

Thornton Primary School

Curriculum Medium Term Planning



Year: 1
Term: Summer 1



Explanation

This term in Science, we will be focusing on plants and how they grow. This term in History, we will learn about life now and then. This will include how homes, transport and school has changed. This will build on our trip to the Bronte Museum where we learnt about life in the past. In DT we will be creating a stable structure – a pencil pot. We will design, make and evaluate our structure.



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Science - Plants

Retrieval	Vocabulary	Knowledge	Skills
- Children should know the basic definition of a plant. - Children know that trees and flowers are different. - Children know that plants have a growth cycle.	Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem, grass Clover, Daisy, Buttercup, Dandelion, Oak, Holly, Daffodil, Tulip, lettuce, tomatoes, cucumber, radish, herb. Deciduous and Evergreen	- Know and name a variety of common wild and garden plants - Know and name the petals, stem, leaves and root of a plant - Know and name the roots, trunk, branches and leaves of a tree	- I can name a variety of common wild and garden plants. - I can name the petals, stem, leaf and root of a plant. - I can name the roots, trunk, branches and leaves of a tree. - I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - I can identify and describe the basic structure of a variety of common flowering plants, including trees.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Memory cloud Introduce topic: Investigate seeds inside fruit and veg.	I can name the petals, stem, leaf and root of a plant. Plant seeds and identify the parts of a plant (dissecting parts of plant and labelling)	To learn what a plant needs to grow: How to look after a plant and plant some seeds- look at the progression of the seeds planted the week before and discuss whether we have been looking after it well. (sunflowers and bean plants to show comparison)	I can name the roots, trunk, branches and leaves of a tree: Learn and label parts of a tree Go on a Nature walk – identify different trees and their leaves.	I can identify and describe the basic structure of a variety of common flowering plants, including trees. Look at tree varieties (Deciduous and Evergreen) and sort them using a sorting activity	I can name a variety of common wild and garden plants. Go for a walk (identify plants and other aspects of nature – make a checklist Look back at the growth cycle of the plant they planted and write about its progression.



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History – Local History – Life Now and Then

Retrieval	Vocabulary	Knowledge	Skills
- Children will have an understanding of the chronology of family history and that people are older than them. - Children will have an understanding of the continuity, change, similarities and differences through their work on the toys topic.	Mill Coal Victorians Monarch Invention Invention Back-to-back houses Artefacts	- Thornton was originally a collection of farms dotted around the landscape bordered by Queensbury, Denholm and Wilsden. - Thornton had a railway station. - Houses had no running water or toilets. Some streets would have one or two outside toilets for the whole street to share. - One of the biggest changes has been the invention of electricity and new machines. - Thornton had many mills, and these were built for people to work in.	Identify similarities / differences between ways of life at different times. Recognise why people did things, why events happened and what happened as a result. Make simple observations about different types of people, events, beliefs within a society.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: To find out about objects used in the homes in the past and make simple observations. To know that one of the biggest changes was electricity and the invention of new machines. Memory cloud To sort past and present items.	LO: To know that one of the biggest changes was electricity and the invention of new machines. Children recap of objects used in the home from last week and compare them to the machines we have today that use electricity.	LO: To find out about what life was like in the past. Children will find out about homes from the past in the Bradford area and there way of life. They will learn about what life was like working in a mill.	LO: To compare what shops are like in the past and present. Children to compare what shops ae like in the past and present.	LO: To know that Thornton had a Railway station. Opened 1878. Children look at how transport has changed in Thornton. Go visit the site of the train station.	LO: To know what childhood was like and school days. Children to compare what schools ae like in the past and present.



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DT – Structures – Making Pencil pot

Retrieval	Vocabulary	Knowledge	Skills
To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.	Base, better, compare, design, freestanding, stable, structure, unstable, user, worse	A structure is something that has been made and put together. Stable structures do not topple. Shapes and structures with wide, flat bases or legs are the most stable. Adding weight to the base of a structure can make it more stable.	Explain that structures are things that are built and have a purpose. Understand that structures with a wider base are more stable than ones with a narrow base. Explain that extra weight added to the base of a structure makes it more stable. Design a product for a particular user. Use a sketch to show ideas. Choose the best method for joining the parts of the product. Make evenly spaced cuts. Use scissors to cut out a shape neatly and accurately. Explain what they like and dislike about their final product.

