



Thornton Primary School

Curriculum Medium Term Planning

Year: 1

Term: Spring 2



Explanation

In Science we will be learning about Animal classifications, sorting animals into the group they are from as well as if they are Herbivores, Carnivores or Omnivores. This term in Art we will be paper-based 3D art forms, children will develop skills in creating 3D structures and applying painting skills in three-dimensional art.



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Science - Animals Including Humans

Retrieval	Vocabulary	Knowledge	Skills
Children are continuing to build on their knowledge that they learnt last half term about humans. Including names of body parts and the senses. In EYFS children looked at animals as part of understanding the world.	fish amphibians reptiles birds mammals herbivores carnivores omnivores	- I know the name a range of animals which includes animals from each of the vertebrate groups. - I know how to describe the key features of named animals. - I know what a range of animals eat. - I know how to compare and classify animals.	- Asking simple questions and recognising that they can be answered in different ways - Observing closely, using simple equipment - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: I can name a variety of common animals. Children look at all different animals, think about how they can sort animals. E.g.: those that can fly etc. Children to sort animals in groups of their own choosing.	LO: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Children to learn vocabulary of animal groups. Children to work in groups sorting animals into their classification.	LO: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Children re-cap vocab of classification groups. Children to independently sort animals into their classification groups.	LO: I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. Children will learn new vocabulary. Working in groups children will sort animals into herbivores, omnivores and carnivores.	LO: I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. Children will re-cap new vocabulary. Working independently children will complete a Venn diagram.	LO: I can identify and name a variety of common animals such as birds. Children learn the names of local birds; bird hunt can children identify the birds in their local area using identification cards? End of unit assessment to be completed.



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Geography- What will you see on a journey around the UK?

Retrieval	Vocabulary	Knowledge	Skills
- To know the difference between a town, village and city - To know where they live - To know their address	Country City Town Village United Kingdom England Scotland Wales Ireland Sea Island Rural Urban Green Belt	- To name the four countries in the United Kingdom and locate them on a map - To name some of the main towns and cities in the United Kingdom - To name the 3 seas surrounding the United Kingdom - To know key human and physical features including types of settlements. - To know where the land meets the sea is called the coast. - To know the highest mountains in England/Scotland/Wales. - To know the longest river is the River Seven.	- I can recognize the four countries in the UK on a map. - I can name and locate the capital cities in the UK using an Atlas. - I can use an Atlas to find Ben Nevis/Scarfell Pike and Mount Snowden.
Week 1 Learning Links	Week 2 Locational Knowledge.	Week 3 Locational Knowledge.	Week 4 Place Knowledge
LO: To Name and locate the four countries of the United Kingdom and the main seas that surround the UK. Describe the position and location in relation to each other. Use compass directions Memory Cloud as a class. Practical lesson to learn Atlas skills.	LO: To Name and locate the four countries of the United Kingdom and the main seas that surround the UK. Describe the position and location in relation to each other. Use compass directions Locate the countries and 3 seas of the UK and label them on a map. Describe the position and location in relation to one another.	LO: To Learn and locate the capital cities of the UK. Add the capital cities onto the labelled map from last week.	LO: To recognise the human and physical features of the countries of the UK, Look at England, Wale, Scotland and Northern Ireland on a map- zoom in and out of map showing rural, urban, green belt, seaside. Discuss the human and physical features. Show them flag. Sort human and physical feature of UK.



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Art- Sculpture and 3D Paper Play

Retrieval	Vocabulary	Knowledge	Skills
Recap previous unit –Drawing Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. . Recap previous unit – Painting using primary and secondary colours and colour mixing.	Three Dimensional Curve Cylinder Imagine Loop Spiral Sculpture carving Concertina overlap mosaic	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. Cylinder -a tube shape Detail- Extra decoration or items that add interest Sculpture- Art in three dimensions walk all around it to look at it. Three Dimensional 3D A solid shape art that isn't flat on paper	Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.

