Year 1 Medium Term Plan Spring 1

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|  | Science | Humanities | RE | Computing |
| Theme | **Theme:**  **Everyday materials**  **Key skills:**   * Distinguish between an object and the material from which it is made * Compare and group together a variety of everyday materials on the basis of their simple physical properties. * Explore, name, discuss, raise and answer questions. * Explore and experiment with a wide range of materials. * Perform simple tests to explore questions (e.g. ‘What is the best material for an umbrella?’ * To evaluate their own experiments.   **Key knowledge: To be able to:**   * Describe the simple physical properties of a variety of everyday materials * Name properties of materials. * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock   Enrichment:  **Trips: Science museum- The Garden.**  **Visitors**  **Vocab: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent** | **Theme: The Victorians**  **Key skills:**   * Chronological knowledge. * Tell differences between past and present in their own and other people's lives. * Begin to identify and recount some details from the past from sources (e.g.pictures, stories) * Find answers to simple questions about the past from sources of information (e.g. pictures, stories) * Show knowledge and understanding of the past in different ways (e.g. role play, drawing, writing, talking) * Ask and answer questions. * Use different sources to find out about the past. * Understand a variety of sources.   **Key knowledge: To be able to :**   * Have an awareness of the past. * Use common words and phrases relating to the passing of time. * Know how the history of schools has changed within a chronological framework.   **Enrichment:**  **Trips**  **Visitors** | **Theme: Jesus as a friend**  **Key question: *Was it always easy for Jesus to show friendship?***  **Key skills:**   * To interpret a story about Jesus. * To empathise with others. * To investigate the meaning of friendship. * To analyse a story from the bible. * To evaluate a story from ‘Luke’ * To express an opinion * To reflect on their own views. * Answer questions * Form an opinion * Discuss the importance of friendship * Retell/recount a story   Discuss their own feelings  **Key knowledge: To have an awareness of:**   * Individual liberty * Mutual respect * Tolerance of those of different faiths and beliefs * Remember a story of Jesus showing friendship (Zacchaeus - tax collector; In a boat Jesus stilling the storm)   **Enrichment:**  **Trips**  **Visitors: Visit from Rev Kit** | Unit 1.2 Grouping and Sorting (Lesson 1 & 2)  Unit 1.3 Pictograms (Lesson 3-6)  Key skills:   * Pupils can physically sort, collate, edit, present, search through, re-order and restructure items using a range of given criteria * pupils can sort physical objects using a range of criteria e.g., shape: Number of sides, colour, equal length sides etc * Pupils can collate and organise class data into a physical pictogram and a virtual pictogram * Pupils can create, store, retrieve and share their own pictograms   Key knowledge:   * To know the vocabulary sort/ criteria/ pictogram/ data/ collate * Pupils know how to use grouping/sorting/pictograms to answer given questions * Pupils know how to save using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later * They demonstrate that they can use 2Count to group collated data into pictorial representations). |
| Week 1 | **LO:** To explore different materials and their properties.  **Key skills**   * 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 * Describe the simple physical properties of a variety of everyday materials * Compare and group together a variety of everyday materials on the basis of their simple physical properties.   **Key knowledge**   * Describe the simple physical properties of a variety of everyday materials- wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil * Name properties of materials- hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | **LO: To generate questions about Victorian schools.**  **Key skills:**   * To draw upon prior knowledge * To ask questions * To discuss   **Key knowledge**   * Have an awareness of the past- know that Victorian schools were built and used years ago/ the children lived a long time ago. * Use common words and phrases relating to the passing of time- artefact, evidence and timeline, old, new, years ago, before, back then, now, nowadays,. | **LO: To know what makes a good friend.**  **Key skills**   * To empathise with others. * To investigate the meaning of friendship. * To reflect on their own views. * Answer questions * Form an opinion * Discuss the importance of friendship * Discuss their own feelings   **Key knowledge**   * **To be able to say what a good friend would and would not do** | LO: To be able to sort items  Key Skills:   * To sort items using a range of criteria.   Key Knowledge:   * to know a variety of sorting criteria * to understand why something will belong to a certain group * to know how ro identify items that do not belong to certain criteria |
