



Roe Green Infant School

MEDIUM TERM PLANNING 2024-25

YEAR 1



SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS

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	Week 1 2/9/24	Week 2 9/9/24	Week 3 16/9/24	Week 4 23/9/24	Week 5 30/9/24	Week 6 7/10/24	Week 7 14/10/24	Week 8 21/10/24	Week 9 4/11/24	Week 10 11/11/24	Week 11 18/11/24	Week 12 24/11/24	Week 13 2/12/24	Week 14 9/12/24	Week 15 16/12/24
AUTUMN ENGLISH	<p>Nursery Rhymes Incy Wincy Spider 10 Little Monkeys Twinkle Twinkle Little Star Row Row Row your Boat Humpty Dumpty</p> <p>Skill:</p> <ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart 	<p>Old McDonald</p> <p>Skill:</p> <ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart spell words using phonic sounds taught so far. re-reading what they have written to check that it makes sense 	<p>Ruby's Worry</p> <p>Skill:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently making inferences based on what is being said and done Participate in discussion about what is read to them, taking turns and listening to what others say sequencing sentences to form short narratives saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense 	<p>Ruby's Worry</p> <p>Skill:</p> <ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Participate in discussion about what is read to them, taking turns and listening to what others say being encouraged to link what they read or hear read to their own experiences Explain clearly their understanding of what is read to them beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>All About Me</p> <p>Skill:</p> <ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<p>All About Me</p> <p>Skill:</p> <ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<p>Little Red Hen Shared reading of the story. To create a story map. To know the features of a traditional tale. To know how to sequence a traditional tale. To know how to orally retell my story. To learn how to write a question.</p> <p>Skills:</p> <ul style="list-style-type: none"> To be able to tell the moral of the story To know the repetitive phrases from the story To be able to identify and name the characters in the story To be able to sequence the story To be able to identify and use appropriate question words 	<p>Little Red Hen To know how to describe animals. To be able to re-tell the story in detail. To be able to write the beginning of the story. To know how to check my writing.</p> <p>Skills</p> <ul style="list-style-type: none"> To be able to use adjectives and expanded noun phrases To know the main events in the story To be able to use appropriate sentence openers 	<p>Little Red Hen To know how to write sentences using the word 'and'. To know how to write the middle of my story. To know how to check that my writing makes sense. To know how to use punctuation correctly.</p> <p>Skills</p> <ul style="list-style-type: none"> To be able to use the conjunction 'and' Learning to appreciate rhymes and poems, and to recite some by heart 	<p>Little Red Hen To know how to write the end of my story. To know how to check my writing.</p> <p>Skills:</p> <ul style="list-style-type: none"> To be able to use adjectives and expanded noun phrases To know the main events in the story To be able to use appropriate sentence openers To be able to use appropriate question words and question mark 	<p>Looking After Rabbits To know how to ask relevant questions about rabbits. To identify features of a non-fiction book. To know how to use technical and descriptive language. To know how to describe a rabbit.</p> <p>Skills</p> <ul style="list-style-type: none"> To be able to use appropriate question words and question mark To be able to identify non-fiction books and their features. To be able to retrieve information To be able to use technical vocabulary to describe a rabbit 	<p>Looking After Rabbits To know how to write key facts about a rabbit's home. To know how to find facts from reading. To be able to edit and publish a piece of work.</p> <p>Skills</p> <ul style="list-style-type: none"> To be able to link ideas using the conjunctions, 'and', 'so' To be able to write captions 	<p>Assessment week Phonics check Reading assessment Common exception word check</p>	<p>Consolidation</p>	