Week 1	Week 2	Week 3	Week 4	Week 5
LO: To explore stability by balancing. Discuss that this half term they will be making pencil pots and how to make structures stable. Look at pictures of balancing and towers. Do some simple balances.	LO: To explore wide or narrow bases by building towers. Discuss the meaning of freestanding and in groups ch'n make structures using lego or building blocks.	LO: To test a structure's stability with weight added in different places. Use the power point to discuss how the structures stay up. Work in teams to create basketball hoops and discuss/experiment how to stabilise them.	LO: To design a stable structure that meets the needs of a user. Use the power point stable pencil pots then design their own pencil pot.	Lo: To use a variety of cutting and joining techniques to make a stable product. Children to watch the videos demonstrating how to make their pencil pot using card, secure base and masking tape. Create then decorate.



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PSHE - Celebrating Families- My Big Fantastic Family

Retrieval	Vocabulary	Knowledge	Skills
About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	Family Family Tree Unique Variety Respect Kindness Love Change Help Carer Home Belong Share Listen Care	- The characteristics of healthy family life, commitment to each other, including in times of difficulty. - Protection and care for children and other family members, the importance of spending time together and sharing each others' lives. - That other families, either in school or the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterized by love and care.	- 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: To tell you about different types of families. Look at the front cover of the book. Who could the characters be? Discuss emotions on posters. Read the story, discuss people in their families and create a family tree.	LO: To tell you why all families deserve respect. Look at page 9 where Lily-May is with her grandparents. Show the Emotional Vocabulary images. How could Lily-May be feeling? Read the story. Create a recipe for a happy family.	LO: To tell you about the people important to me in my family. Look at pages 23 and 24 where Lily-May is with her family at her party. • Show the Emotional Vocabulary images. • How could Lily-May be feeling? What makes pupils think this? Ch'n to talk about a family member that makes them feel special and create a Thank you card for them.	LO: To tell you how families can change and some of the emotions related to this. Look at page 3 where Lily-May is with her Mum and dad. • Show the Emotional Vocabulary images. • How could Lily-May be feeling? What makes pupils think this? Look at the roller coaster video on the board and discuss what the ride is. • Explain that just like a rollercoaster, feelings can go up and down, especially when things change. • As a class, read through key events from My Big Fantastic Family and decide where each event would go on the rollercoaster.	LO: To tell you how families can help each other in times of difficulty. Look at page 17 where Lily-May has lost Blue Bear. • Show the Emotional Vocabulary images. • How could Lily-May be feeling? What makes pupils think this? Provide each child with a heart-shaped template, pre-cut paper heart shape or ask them to draw a large heart on paper. • Explain that they will fill the heart with ways they can help their family when things are difficult.	LO: To reflect and evaluate. 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 their responses with a Talk Partner. • Please summarise the children's responses on the online form below.



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Computing - Creating Media – Digital Writing

Retrieval	Vocabulary	Knowledge	Skills
- To understand what algorithms are - To Create and debug simple programs. - To use logical reasoning to predict the behaviour of simple programs. - To use technology purposefully to create, organise, store, manipulate and retrieve digital content and recognise common uses of information technology. - To use technology safely and respectfully	word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.	- To recognise that a keyboard is used to enter text into a computer. - To recognise that the Shift key changes the output of a key - To recognise that text can be edited - To recognise that text can be changed - To recognise that the appearance of text can be changed	- To use letter, number, and Space keys to enter text into a computer. - To use punctuation and special characters. - To use the Backspace key to remove text. - To position the text cursor in a chosen location. - To choose options to achieve a desired effect. - To select text. - To change the appearance of text on a computer. - To use Undo.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: To use a computer to write. Learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also identify and find keys, before adding text to their page by pressing keys on a keyboard.	LO: To add and remove text on a computer. Continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer.	LO: To identify that the look of text can be changed on a computer. Begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Learners will match simple descriptions to the related keys. Finally, learners will begin exploring the different buttons available on the toolbar in more detail and use these to change their own text.	LO: To make careful choices when changing text. Begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.	LO: To explain why I used the tools that I chose. Begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use 'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing.	LO: To compare typing on a computer to writing on paper. Children make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the learners will begin to explain which they like best and think about which method would be the best method to use in different situations.



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RE - How do we know newborn babies are special?

