

Thornton Primary School

Curriculum Medium Term Planning



Year: 1
Term: Summer 2



Explanation

This term in Science, we will be focusing on trees: how they grow and identifying different types. In Geography we will be learning about weather and the seasons. As well as about the location of the North and South Pole and the Equator. We will learn about the features of hot and cold places.

This term in Art we will be learning about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing.



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Science - Scientific Enquiry

Retrieval	Vocabulary	Knowledge	Skills
- I can ask simple questions and answer them - I can show curiosity and question why things happen. - I can record learning in a table. - I can explain ideas clearly. - I can predict what will happen. - I can make careful observations - I can plan simple tests.	Experiment Predict Data Conclusion Observe Question Investigate Interpret evidence	- To know how to ask simple scientific questions about the world around them. - To be able to observe closely using their senses and simple equipment. - To be able to carry out simple tests or investigations with support. - To be able to sort, group, and classify objects (e.g. materials, living things). - To be able to record and talk about what they have found out (using drawings, charts, or simple words).	- I can ask questions and answer them - I can show curiosity and question why things happen. - I can record learning in a table or venn diagram - I can explain ideas clearly. - I can predict what will happen. - I can make careful observations - I can plan simple tests. - I can carry out test to compare and classify - I can ask yes and no questions to classify. - I can make comparisons and give reasons. - I can observe similarities and differences. - I can evaluate test and suggest improvements

Week 1	Week 2	Week 3	Week 4	Week 5
LO: To ask questions. Children watch video about floating and sinking to inspire curiosity and question-asking. Encourage the children to collaborate to come up with lists of questions about floating and sinking.	LO: To gather evidence Children watch the video and are asked scientific questions related to real-life situations. They then observe and test to answer the question and record their results.	LO: To interpret table and charts. Children explore using Venn diagrams and Carroll diagrams to sort and group, as well as using tally charts , block diagrams and pictograms to compare.	LO: To draw conclusions. Children reflect on their questions and connect them with the evidence they have gathered to draw conclusions?	Great Science Share Pupils work scientifically making and testing simple boats to explore the effects of different types of sails.



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Geography – Hot and Cold Places

Retrieval	Vocabulary	Knowledge	Skills
- To understand the environments vary from one another. - To describe the similarities and differences between places - To interpret a range of sources of geographical information e.g. maps and globes - The seasons of the year (from science)	Atlas Seasons Globe Weather North Pole, South Pole, Human and Physical Equator.	- Know where the equator, North Pole and South Pole are on a globe - Know features of hot and cold places in the world - Know how hot and cold places affects what we do and what we wear. Also how it affects plants and animals. - Know which is the hottest and the coldest season in the UK - Know and recognise main weather symbols	- To understand the some of the geographical similarities ad differences of a hot and cold place in the world. - To know features of a hot and cold place in the world. - To locate where the equator, north pole and south pole is on a globe and an atlas. - To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: To identify the types of weather we have in the United Kingdom and record the daily weather in our area. Memory Cloud Children to look at weather in the UK, what are the weather symbols? Children to begin a weekly weather diary – measuring rain fall etc.	LO: To know the seasons in the United Kingdom and how the weather changes within each one. Children to re-cap what the seasons of the year are. Look at the weather for each season, what clothes would you wear in this season what activities would you do in this season. Weekly weather diary.	LO: To locate the North, South Pole and Equator on a globe and atlas. Children to locate the key three places on a globe and an Atlas. Children to learn that it is hottest at the equator and the further away you get from it the colder it is. Weekly weather diary.	LO: To know features of a cold place. Children to identify where cold places are on the atlas. Children to investigate features of cold places including the types of animals that live there, the weather there, what clothes you would wear and what it looks like there. Weekly weather diary.	LO: To know features of a hot place. Children to identify where hot places are on the atlas. Children to investigate features of hot places including the types of animals that live there, , what clothes you would wear the weather there and what it looks like there. Weekly weather diary.	LO: To understand the some of the geographical similarities ad differences of a hot and cold place in the world. Children to discuss the similarities and differences between hot and cold places. Compare hot and cold places by making a pack list for a trip to a hot place with a list for a cold place. Weekly weather diary.