MATHS	<p>Unit 1: Number and place value</p> <p>Counting within 50-taking the 'teens' and tys'</p> <p>Launch task: Number trouble</p> <p>Learning task 1: Within 10</p> <p>Learning task 2: Within 20</p> <p>Learning task 3: Within 50</p> <p>Learning task 4: Tea with the 'teen' queen</p> <p>Bigger thinking for all: Numbers, numbers everywhere!</p>	<p>Unit 1: Number and place value</p> <p>One, one less-counting on and back</p> <p>Launch task: more than, less than</p> <p>Learning task 1: Towers</p> <p>Learning task 2: Spot the extra</p> <p>Learning task 3: Find it!</p> <p>Learning task 4: Number jumble</p> <p>Bigger thinking for all: Race around the track</p>	<p>Unit 2: Addition and Subtraction</p> <p>Introducing part part-whole situations</p> <p>Launch task: Parts and wholes</p> <p>Learning task 1: Number stories</p> <p>Learning task 2: What is a part? What is a whole?</p> <p>Bigger thinking for all: At the park</p>	<p>Unit 2: Addition and Subtraction</p> <p>Part-part- whole situations for addition</p> <p>Launch task: How many now?</p> <p>Learning task 1: Which is which?</p> <p>Learning task 2: Add some more</p> <p>Bigger thinking for all: How many at the start?</p>	<p>Unit 2: Addition and Subtraction</p> <p>Part-part-whole situations for subtraction</p> <p>Launch task: How many are left?</p> <p>Learning task 1: All gone?</p> <p>Learning task 2: Price reduction</p> <p>Learning task 3: Save or spend?</p> <p>Bigger thinking for all: Addition and subtraction jigsaws</p>	<p>Unit 3: Geometry: Properties of shapes</p> <p>Describe and name cubes, cuboids and spheres</p> <p>Launch task: I have, you have</p> <p>Learning task 1: What am I?</p> <p>Learning task 2: Last shape standing</p> <p>Learning task 3: Shape prints</p> <p>Learning task 4: Feely bags</p> <p>Bigger thinking for all: Construction shape recipes</p>	<p>Unit 3: Geometry: Properties of shapes</p> <p>Use rules to sort cubes, cuboids and spheres</p> <p>Launch task: What is a sphere?</p> <p>Learning task 1: Same or different?</p> <p>Learning task 2: Picture this</p> <p>Learning task 3: Spot the difference</p> <p>Bigger thinking for all: What is special about a cube?</p>	<p>Unit 4: Addition and Subtraction</p> <p>Addition facts</p> <p>Launch task: Animals on the farm</p> <p>Learning task 1: Does it balance?</p> <p>Learning task 2: In the autumn</p> <p>Learning task 3: Ways to make 10</p> <p>Bigger thinking for all: 1 is a unicycle</p>	<p>Unit 4: Addition and Subtraction</p> <p>Subtraction facts</p> <p>Launch task: Dinosaurs in their caves</p> <p>Learning task 1: How many dinosaurs in the cave?</p> <p>Learning task 2: Missing pieces</p> <p>Learning task 3: Pennies in my pocket</p> <p>Learning task 4: In the orchard</p> <p>Bigger thinking for all: How many are left?</p>	<p>Unit 5: Measurement</p> <p>Describe and compare lengths and heights</p> <p>Launch task: Spot the giant</p> <p>Learning task 1: Line up</p> <p>Learning task 2: Fun and games on the stairs</p> <p>Learning task 3: How far can you throw?</p> <p>Bigger thinking for all: Doubles and halves</p>	<p>Unit 5: Measurement</p> <p>Put events in time order</p> <p>Launch task: A day in the life of</p> <p>Learning task 1: Our school week</p> <p>Learning task 2: A week in the life of</p> <p>Learning task 3: What day is it?</p> <p>Bigger thinking for all: Growing and changing</p>	<p>Unit 6: Multiplication and division</p> <p>Solve equal groups problems practically</p> <p>Launch task: Teddy bears' picnic</p> <p>Learning task 1: Pieces of fruit</p> <p>Learning task 2: What is the same?</p> <p>Learning task 3: Matching towers</p> <p>Bigger thinking for all: Cherry cakes</p>	<p>Unit 6: Multiplication and division</p> <p>Solve sharing or equal groups problems practically</p> <p>Launch task: Pick your own</p> <p>Learning task 1: Packing problems</p> <p>Learning task 2: Sharing problems</p> <p>Learning task 3: Equal towers</p> <p>Bigger thinking for all: Handful of counters</p>	Assessment week
	SCIENCE	<p>Seasonal changes</p> <p>Are all leaves the same?</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Observe changes across the four seasons ● Observe and describe weather associated with the seasons and how day length varies. ● Identifying and classifying. 	<p>Human body and senses</p> <p>Is everybody's body the same?</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Asking simple questions and recognising that they can be answered in different ways. 	<p>Human body and senses</p> <p>How can we explore the world using our sense of touch?</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Observing closely, using simple equipment. 	<p>Human body and senses</p> <p>What can we hear?</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Identifying and classifying. 	<p>Human body and senses</p> <p>What smells do we like and dislike?</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Gathering and recording data to help in answering questions. 	<p>Human body and senses</p> <p>What differences can our tongues taste?</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Identifying and classifying. 	<p>Seasonal changes</p> <p>Trip to the Walled Garden – Exploring Autumn (Cross curricular links to Geography)</p> <p>Seasonal changes</p> <p>Which animals share our space?</p> <p>Skill:</p> <ul style="list-style-type: none"> ● Observe changes across the four seasons ● Observe and describe weather associated with the seasons and how day length varies ● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 	<p>Naming and describing materials</p> <p>What material is this? Part 1</p> <p>Skill:</p> <ul style="list-style-type: none"> ● 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 ● Observing closely, using simple equipment. ● Identifying and classifying. 	<p>Naming and describing materials</p> <p>What material is this? Part 2</p> <p>Skill:</p> <ul style="list-style-type: none"> ● 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 ● Observing closely, using simple equipment. ● Identifying and classifying. 	<p>Naming and describing materials</p> <p>Is all paper the same?</p> <p>Skill:</p> <ul style="list-style-type: none"> ● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock ● Performing simple tests. 	<p>Naming and describing materials</p> <p>Is all fabric the same?</p> <p>Skill:</p> <ul style="list-style-type: none"> ● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock ● Observing closely, using simple equipment. ● Using observations and ideas to suggest answers to questions. ● Identifying and classifying. 	<p>Naming and describing materials</p> <p>How can we group objects made of different materials?</p> <p>Skill:</p> <ul style="list-style-type: none"> ● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock ● Distinguish between an object and the material from which it is made. ● Observing closely, using simple equipment. ● Identifying and classifying. 	<p>Seasonal changes</p> <p>Do all trees shed their leaves?</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Observe changes across the four seasons ● Observe and describe weather associated with the seasons and how day length varies. ● Identifying and classifying.