| Week 2 | **LO:** To sort materials based on their properties.  **Key skills**   * 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 * Describe the simple physical properties of a variety of everyday materials * Compare and group together a variety of everyday materials on the basis of their simple physical properties.   **Key knowledge**   * Describe the simple physical properties of a variety of everyday materials- wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil * Name properties of materials- hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent. * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | **LO: To answer questions about Victorian schools using a historical text.**  **Key skills**   * Chronological knowledge. * Tell differences between past and present in their own and other people's lives. * Begin to identify and recount some details from the past from sources (e.g.pictures, stories) * Find answers to simple questions about the past from sources of information (e.g. pictures, stories)   **Key knowledge**   * Have an awareness of the past- know that Victorian schools were built and used years ago/ the children lived a long time ago. * Use common words and phrases relating to the passing of time- artefact, evidence and timeline, old, new, years ago, before, back then, now, nowadays,   Know how the history of schools has changed within a chronological framework- be able to state a difference between schools today and Victorian schools- Victorian schools were much stricter, used corporal punishment, cost money. | **LO To know how Jesus was a good friend.**  **Key skills**   * To interpret a story about Jesus. * To empathise with others. * To investigate the meaning of friendship. * To analyse a story from the bible. * To express an opinion * To reflect on their own views. * Answer questions * Form an opinion * Discuss the importance of friendship   **Key knowledge**   * To know the story of Zacchaeus and how Jesus was his friend | LO: To be able to use sorting programs on a computer.  Key Skills:   * To sort items on the computer using the ‘Grouping’ activities in Purple Mash.   Key Knowledge:   * to know how to use ‘grouping’ programs on a device * to know a variety of sorting criteria * to understand why something will belong to a certain group * to know how ro identify items that do not belong to certain criteria |
| Week 3 | **LO: To design a cup**  **Key skills**   * 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 * Describe the simple physical properties of a variety of everyday materials * To draw and label a design   **Key knowledge**   * Describe the simple physical properties of a variety of everyday materials- wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil * Name properties of materials- hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | **LO: To compare pictures of Victorian homes to homes now.**  **Key skills:**   * Observation * Discussion * Comparison   **Key knowledge**:   * Have an awareness of the past- to know that Victorian homes were built many years ago, some do still exist today. * Use common words and phrases relating to the passing of time- artefact, evidence and timeline, old, new, years ago, before, back then, now, nowadays,   Know how the style of homes has changed within a chronological framework-Victorian homes- chimneys, no garages, narrow roads, small houses, small yards (poorer people) larger houses (richer people), no electricity. Modern homes- range of sizes, layouts, range of types of buildings eg house, flat, lots of technology . | **LO: To investigate stories of friendship from the bible.**  **Key skills**   * To empathise with others. * To investigate the meaning of friendship. * To analyse a story from the bible. * To evaluate a story from ‘Luke’ * To express an opinion * Discuss the importance of friendship * Retell/recount a story   **Key knowledge**  **To have an awareness of:**   * To know the story of ‘Stilling the Storm’ and how Jesus took care of his friends | LO:To know the link between data and pictures.  Key Skills:   * Pupils can discuss and illustrate the transport used to travel to school. * Pupils can contribute to the collection of class data. * Pupils have used these illustrations to create a simple pictogram.   Key Knowledge:   * To understand that data can be represented in picture format. |
| Week 4 | **LO: To create a design**  **Key skills**   * Work with different materials based on their properties * Follow a plan/design * Be safe when working with different resources * Collaborate with others   **Key knowledge**   * Describe the simple physical properties of a variety of everyday materials- wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil * Name properties of materials- hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | **LO: To sequence events of how Victorian hospitals changed over time.**  **Key skills**   * Chronological knowledge. * Tell differences between past and present in their own and other people's lives. * Show knowledge and understanding of the past in different ways (e.g. role play, drawing, writing, talking) * Use different sources to find out about the past.   **Key knowledge**   * Have an awareness of the past- know that Victorian hospitals were built and used a long time ago by people who lived years ago. * Use common words and phrases relating to the passing of time- artefact, evidence and timeline, old, new, years ago, before, back then, now, nowadays, * Know how the history of hospitals has changed within a chronological framework-Victorian hospitals: crowded, not enough doctor, unhygienic. Modern hospitals- clean, more nurses and doctors, more spacious, better care.. | **LO: To understand why friendship can be challenging.**  **Key skills**   * To empathise with others. * To investigate the meaning of friendship. * To express an opinion * To reflect on their own views. * Answer questions * Form an opinion * Discuss the importance of friendship   **Key knowledge**  **To have an awareness of:**   * **To be aware of times Jesus found friendship easy and difficult** | LO:To create a class pictogram  Key Skills:   * To contribute to a class pictogram * To discuss what the pictogram shows   Key Knowledge:   * To know what a pictogram is * To know how to read a pictogram * To know how to create a basic pictogram |
| Week 5 | **LO:** To evaluate a design  **Key skills**   * Critique their own work * Think about what went well * Understand what went wrong * Plan a next step.   **Key knowledge**   * Describe the simple physical properties of a variety of everyday materials- wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil * Name properties of materials- hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | **LO: To write an information leaflet about Victorian clothes.**  **Key skills**   * Chronological knowledge. * Tell differences between past and present in their own and other people's lives. * Begin to identify and recount some details from the past from sources (e.g.pictures, stories) * Show knowledge and understanding of the past in different ways (e.g. role play, drawing, writing, talking) * Ask and answer questions. * Use different sources to find out about the past. * Understand a variety of sources.   **Key knowledge**   * Have an awareness of the past- to know that Victorian clothes were worn by children who lived many years ago. * Use common words and phrases relating to the passing of time- artefact, evidence and timeline, old, new, years ago, before, back then, now, nowadays, * Know how the history of clothes has changed within a chronological framewor- waistcoats, long skirts and dresses, second-hand for the poor. Now wear casual clothes except when going to a formal event. | **LO: To explain when Jesus found friendship difficult and how he dealt with this.**  **Key skills**   * To empathise with others. * To investigate the meaning of friendship. * To express an opinion * To reflect on their own views. * Answer questions * Form an opinion * Discuss the importance of friendship * Discuss their own feelings   **Key knowledge**   * **To be aware of times Jesus found friendship easy and difficult (linked to previous stories)** | LO: To use a pictogram to record the results of an experiment.  Key Skills:   * Pupils can collect data from rolling a die 20 times and recording the results. * Pupils can represent the results as a pictogram.   Key Knowledge:   * To know what a pictogram is * To know how to read a pictogram * To know how to create a basic pictogram |
| Week 6 | **LO:** To investigate  **Key skills**   * Distinguish between an object and the material from which it is made * Describe the simple physical properties of a variety of everyday materials * Investigate statements   **Key knowledge**   * Describe the simple physical properties of a variety of everyday materials- wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil * Name properties of materials- hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock | **LO: To write an information leaflet about Victorian life.**  **Key skills**   * Chronological knowledge. * Tell differences between past and present in their own and other people's lives. * Begin to identify and recount some details from the past from sources (e.g.pictures, stories) * Show knowledge and understanding of the past in different ways (e.g. role play, drawing, writing, talking) * Ask and answer questions. * Use different sources to find out about the past. * Understand a variety of sources.   **Key knowledge**   * Have an awareness of the past, knowing that the Victorians lived many years ago and that we did not exist then. * Use common words and phrases relating to the passing of time- artefact, evidence and timeline, old, new, years ago, before, back then, now, nowadays, * Know how life has changed for people within a chronological framework. Schools, hospitals, homes and clothing has changed a lot since the Victorian times to adapt to how we live now. Schools treat children kinder and more equal, hospitals treat patients better, homes have improved with technology and clothing is much freer. | **LO: To evaluate my own friendships.**  **Key Skills:**   * To investigate the meaning of friendship. * To express an opinion * To reflect on their own views. * Answer questions. * Express own feelings. * To find advantages and disadvantages.   **Key Knowledge:**   * What makes a good friendship. * What can improve a friendship. | LO: use this lesson to finish any unfinished work.  Can children create a pictogram using information from the class independently? |