, rainfall, precipitation, data   **Key knowledge**:  Children will   * Talk about rain and how it affects our lives * Design and make a rainfall gauge * Set the rainfall gauges up in the playground and understand how to record the rainfall over a period of time * Make predictions about the results from the rainfall gauges * Use the scientific vocabulary: weather, rainfall, precipitation, data   Key Vocabulary: weather, rainfall, precipitation, data | **LO: To know what children in the Victorian times played with.**  **Key skills:**  **-They should know where the people and events they study fit within a chronological**  **framework and identify similarities and differences between ways of life in different periods.**  **-Pupils should develop an awareness of the past, using common words and phrases**  **relating to the passing of time.**  **-They should use a wide vocabulary of everyday historical terms.**  **-Children should be able to talk about similarities and differences between Victorian and modern toys**  **Key knowledge**  Children should know that:  -Victorian toys were made mainly of wood, metal and paper  -richand poor Victorian children played with different toys  -boys and girls played with different toys  -on Sunday children played with Sunday toys (like Noah’s Ark)  -board and card games were popular | **Investigation lesson -**  **LO: To be imagine how God feels about the world He created**  **Key skills:**   * Empathy - I can begin to think how God feels about the world He created   **Key knowledge:**  Know that God would like us to enjoy the world He created (refer to creatures, plants, sea, land, weathers etc)  Recap the Creation story  Christians believe God sat down on day seven to have a rest.  Why did God create these things? How did he feel afterwards? How do you feel about these aspects of the world?  Let’s pretend He wrote a letter to the people he had created to live in the world. What do you think He might have written in His letter? | LO: To identify icons  Key Skills:   * Can identify icons such as save, print, open, new * Can use the tools tab and explore different icons   Key Knowledge:   * Pupils know what ‘icon’ means (an image that represents an application or another action) * Know familiar icons save, print, home, open, new |
| Week 5 | **L.O- To be able to measure wind direction**  **Key skills**   * To make a wind sock to measure wind direction * To observe and record wind direction over time and notice patterns between rainfall and wind, and changes in direction * To use the scientific vocabulary: wind, direction, gauge, patterns, data   **Key knowledge**:  Children will   * Understand that wind direction is measured using a wind sock * Observe the wind direction over time and notice any patterns between rainfall and wind * Consider if the time of day has an effect on the wind direction   Key Vocabulary: weather, rainfall, precipitation, data, wind, direction, gauge, patterns | **LO: To know what Roman toys looked like.**  **Key skills**  **-They should know where the people and events they study fit within a chronological**  **framework and identify similarities and differences between ways of life in different periods.**  **-They should use a wide vocabulary of everyday historical terms.**  **Key knowledge**  Children should know that:  -children in ancient Rome played with scooters, yo-yos, marbles skipping ropes, balls and kites  -boys played war type games with wooden swords  -girls played with dolls (poor girls played with rag dolls, rich with dolls made of clay and wax)  -mosaics, paintings and writing as evidence what toys were used in the Roman times | **Evaluation lesson -**  **LO: To know how people people treat the world differently**  **Key skills**   * Evaluation - I can say how I look after the world   **Key knowledge**   * I know how some people look after the world and some do not (graffiti, litter, plastic in the sea, planting, clearing up, recycling)   Look at pictures of some of the different ways people treat the world.  How do Christians think God would feel if He could see these things? Would He be pleased or would He feel unhappy and why?  Reflect as a class looking at some of the pictures and discussing whether Christians would treat the world in these ways or not and children to give reasons. | UNIT 1.9  (This lesson can merge with lesson 2 of this unit. Please see unit lesson outline)  LO: To identify different technology  Key Skills:   * Can identify when an object is a piece of technology or not * Can identify some common uses of technology   Key Knowledge:   * Understand and know the term ‘technology’ (technology is the use of knowledge to invent new devices or tools to acheive goals). |
| Week 6 | **L.O- To understand temperature**  **Key skills**   * To consider warm and cold weather and measure temperature * To understand air temperature changes across the seasons * To make a thermometer box to use outside to measure temperature * To use the scientific vocabulary: wind, direction, gauge, patterns, data   **Key knowledge**:  Children will   * Understand that warm and cold weather, including snow, can be specific to different seasons * Understand that air temperature changes with the seasons, and that usually summer is hotter than winter * Make a thermometer box to use outside to measure temperature   Key Vocabulary: weather, rainfall, precipitation, wind, direction, gauge, patterns, data, temperature, thermometer | **LO: To hold a debate** | **Expression lesson -**  **LO - to say how God wants Christains to look after the world**  **Key skills:**   * Expression and reflection - Express of their own personal reflection on the question   **Key knowledge:**   * Recap enquiry question - Do Christians think God wants them to look after the world? What do you think about this and why?   Revisit learning and discuss how the world is precious and that we need to look after it. How will you now treat the world? How do you think people should treat the world? | LO:  Key Skills:  Key Knowledge: |