More able pupils will be challenged through deeper learning activities for individual lessons. See primary science document ' Challenging The More Able'

Note: Some lessons may be done at different times due to weather conditions or other factors such as volunteers on trips.

HUMANITIES	GEOGRAPHY	<p>Find out what the weather is like in autumn. Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn.</p> <p>Find out what the weather is like in winter. Children will recap when winter is before finding out about the weather in winter. They will think about some of the other changes that happen in winter, such as shorter days, and consider how weather affects human activity.</p>	<p>Find out what the weather is like in spring. Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers.</p> <p>Find out what the weather is like in summer. Children will recap when summer is before finding out what the weather is like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear.</p>	<p>Review knowledge and compare the four seasons. Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.</p>	<p>Geography – Around the World To locate Europe on a world map and identify some of its countries and features. Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.</p>	<p>To locate Asia on a world map and explore the features and characteristics of China. Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.</p>	<p>To locate Australia on a world map and identify some of its features and characteristics. Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.</p>	<p>To locate Africa on a world map and explore the features and characteristics of Kenya. Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.</p>	<p>Geography – Around the World To locate Europe on a world map and identify some of its countries and features. Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.</p>	<p>To locate Asia on a world map and explore the features and characteristics of China. Children will recap where the seven continents are, focusing particularly on Asia. 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Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated.</p>	<p>To locate South America on a world map and explore the features and characteristics of Brazil. Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains.</p>	<p>To locate Antarctica on a world map and identify some of its features and characteristics. Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.</p>
	<p>Find out how the seasons are linked with the months of the year. Children will find out how a year is split into the four seasons and how each season lasts for three months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.</p>	<p>Find out what the weather is like in autumn. Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn.</p>	<p>Find out what the weather is like in spring. Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers.</p>	<p>Review knowledge and compare the four seasons. Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.</p>	<p>Geography – Around the World To locate Europe on a world map and identify some of its countries and features. Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.</p>	<p>To locate Asia on a world map and explore the features and characteristics of China. Children will recap where the seven continents are, focusing particularly on Asia. 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Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains.</p>	<p>To locate Antarctica on a world map and identify some of its features and characteristics. Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.</p>