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Art – Painting Colour Splash

Retrieval	Vocabulary	Knowledge	Skills
To describe colours and textures as they paint. To explore what happens when paint colours mix. What are the primary colours? What does the word primary mean? Can you point to an object in the room that is: red; yellow; blue?	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick	- To know that the primary colours are red, yellow and blue. - To know primary colours can be mixed to make secondary colours: - Red + yellow = orange - Yellow + blue = green - Blue + red = purple - To know a pattern is a design in which shapes, colours or lines are repeated. - To know that there are many different shades (or 'hues') of the same colour. - To know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	- To explore their own ideas using a range of media. - To use sketchbooks to explore ideas. - To develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - To make choices about which materials to use to create an effect. - To describe and compare features of their own and others' artwork. - To evaluate art with an understanding of how art can be varied and made in different ways and by different people.

Week 1	Week 2	Week 3	Week 4	Week 5
LO To investigate how to mix secondary colours. Colour detectives; in groups have access to a tray of primary coloured materials; possibilities could include play dough, crayons/pencils and paper, coloured tissue or cellophane. Allow time for them to play with the materials and find out what happens when they mix them.	LO: To apply knowledge of colour mixing when painting. Colours and ask the children to tell their partner if the colours are primary or secondary. Ask them to also explain how to make the colour if it is a secondary colour. Hand out coloured pairs of blocks in primary colours, e.g. red and yellow, red and blue, blue and yellow. Challenge the children to decide what secondary colour would be made by mixing them Ask them to then move around the classroom to find an object of that secondary colour.	LO: To explore colour when printing. Ask the children to tell their partner three things they learnt about colour from the last lesson. Slides 2 and 3 could be then displayed asking the children to discuss two things they found interesting about colour and one question they still had about colour. Either play the Pupil video: Lego printing or demonstrate how to make prints having watched the Teacher video: Lego printing. Print with building blocks of varying sizes or with a range of other objects.	LO: To experiment with paint mixing to make a range of secondary colours. Explain that you can use the word hue to describe different greens. In painting, hue means a pure colour without any white or black added to it. Model making the colour green using blue and yellow paint. Show the children how to draw around their hand. Give out paint palettes containing blue and yellow paint for the children to mix five shades of green themselves. Then they should draw around their hands and paint their fingers,	LO: To apply their painting skills when working in the style of an artist. Play video: Clarice Cliff to model to the children. Give each child a paper plate and ask them to paint concentric circles using bright rainbow colours, keeping in mind the circles in the Clarice Cliff designs. Children can practise making the black tree shapes. Begin by pouring the black paint carefully into a blob on the paper. Using a straw, children should then blow the paint up towards the top of the page from the blob to create the trunk – then blow out from the trunk to create the strands that should resemble the branches.