Week 1	Week 2	Week 3	Week 4	Week 5
LO To roll paper to make 3D structures Children watch video example Then roll paper to make a cylinder. Practise the techniques Then combine paper cylinders to make a sculpture. Finally adapt their ideas as I work.	LO: To shape paper to make a 3D drawing. Fold and roll paper to create 3D shapes. Choose how to arrange the paper shapes to make a 3D drawing. Overlap paper strips on their 3D drawing.	LO: To apply paper-shaping skills to make an imaginative sculpture. Plan a sculpture by drawing their ideas first. Use at least three different techniques for shaping paper. Then add detail to their tree.	LO: To work collaboratively to plan and create a sculpture. The children work cooperatively to create different parts of a sculpture.They then secure parts of the sculpture together. Children observe that that 3D sculptures can be created from a range of materials.	LO: To apply painting skills when working in 3D. Children learn to use different tools to paint with. They work as part of a collaborative project. Then paint onto 3D surfaces using appropriate methods.



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Computing - Data and Information – Grouping Data

Retrieval	Vocabulary	Knowledge	Skills
How to log in to Purple Mash. How to save a piece of work. How to program a robot.	Label Group Object search image	- To know that the term 'object' is used to describe anything that can be labelled with properties, e.g. animals, pencils, or trees. - To know that a label is a property used to describe an object, e.g. 'green'. This is the data that is collected about the object.	- To group objects by their label. - To record group of objects. - To compare groups of objects.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: To describe objects using labels. To match objects to groups. To identify the label for a group of objects. Children name different objects and begin to experiment with placing them into different groups. Label a group of objects and begin to understand that an object can fit into more than one group depending on the context.	LO: To count objects. To group objects. To count a group of objects. Learners will begin to think about grouping objects based on what the objects are. They will demonstrate the ability to count a small number of objects before they group them and will then begin to show that they can count groups of objects with the same label.	LO: To describe an object. To describe a property of an object. To find objects with similar properties. Learners will begin to understand that objects can be described in many different ways. They will identify the properties of objects and begin to understand that properties can be used to group objects; for example, objects can be grouped by colour or size.	LO: To count objects with the same properties. Learners will classify objects based on their properties. They will group objects that have similar properties and will be able to explain how they have grouped these. Learners will begin to group a number of the same objects in different ways, and will demonstrate their ability to count these different groups.	LO: To compare groups of objects. Learners will choose how they want to group different objects by properties. They will begin to compare and describe groups of objects, then they will record the number of objects in each group.	LO: To answer questions about groups of objects. Learners will decide how to group objects to answer questions. They will compare their groups by thinking about how they are similar or different, and they will record what they find. They will then share what they have found with their peers.



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RE - Why Should We Care For The World?

Retrieval	Vocabulary	Knowledge	Skills
Talk about what they think and believe using a wide vocabulary.	Belief Brahman Christian Christian Bible Creation Creator God Hindu Humanist Important Jewish Quote Religion Responsibility Scripture Torah Worldview	- Explain different beliefs about who owns the world. - Recognise the belief that humans were created last for a reason. - Recognise why only humans can care for the world. - Identify the belief that God created humans as stewards over nature through scripture. - Recognise what some stories about Muhammad tell us about looking after the world. - Express why stewardship is important to some Muslim people. - Identify why people who believe in ahimsa may think it is important to look after all living creatures. - Identify reasons why it is important to care for the world.	- Talking about simple ideas and things that puzzle them about belief in God. - Sharing opinions respectfully about what is important to them and what is important to others. - Expressing their own ideas and opinions based on personal experience and the beliefs of family members. - Beginning to ask 'big' questions (e.g. Why are we here? What is real?). - Listening to stories and discussing what happens in them. - Retelling stories in their own words. - Beginning to notice similarities and differences within and between religions and worldviews. - Listening to others' ideas and comparing them to their own. - Identifying things that are important to people.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Objective: To explore who might own the world through a creation story.	Learning Objective: To investigate why some people believe God created humans last in the Jewish and Christian creation story.	Learning Objective: To explore the meaning of stewardship by analysing quotes.	Learning Objective: To investigate what some Muslims believe about caring for the world by exploring stories from Muhammad.	Learning Objective: To recognise why some people believe it is important to care for the world by exploring ahimsa.	Learning Objective: To understand the importance of taking care of the world from different worldviews.
Who owns the world? Children to draw or write their ideas in bubbles to answer who they think owns the world and who others might think owns the world.	Who can care for the world? Zone of relevance sorting activity.	Why do some people believe we should care for the world? Read quotes from Christian and Jewish scripture. Work in pairs to draw a picture to represent each quote. Share ideas.	What do some Muslim people believe about caring for the world? Showing stewardship story matching activity.	What other reasons are there for caring for the world? Ahimsa in action activity. Work in pairs to identify examples of caring for the world.	Why should we care for the world? End of unit assessment
Memory Cloud					