RE		<p>1a Where did the world come from? Lesson 1 What are 'Big Questions'? <input type="checkbox"/> Think about a big question that nobody knows/can prove the answer. Make a list of these questions. Can there be many answers to ONE question? Does it matter that we do not have answers to certain questions? Or that there are different answers? Some religions have tried to answer some of the questions. In the next few sessions we are going to learn about them and reflect upon them.</p>	<p>Lessons 2/3 Where do some people believe the world came from? story of Genesis from the perspective of Christianity, Islam and Judaism (they all include Genesis in their teachings). significance: why would someone so powerful need to rest?</p>	<p>Lessons 2/3 Where do some people believe the world came from? story of Genesis from the perspective of Christianity, Islam and Judaism (they all include Genesis in their teachings). significance: why would someone so powerful need to rest?</p>	<p>Lesson 4 How do Jewish people remember the Creation story? Shabbat; <input type="checkbox"/> What is special about the Jewish table during Shabbat? How do you think the items on the table help Jewish people remember the Creation of the world in Genesis? The meaning behind the objects at the Shabbat table, e.g white table cloth for purity, red wine/grape juice for joy etc. Recreate a Shabbat table (or table of interest) in the classroom, or draw/label items on white 'tablecloths' around the classroom. <input type="checkbox"/> Why is family important? Why is it important to talk to and celebrate with family? Why is it important to rest? (Think about resting AND reflecting after 6 days of work). How might it help us to rest? <input type="checkbox"/> Which activities are Jews allowed to do on a Shabbat? Why do you think it is important for Jewish people to keep Shabbat?</p>	<p>Lesson 5 What do Hindus believe about where the world came from? Hindu belief in one Supreme Being called Brahman, and that one part of Him is the Creator, Brahma. <input type="checkbox"/> Hindu story of creation. Talk about petals of the Lotus flowers did Brahma use? Why was it important that Brahma gave senses (touch, sight, sound and movement) to all animals? <input type="checkbox"/> Atma - Hindu belief that there is a part of Brahma in all living things, called a soul/Atma. What is Ahimsa? Why do Hindus believe in Ahimsa? What differences are there between the stories (with Genesis)? Would we still use some of the same words: 'good', 'design', 'purpose'? How might belief in Brahma and the Atma or Genesis affect how a person treats animals? Why do many Hindus follow a vegetarian diet?</p>	<p>Lesson 5 What do Hindus believe about where the world came from? Hindu belief in one Supreme Being called Brahman, and that one part of Him is the Creator, Brahma. <input type="checkbox"/> Hindu story of creation. Talk about petals of the Lotus flowers did Brahma use? Why was it important that Brahma gave senses (touch, sight, sound and movement) to all animals? <input type="checkbox"/> Atma - Hindu belief that there is a part of Brahma in all living things, called a soul/Atma. What is Ahimsa? Why do Hindus believe in Ahimsa? What differences are there between the stories (with Genesis)? Would we still use some of the same words: 'good', 'design', 'purpose'? How might belief in Brahma and the Atma or Genesis affect how a person treats animals? Why do many Hindus follow a vegetarian diet?</p>	<p>Lesson 6a What do others believe about where the world came from? Look at some other stories and compare- e.g. Iriquois creation story, The Maui story of Creation or Greek Mythology. <input type="checkbox"/> Talk about similarities and differences. <input type="checkbox"/> Which words or ideas are common? E.g. earth, water, light, birth</p>	<p>Lesson 6a What do others believe about where the world came from? Look at some other stories and compare- e.g. Iriquois creation story, The Maui story of Creation or Greek Mythology. <input type="checkbox"/> Talk about similarities and differences. <input type="checkbox"/> Which words or ideas are common? E.g. earth, water, light, birth</p>	<p>Lesson 6b What do others say about where did the world come from? <input type="checkbox"/> Do you know what scientists think happened and how the Earth was created? <input type="checkbox"/> Big Bang theory (in a simplified way) How did the Big Bang happen? Was it an accident? <input type="checkbox"/> What similar ideas can you notice between the theory of the Big Bang and other creation stories? (Note the order of creation and development/evolution in Big Bang: that it started with explosion/light etc). Can someone believe in both? <input type="checkbox"/> How may believing that there is no Creator change the way they treated the environment? What other reasons may people have for looking after the world?</p>	<p>Lesson 6b What do others say about where did the world come from? <input type="checkbox"/> Do you know what scientists think happened and how the Earth was created? <input type="checkbox"/> Big Bang theory (in a simplified way) How did the Big Bang happen? Was it an accident? <input type="checkbox"/> What similar ideas can you notice between the theory of the Big Bang and other creation stories? (Note the order of creation and development /evolution in Big Bang: that it started with explosion/light etc). Can someone believe in both? <input type="checkbox"/> How may believing that there is no Creator change the way they treated the environment ? What other reasons may people have for looking after the world?</p>	<p>Lesson 7/8 What do you think about where the world came from? Children can look through their Big Questions and responses from lesson one. Which explanation/r esponse inspires you the most'? What reasons can you give to try and prove that one of these explanations/stories is correct? <input type="checkbox"/> How have other artists expressed their responses? What gestures or images/colours or words are they/could you use? <input type="checkbox"/> Children might want to represent their responses through art or dance, poetry or a written narrative. <input type="checkbox"/> They could link it to dance by expressing the stories of creation through dance movements, e.g. movement of fish, animals, light etc. This lesson could be linked to the unit of Dance in PE where children could explore the specific movements for animals, trees, the Universe and so on. What inspired you or the</p>	<p>Lesson 7/8 What do you think about where the world came from? Children can look through their Big Questions and responses from lesson one. Which explanation/r esponse inspires you the most'? What reasons can you give to try and prove that one of these explanations/stories is correct? <input type="checkbox"/> How have other artists expressed their responses? What gestures or images/colours or words are they/could you use? <input type="checkbox"/> Children might want to represent their responses through art or dance, poetry or a written narrative. <input type="checkbox"/> They could link it to dance by expressing the stories of creation through dance movements, e.g. movement of fish, animals, light etc. This lesson could be linked to the unit of Dance in PE where children could explore the specific movements for animals, trees, the Universe and so on. What inspired you or the</p>	
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ART
Make your mark.
Kapow FF
Lesson 1.
Exploring line: To know how to create different types of lines.
Looking at the artwork of Bridgit Riley.
Skills:
Hold a pencil and charcoal in different ways to experiment with the line created and work to create different marks.
Vocabulary.
line, wavy, horizontal, vertical, diagonal, cross hatch, broken, thick, thin

