

Medium Term Planning - KS1 Autumn Term 2 – ‘Once upon a time...’

KEY AREAS OF LEARNING BASED ON THE POS – FOUNDATION SUBJECTS



Historical, Geographical and Social Understanding

Knowledge, Skills and Understanding	Knowledge, Skills and Understanding
<p>HISTORY</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - significant historical events, people and places in their own locality. 	<p>GEOGRAPHY</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> - name and locate the world’s seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge:</p> <ul style="list-style-type: none"> - 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>Human and physical geography:</p> <ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Scientific & Technological Understanding

Knowledge, Skills and Understanding	
<p>SCIENCE</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> - 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. <p>Y1 – Plants</p> <ul style="list-style-type: none"> - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Y1 – Animals including humans</p> <ul style="list-style-type: none"> - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<p>DESIGN & TECHNOLOGY</p> <p>Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products & evaluate their

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Y1 – Everyday Materials

- 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.

Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Y2 – Living things and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Y2 - Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Y2 - Animals, including Humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Y2 - Use of everyday materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

COOKING & NUTRITION

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

COMPUTING

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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.

Understanding the Arts	Physical Development
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Knowledge, Skills and Understanding	Knowledge, Skills and Understanding
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ART

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

PE

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Discrete Subjects

RE (KS1 Units based on LCC Syllabus)

- 1.1 Who is a Christian and what do they believe?
- 1.2 Who is a Muslim and what do they believe?
- 1.3 Who is Jewish and what do they believe?
- 1.4 What can we learn from sacred books?

- 1.5 What makes some places sacred?
- 1.6 How and why do we celebrate special and sacred times?
- 1.7 What does it mean to belong to a faith community?
- 1.8 How should we care for others and the world, and why does it matter?

PSHE (Taken from the PSHE Association KS1 POS)

HEALTH & WELL-BEING

- H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- H6. the importance of, and how to, maintain personal hygiene
- H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- H8. about the process of growing from young to old and how people's needs change
- H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring
- H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- H11. that household products, including medicines, can be harmful if not used properly
- H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- H14. about the ways that pupils can help the people who look after them to more easily protect them
- H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

RELATIONSHIPS

- R1. to communicate their feelings to others, to recognise how others show feelings and how to respond
- R2. to recognise that their behaviour can affect other people
- R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- R7. to offer constructive support and feedback to others
- R8. to identify and respect the differences and similarities between people
- R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

LIVING IN THE WIDER WORLD

- L1. how they can contribute to the life of the classroom and school
- L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- L4. that they belong to different groups and communities such as family and school
- L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- L8. ways in which they are all unique; understand that there has never been and will never be another 'them'
- L9. ways in which we are the same as all other people; what we have in common with everyone else
- L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.