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PSHE - The Friendship Bench

Retrieval	Vocabulary	Knowledge	Skills
Check the text makes sense Retell familiar stories in the correct sequence	Friend, friendship, sharing, happy, welcome, included, solution, advice, kindness, turn-taking, problem, feelings, resilience, moving away, new beginnings, starting school.	•How important friendships are in making us feel happy and secure, and how people choose and make friends. •The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. •That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. •How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, •How to manage these situations and how to seek help or advice from others, if needed.	•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 how people choose and make friends. Share the story The Friendship Bench and emotion posters. Ch'n draw or write 2-3 things they enjoy doing that makes them happy. At playtime or discussion time can they find anyone else that enjoys the same things.	LO: To tell you what makes a good friend. Share the story The Friendship Bench and emotion posters. Ch'n to create their own friendship tree. The trunk represents themselves, and the branches will show different things that make a good friend. On each branch, children write or draw one quality or action that makes someone a good friend (e.g. "kind words", "smiles", "helps me up", "shares their crayons").	LO: To tell you how my friends make me happy and how I make my friends happy. Share the story The Friendship Bench and emotion posters. In a circle chat: "Can you think of a time when a friend did something that made you feel really happy?" Give each child a heart-shaped piece of paper. Ask them to draw or write one thing a friend has done that made them feel happy.	LO: To tell you how I make others feel welcome and included. Share the story The Friendship Bench and emotion posters. As a group, brainstorm ways to make people feel. Write these ideas on a large sheet of paper, creating a "Friendship Pledge." • Have each child draw a picture of themselves doing something kind or welcoming, like inviting someone to join a game, sharing toys, or smiling at a friend.	LO: To know what to do if a friend makes me Unhappy. Share the story The Friendship Bench and emotion posters. Give each child a card to create a "happy/unhappy" flip card. On one side, they draw a sad face on the other side a happy face. • Read a situation aloud to the children, e.g., "Your friend won't let you join in." Ask the children to flip their card to show happy or unhappy. • Ask the children to explain why they chose their card to a partner.	LO: To Review learning. As a class or in small groups, read the questions to the class and/or display on a screen to facilitate the discussion. • Give the children some thinking time, or time to Think-Pair-Share their responses with a Talk Partner. • Summarise the children's responses in the online form. 



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Computing - Programming B – Programming animations

Retrieval	Vocabulary	Knowledge	Skills
How to log in to Purple Mash. How to save a piece of work. How to program a robot. 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	ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design.	- Compare and join different programming blocks and suggest how they might be used - Experiment with blocks containing numbers to look at the impact on the program - Explain what a sprite is - Understand that they can include more than one program on a sprite - Know a series of commands can be joined together to form a program - Understand that a program is a set of commands a computer can run	Designing and programming the movement of a character on screen to tell stories.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: To choose a command for a given purpose. Ch'n will become accustomed to the ScratchJr programming environment. They will discover that they can move characters on-screen using commands and compare ScratchJr to the Bee-Bots used in the previous unit.	LO: To show that a series of commands can be joined together. Ch'n will discover that blocks can be joined together in ScratchJr. They will use a Start block to run their programs. They will also learn additional skills such as adding backgrounds and deleting sprites. Learners will follow given algorithms to create simple programs.	LO: To identify the effect of changing a value. Ch'n will discover that some blocks in ScratchJr have numbers underneath them. They will learn how to change these values and identify the effect on a block of changing a value.	LO: To explain that each sprite has its own instructions. Ch'n will be taught how to add and delete sprites in ScratchJr. They will discover that each sprite has its own programming area and learn how to add programming blocks to give instructions to each of the sprites.	LO: To design the parts of a project. Ch'n will choose appropriate backgrounds and sprites for a 'Space race' project. They will decide how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this.	LO: To use my algorithm to create a program. Ch'n will use their project designs from the previous lesson to create their projects on-screen in ScratchJr. They will use their project design, including algorithms created in the previous lesson, to make programs for each of their rocket sprites. They will test whether their algorithms are effective when their programs are run.



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RE - Why Should We Care For Others?