ART
Make your mark.
Kapow FF
Lesson 2
Making Waves
To explore line and mark-making to draw water.
Skills:
To be able to use different materials and lines to make different types of marks, reflecting what is heard in music.
Evaluate my art and work of others.
Vocabulary:
Wavy, water, lines, soft

Art
Portraits:
Extension from mark making
Draw a self-portrait.
Skills: To look at artist self portraits and learn about position and proportion of the human face. To be able to draw their face.
Vocabulary:
Mark making, position, facial features, proportion

DT
Structures:
Constructing a pinwheel /windmill
Lesson 1
Designing the structure.
To include individual preferences and requirements in my design.
Skills:
To know what a windmill is. Describe the purpose of structures.
Understand the importance of clear design criteria
Understand what a net is.
Vocabulary.
Axle, bridge design, design criteria, model net, packaging structure, template
Cross Curricular links:
Science.
OCW Autumn
To be introduced next year
English – Little Red Hen

Art
Make your mark
Kapow FF
Lesson 4
To develop an understanding of mark making.
Skills
Experiment with different marks and use marks to show texture.
Understand the importance of looking carefully.
Use one type of drawing tool in lots of different ways.
Vocabulary.
Continuous, observe, lines, mark-making, lightly, firmly, dots, circles
Cross curricular links:
Science Autumn, drawing pumpkins and other autumnal objects

DT
Kapow
Structures.
Lesson 2
Assembling the structure.
To make a stable structure.
Skills:
Follow instructions to cut and assemble the supporting structure of a windmill.
To know that that the shape of materials can be changed to improve the strength and stiffness of structures.
Know that cylinders are a strong type of structure that are often used for windmills and lighthouses.
Know what stable means.
Vocabulary.
Last lessons words plus, Axle, stable, unstable, net, strong, weak.

Art:
Make your mark
Kapow FF
Lesson 5
Drawing from observation.
To apply an understanding of drawing materials and mark-making to draw from observation.
Look carefully at an object to identify shapes, lines and textures
Control a pen/pencil to create different types of lines
Use a range of drawing tools to create different marks
Layer different materials to experiment creating effects
Vocabulary.
Shape, line
Texture, marks
Hard, soft, rough
smooth, observation, experiment, shadow
light and dark
thick, straight
wiggly, charcoal

DT
Kapow
Structures.
Lesson 3
Assembling the structure.
Assemble the components of my structure
Skills:
cut and assemble my turbine correctly
Understand that windmill turbines use wind to turn and make the machines inside work.
Know that axles are used in structures and mechanisms to make parts turn in a circle.
Attach my turbine to the axle and attach them to the structure of my windmill.
Test that my turbine turns in the structure and alter the parts if it doesn't.
Vocabulary.
Last lessons words plus, Axle, stable, unstable, net, strong, weak.