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PSHE-Angry Arthur

Retrieval	Vocabulary	Knowledge	Skills
Check the text makes sense Retell familiar stories in the correct sequence	Anger, emotions, reaction, relax, appropriate, brain	- Simple self care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - How to judge what they are feeling and how they are behaving is appropriate and proportionate. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.	- All Settle activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - All Training activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: I can tell you what appropriate and proportionate behaviour means. Share the story with pupils. Give pairs new scenario from the slides. They act out both appropriate and inappropriate reactions. Write or say a feeling and ask a child to act it out silently. The class guesses the feeling.	LO: To can describe the 5-point scale for basic emotions. Share the story with pupils. Ask them to draw or write what they look like at each stage of anger, from calm (1) to very angry (5). In pairs, children share examples of what makes them feel different levels of anger.	LO: To tell you why someone might have an inappropriate reaction and how they can recognise if they need support. Share the story with pupils. Use the suggested comprehension questions to develop pupils. Ask them to draw a firework and, inside the firework, write or draw things that can make them "blow their fuse".	LO: To tell you the importance of giving my brain a rest and some ways I like to relax. Share the story with pupils. Use suggested comprehension questions to develop pupils' understanding of vocabulary. In pairs have a set of cards with various activities written or illustrated on them. Ch'n to sort the cards into two piles: "Relaxing" and "Not Relaxing."	LO: To tell you how I take responsibility for my school environment. Including toilets/ shared spaces. Share the story with pupils. Discuss with the children how plants and greenery can help improve the school environment and make it a nicer, healthier place. Choose easy-to-grow plants like sunflowers, beans, or herbs that don't need much space or maintenance.	LO: Reflection and Evaluation Ask children to summarise main wellbeing themes of the story to their Talk Partner. Class discussion: As a class or in small groups Read the children's questions to the class and/or display on a screen to facilitate the discussion. Give the children some thinking time, or time to discuss.



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Music-Learning To Listen

Retrieval	Vocabulary	Knowledge	Skills
- Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups	Pulse Rhythm Pitch Tempo Dynamics	- Experiment with, create, select and combine sounds using the inter-related dimensions of music. - Listen with concentration and understanding to a range of high-quality live and recorded music. - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.	- Find and try to keep a steady beat. - Improvise with the backing track of the song provided. - Listen together and move in any way suitable to the beat of the music. - Talk about the song together and explore feelings, thoughts and emotions towards the song. - Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet - Sing together as a group. - Follow a leader Incorporate any actions from the song. - Sing and recognise high and low sounds. Sing songs in both low and high voices - Share a performance of the learning that has taken place in the lesson.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: To listen and respond to 'Days of the Week.' To learn to sing the song 'Days of the Week.' - Understanding Music- Find and try to keep a steady beat. - Listen and respond to the song. - Learn to sing the song.	LO: To find and try to keep a steady beat. To play instruments within the song. - Understanding Music- Follow the rhythmic & melodic patterns. - Listen and respond to the song. - Learn to sing the song. - Play instruments.	LO: To learn to sing the song 'Cuckoo.' - Understanding Music- follow the rhythmic & melodic patterns. - Improvise using the backing track. - Listen and Respond to the song. - Learn to sing the song.	LO: To learn to sing the song 'Upside Down.' - Understanding Music - Find and try to keep a steady beat. - Listen and respond to rhythm In 'Upside Down.' - Learn to sing the song. - Perform the Song.	LO: To improvise within the song 'Hush Little Baby.' To play instruments within the song. - Understanding Music - Find and try to keep a steady beat. - Listen and respond to 'Hush Little Baby.' - Learn to sing the song.	Assessment Checkpoint - To listen and respond to a chosen song. - To choose a song to sing as the end of unit performance.