Retrieval	Vocabulary	Knowledge	Skills
Talk about what they think and believe using a wide vocabulary.	Allah Christian creation God Humanist Jesus Jewish miracle Muslim religion responsibility scripture Sikh Waheguru	- Describe some reasons why people choose to care for people other than it being their job. - Identify why Muslim people might believe Zakat is important guidance for caring for others. - Identify that Tzedakah is a way of caring for others. - Recognise ways of caring that take more effort and receive less thanks. - Identify ways of caring for others in Bible stories. - Recognise some reasons why Humanist people might believe it is important to care for others. - Look for similarities between people's beliefs about caring for others. - Explain how people use their skills to care for others while being inspired by their beliefs.	- 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 identify how and why some people care for others by exploring the Sikh belief in Sewa. Why do people care for others? Children to discuss the quotes about caring and decide whether it is an example of tan, man or dhan. Highlight the words that show the people's reasons for helping others. Memory Cloud	Learning Objective: To investigate why many Muslims believe it is important to care for others by exploring Zakat. How might Muslim people show it is important to care for others? Provide the children with small squares of paper (three each). Record a word on each piece of paper that explains how Zakat shows Muslim people believe it is important to care for others.	Learning Objective: To investigate why some ways of caring might take more effort and receive less thanks than others by exploring Tzedakah. Is giving always the same? Write or draw inside the Tzedakah box some of the reasons why people who follow the Jewish worldview might believe it is important to care for others with Tzedakah.	Learning Objective: To explore Christian teachings on caring through stories about Jesus. What can we learn about caring for others from stories? Draw part of one of the stories that matches what is being said in the quote.	Learning Objective: To identify some Humanist beliefs about the importance of caring for others. Why might some Humanists choose to care for others? Read a scenario and discuss as a group whether it is connected to belief in God or not always connected to belief in God.	Learning Objective: To explore modern examples of how people use their skills to care for others. What inspires some people to care for others? Group to select a word card and discuss as a group which person they think it links to the most. End of unit assessment



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Music-Lets Perform Together

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 'The Bear Went Over The Mountain.' •To learn to sing the song 'The Bear Went Over The Mountain.' •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 'In The Sea.' • Learn to sing the song. • Play instruments	LO: To learn to sing the song 'Alice The Camel.' • Understanding Music – Follow the rhythmic and melodic patterns. Improvise using the backing track. • Listen and Respond to 'Alice The Camel'. • Learn to sing the song. • Perform the Song.	LO: To learn to sing the song 'Ten Green Bottles.' • Understanding Music - Find and try to keep a steady beat. • Listen and Respond to 'Ten Green Bottles.' •Learn to sing the song. • Perform the Song.	LO: To improvise within the song 'Zootime.' To play instruments within the song. • Understanding Music - Find and try to keep a steady beat. • Listen and Respond to 'Zootime.' • 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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physical education medium term planning

intent, implementation, impact

Implementation Phase

Year Group: One Unit: Cricket

Prior Learning Required – EYFS Progression Maps Objectives:

- 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.

<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. • 1b: Participate in team games, developing simple tactics for attacking and defending.	<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 in different ways. • Step 2: To catch and stop a ball. • Step 3: To strike a ball. • Step 4: To recognise space. • Step 5: To follow simple rules of the game. • Step 6: To try and find ways to win games.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Understand why being active and playing games is good for you. <u>Procedural Knowledge:</u> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.
<u>Resources & Equipment</u>	• Tennis Balls • Hoops • Marker Spots • Cones • Bats • Wickets • Beanbags Balls	<u>Key Vocabulary</u>	• Aim • Backwards • Ball • Ball Control • Bat • Beanbag • Bounce • Catch • Control • Direction • Batting • Feeder • Forwards • Free Space • Grip • Left & right • Stop • Movement • Rolling • Run • Safety • Score • Space



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physical education medium term planning

intent, implementation, impact

Implementation Phase

Year Group: One **Unit:** Football

Prior Learning Required - EYFS Progression Map Objectives:

- 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. • 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 into space. • Step 2: To move with and without a ball. • Step 3: To roll, kick, and carry a ball. • Step 4: To stop a ball. • Step 5: To change direction when moving. • Step 6: Use skills in games.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Describe what you have done, or seen others doing. • Describe what it feels like to breath quickly during exercise. 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. • Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage.
Resources & Equipment	• Beanbags • Small balls • Footballs / soft balls • Cones • Balls • Bibs • Hoops	Key Vocabulary	• Ball Control • Control • Coordination • Direction • Dribble • Movement • Partner • Rules • Space