Art
Sculpture and 3D
Kapow
Paper play
Lesson 1
To roll paper to make 3D structures.
Skills:
Roll paper to make a cylinder
Combine paper cylinders to make a sculpture and adapt ideas.
Vocabulary
Sculpture
Three dimensional
Cylinder
Cross Curricular links:
Maths 3D shapes

DT
Moving Story
Kapow
Lesson 1
To explore making mechanisms
Skills:
Understand that sliders are mechanisms.
Know that sliders can make things move.
Create moving models.
Substitute for cards-link to Christmas cards that use sliders.
Vocabulary.
up, down, left, right, vertical and horizontal to describe movement

Art
Sculpture and 3D
Kapow
Paper Play
Lesson 2
To shape paper to make a 3D drawing.
Skills:
Fold and roll paper to create 3D shapes
Choose how to arrange the paper shapes to make a 3D drawing
Overlap paper strips on my 3D drawing
Vocabulary
Cylinder, concertina, Overlap, spiral
three-dimensional zig-zag
Cross Curricular
Maths 3D shapes

	MUSIC				L 1 Start to understand how to follow verbal and sung cues. To start to feel the beat Start to understand the difference between high and low notes KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Black Crow Hands In The Air Let's Reach Up High <u>ACTIVITIES</u> Walk To The Drum		L 2 Start to understand how to follow verbal and sung cues. To start to feel the beat using shakers. Start to understand duration; recognising long and short sounds. (aurally and visually) KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Black Crow Patake <u>ACTIVITIES</u> Take two/one and Pass Some Sounds Are Long Walk To The Drum Carnival of The Animals LISTENING		L3 Understand how to follow verbal and sung cues. Start to understand how to show the beat. Start to understand the difference between singing and chanting. KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Clown Kumala Vista Hands In The Air Patake <u>ACTIVITIES</u> Take Two and Pass Some Sounds Are Long Show Me The Pattern (duration) Carnival of The Animals LISTENING		L4 Start to understand how to maintain the beat Start to understand how to match pitch. Understand how to follow sung and non-verbal cues. KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Clown Kumala Vista Father William Hands In The Air Clap Stamp Slap Click Patake <u>ACTIVITIES</u> Some Sounds Are Long Take Two and Pass Show Me The Pattern (duration) Peter and The Wolf LISTENING		L5 Understand the difference between singing and speaking Start to understand the difference between high and low notes Start to understand duration; making long and short sounds. KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Rain Rain Father William Clown Black Crow <u>ACTIVITIES</u> Nutcracker Marche Chime bar Game BBC Bitesize Carol of The Bells (Long short short long - glockenspiels) Peter and The Wolf LISTENING		L6 Understand loud and quiet Start to understand how to maintain the beat using instruments (shakers). Start to understand music can be used to tell stories. KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Rain Rain Five Little Snowmen Fat Father William <u>ACTIVITIES</u> Nutcracker Marche Carol of The Bells (Long short short long - glockenspiels with backing track) Surprise Symphony (loud and quiet) LISTENING Carnival of The Animals/Peter and The Wolf/The	Understand loud and quiet Start to understand how to maintain the beat using instruments (glockenspiels) Start to understand music can be used to tell stories. KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Rain Rain Five Little Snowmen Fat Father William <u>ACTIVITIES</u> Nutcracker Marche Carol of The Bells (Long short short long - glockenspiels with backing track) Surprise Symphony (loud and quiet) LISTENING Carnival of The Animals/Peter and The Wolf/The
		PSHE	Being me in my World Help others to feel Welcome Assembly (DS)	Being me in my World Try to make our school community a better place Assembly (DS)	Being me in my World Think about everyone's right to learn Assembly (DS)	Being me in my World Care about other people's feelings Assembly (DS)	Being me in my World Work well with Others Assembly (DS)	Being me in my World Choose to follow the Learning Charter Assembly (DS)	Assembly (DS)	Celebrating Differences: Accept that everyone is different Assembly (DS)	Celebrating Differences: Include others when working and playing Assembly (DS)	Celebrating Differences: Know how to help if someone is being bullied Assembly (DS)	Celebrating Differences: Try to solve Problems Assembly (DS)	Celebrating Differences: Use kind words Assembly (DS)	Celebrating Differences: Know how to give and receive compliments Assembly (DS)	Celebrating Differences: Assessment