Retrieval	Vocabulary	Knowledge	Skills
•Talk about what they think and believe using a wide vocabulary.	Allah Brahman ceremony Christian creation God Hindu Humanist Muslim religion Trimurti	• Suggest reasons why people might celebrate a new baby. • Identify reasons why some Muslim people welcome a new baby with Adhan. • Recognise the key parts of Aqiqah and why these are important to some Muslim people. • Identify the important parts of Jatakarma and why these are important to some Hindu people. • Explore similarities between Jatakarma, Adhan and Aqiqah. • Identify what a promise means in a Christian baptism. • Explain ways in which some people choose a name for a new baby. • Describe what happens at religious and Humanist baby naming ceremonies.	• 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 the belief in a God that created humans and suggest why babies are special to parents. How do we know that babies are special? Design a card to give to a new baby from someone who believes God created humans. Draw and write some ideas that reflect this belief Memory Cloud	Learning Objective: To explain why some Muslim people welcome a new baby with the Adhan. • What do some Muslim people do to show a new baby is special? Using the Adhan word cards (one between two). The children will listen to all of the audio again but this time, they need to work in pairs to hold up the words as they hear them.	Learning Objective: To explain how some Muslim people welcome a new baby by investigating Aqiqah. What is Aqiqah and why is it important to some Muslims? Invite the children to walk around the classroom, visiting each table to look at the image displayed closely. Ask the children to place the Aqiqah word cards next to the Welcoming Babies images on the tables where they think	Learning Objective: To explain how some Hindu people welcome a new baby by exploring Jatakarma. What is Jatakarma and why is it important to some Hindu people? Choose one word from the word wall to help remember what they learned from today the most. Explain they will then draw a picture showing the word being demonstrated during Jatakarma	Learning Objective: To explore how promises are made during Christian baptism ceremonies. What promises might people make for a new baby? Baptism Word Card Activity. work in pairs to find that word and decide whether it is connected to their learning about Baptism. Explain that they can place the word on the sugar paper if it does. Continue with all ten words.	Learning Objective: To identify why names are sometimes an important part of baby naming ceremonies. How are some babies named? End of unit assessment



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Music-Having fun with Improvisation

Retrieval	Vocabulary	Knowledge	Skills
- Singing 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 'Getting Dressed.' To learn to sing the song 'Getting Dressed.' • 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 and melodic patterns. • Listen and Respond to 'Dress Up'. • Singing- Learn to sing the song. • Play instruments	LO: To learn to sing the song 'Brush our Teeth.' • Understanding Music – Follow the rhythmic and melodic patterns. Improvise using the backing track. • Listen and Respond to 'Brush our Teeth'. • Learn to sing the song. • Perform the Song.	LO: To learn to sing the song 'Get Ready.' • Understanding Music - Find and try to keep a steady beat. • Listen and Respond to 'Get Ready.' • Singing - Learn to sing the song. • Perform the Song.	LO: To improvise within the song 'Up and Down.' To play instruments within the song. • Understanding Music - Find and try to keep a steady beat. • Listen and Respond to 'Up and Down.' • Singing- Learn to sing the song. • Perform 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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Year Group:	One	Unit:	Tennis
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Prior Learning Required – EYFS Progression Maps Objectives:

- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.
- Showing increased control when catching a ball.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.

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.	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: Move into space. • Step 2: To control your body when moving. • Step 3: To control the tennis ball with hands. • Step 4: To track different size balls. • Step 5: To copy actions. • Step 6: To hit a ball with hands.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Describe what you have seen others doing. • Understand why being active is good for you. Procedural Knowledge: • Engage in cooperative physical activities. • Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball. • Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball to receive it. • Move fluently, changing direction and speed.
Resources & Equipment	• Tennis balls • Tennis rackets • Hoops • Nets	Key Vocabulary	• Aim • Aiming • Balance • Ball Control • Bounce • Move • Control • Experiment • Racket • Receive • Roll • Score • Send • Swing • Throw • Underarm



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physical education medium term planning

intent, implementation, impact

Implementation Phase

Year Group: One **Unit:** Golf

Prior Learning Required - EYFS Progression Maps Objectives:

- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.
- Can play in a group, extending and elaborating play ideas within the group.
- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.
- Shows increasing control when throwing and catching a large ball.

<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: To move without a ball. • Step 2: To move with a ball. • Step 3: To control a ball. • Step 4: To hold/grip a golf club. • Step 5: To control a ball with a racket/golf club. • Step 6: To move a ball towards a target.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Understand the importance of rules and follow instructions to complete a task. <u>Procedural Knowledge:</u> • Explore different ways of moving, with and without a ball, developing movement and coordination. • Show increasing control when pushing, patting, throwing, and catching a ball. • Send objects towards a target with increasing accuracy. • Begin to apply the basic putting technique into games. • Compete against others in modified golf games.
<u>Resources & Equipment</u>	• Beanbags • Small balls • Footballs/ soft balls • Cones • Balls • Bibs • Hoops	<u>Key Vocabulary</u>	• Balance • Close • Closer • Control • Direction • Experiment • Improve • Movements • Space • Steadily • Stretching • Skills • Technique • Tick Tock