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physical education medium term planning

intent, implementation, impact

Implementation Phase			
Year Group:	One	Unit:	Athletics

Prior Learning Required – EYFS Progression Maps Objectives:

- Travels with confidence and skill in a range of movements when using equipment.
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.

<u>National Curriculum Links</u>	1a: 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.	<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: Move into space • Step 2: To throw underarm • Step 3: To land safely when jumping • Step 4: To run and jump on the balls of your feet • Step 5: To throw towards a target • Step 6: To play games using throwing accuracy	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Evaluate successful and unsuccessful techniques. • Show understanding of the correct running technique. <u>Procedural Knowledge:</u> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout.
<u>Resources & Equipment</u>	• Beanbags • Cones • Balls	<u>Key Vocabulary</u>	• Coordination • Movement • Aim • Throw • Landing • Teamwork • Measure • Target • Balance • Improve • Measure • Jump

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Athletics is a collection of sports that includes running, jumping and throwing. Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races. Field events involve either jumping or throwing.



running



jumping



throwing



speed

races

personal best

distance

competition

measuring

STEPS TO SUCCESS

These are the skills I need to achieve success in KS1 Athletics:

To move into space.
To control my body and equipment when throwing, running and jumping .
To run and jump on the balls of my feet.

To show a correct pull throw technique.
To land safely when jumping.
To compete against myself and others.



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physical education medium term planning

intent, implementation, impact

Implementation Phase

Year Group: One Unit: Hockey

Prior Learning Required - EYFS Progression Maps Objectives:

- Explore and copy basic body actions and rhythms.
- Negotiate space confidently, using appropriate strategies.
- Use their bodies to respond to stories, topics, and music.

National Curriculum Links	1a: 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. 1b: Participate in team games, developing simple tactics for attacking and defending.	Pillars of Progression	- Development of Motor Competence and Fundamental Movement Skills. - Making safe decisions in contact with equipment and classmates.												
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	- Step 1: To move fluently. - Step 2: To use equipment safely and correctly. - Step 3: To control a ball with hands. - Step 4: To hold a hockey stick correctly. - Step 5: To stop a ball using a hockey stick. - Step 6: To play games.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: - Recognise space in games and use it to your advantage. - Describe what you have done, or seen others doing. - Understand why being active and playing games is good for you.												
			Procedural Knowledge: - Explore different ways to use and move with a ball. Show control of a ball with basic actions. - Send/ pass a ball and successfully catch/stop a ball. - Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed. - Use skills in different ways when playing games.												
Resources & Equipment	- Beanbags - Small balls - Hockey sticks - Cones - Bibs - Goals	Key Vocabulary	<table><tr><td>Aim</td><td>Direction</td><td>Rules</td></tr><tr><td>Balance</td><td>Dribble</td><td>Space</td></tr><tr><td>Control</td><td>Movement</td><td>Speed</td></tr><tr><td>Ball Control</td><td>React</td><td>Stick</td></tr></table>	Aim	Direction	Rules	Balance	Dribble	Space	Control	Movement	Speed	Ball Control	React	Stick
Aim	Direction	Rules													
Balance	Dribble	Space													
Control	Movement	Speed													
Ball Control	React	Stick													

Field hockey is a team sport that is played on grass or artificial turf. It involves two teams of 11 players, including a goalkeeper. Players must use a curved stick to dribble, pass and shoot the ball. Field hockey requires a combination of skills including speed, agility, hand-eye coordination, and teamwork.



dribbling goal roll
scoring teamwork passing
push pass shooting



STEPS TO SUCCESS

These are the skills I need to achieve success in KS1 Hockey:

To negotiate space.

To use equipment safely and correctly.

To use a hockey stick with two hands.

To move a ball using a hockey stick.

To stop a ball using a hockey stick.

To compete in games with others trying to win.