

Year 1 Medium Term Outline Planning – Time Travellers

<p>Philosophical Question</p>	<p>What does it mean to belong?</p>
<p>History Theme</p>	<p>Changes within living memory</p>
<p>As Historians we will: Understand changes that have happened since birth</p>	<ul style="list-style-type: none"> ● Develop an awareness of the past and passing of time ● Similarities and differences of life and changes in living memory ● <u>Chronology</u> <ul style="list-style-type: none"> ○ Can recognise the distinction between past and present. ○ Can identify some similarities and differences between their own present and aspects of the past. ○ Can place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). ○ Can recognise the distinction between present and past in their own and other peoples lives. ○ Can identify some similarities and differences between ways of life in different periods. ○ Knows where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). ● <u>Events, People & Changes</u> <ul style="list-style-type: none"> ○ Has begun to tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ○ Can recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ○ Can use simple stories and other sources to show that they know and understand key features of events. ● <u>Communication</u> <ul style="list-style-type: none"> ○ Can understand and use simple historical concepts such as now/then and same/different. ○ Has begun to show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ○ Can understand historical concepts and use them to make simple connections and draw contrasts. ● <u>Enquiry, Interpretation & Using Sources</u> <ul style="list-style-type: none"> ○ Can use sources to answer simple questions about the past. ○ Can ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ○ Can identify some of the basic ways the past can be represented. ○ Has begun to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).
<p>As Design Technicians we will: Design, make, evaluate and improve (Making moving vehicles).</p>	<p><u>Mechanisms</u></p> <ul style="list-style-type: none"> ○ Can join appropriately for different materials and situations e.g. glue, tape. ○ Can try out different axle fixings and their strengths and weaknesses. ○ Can make vehicles with construction kits which contain free running wheels. ○ Can use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. ○ Can roll paper to create tubes. ○ Can attach wheels to a chassis using an axle.

	<ul style="list-style-type: none"> o Can mark out materials to be cut using a template. o Can fold, tear and cut paper and card. o Can cut along lines, straight and curved. <p><u>Mechanisms: Design</u></p> <ul style="list-style-type: none"> o Can use pictures and words to convey what they want to design/make. o Can use kits/reclaimed materials to develop more than one idea. o Can model ideas with kits, reclaimed materials. o Can select appropriate technique explaining: First... Next... Last.... o Can explore ideas by rearranging materials. o Can select pictures to help develop ideas. o Can use drawings to record ideas as they are developed. o Can add notes to drawings to help explanations. o Can describe their models and drawings of ideas and intentions. <p><u>Mechanisms: Make</u></p> <ul style="list-style-type: none"> o Can discuss their work as it progresses. o Can select materials from a limited range that will meet the design criteria. o Can select and name the tools needed to work the materials. o Can explain what they are making. o Can explain which materials they are using and why. o Can name the tools they are using. o Can describe what they need to do next. <p><u>Mechanisms: Evaluate</u></p> <ul style="list-style-type: none"> o Can explore existing products and investigate how they have been made. o Can talk about their design as they develop and identify good and bad points. o Can say what they like and do not like about items they have made and attempt to say why. o Can discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. <p>Suggested Activity- Making a moving vehicle/ rocket</p>
<p>As Artists we will: Develop ideas, take inspiration from the greats and master techniques</p>	<p>Collage</p> <ul style="list-style-type: none"> • Can create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Can arrange and glue materials to different backgrounds. • Can sort and group materials for different purposes e.g. colour texture. • Can fold, crumple, tear and overlap papers. • Can work on different scales. • Can collect, sort, name match colours appropriate for an image. • Can create and arrange shapes appropriately. <p>Can create, select and use textured paper for an image</p> <p>Activity- Collage using Seasonal objects to make a picture</p>
<p>As Scientists we will: work scientifically.</p>	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> o observe changes across the four seasons. o observe and describe weather associated with the seasons o observe and describe how day length varies o Repeated four times over the year <u>September; December ; March ; June</u>

	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> ○ Distinguish (tell the difference) 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.
<p>As a computer expert we will:</p>	<ul style="list-style-type: none"> ○ 2.2 Can use technology safely and respectfully at an age appropriate level ○ 3.1 Can use technology to purposefully create digital content ○ 3.2 Can contribute to sending and retrieving emails from a class email address and know the benefits of electronic communication ○ 3.3 Can contribute to a class blog ○ 3.4 Can responsibly capture a well framed images using a digital device and use a graphics package to edit images using basic tools (eg. cropping) and add captions ○ 3.5 Can use technology purposefully to organise, store and retrieve digital content ○ 3.9 Can develop use of a keyboard so children are comfortable in typing basic content ○ 3.10 Can use a sequence of images to create a short animation (Focused week)
<p>RE</p>	<p>Year 1 Autumn 1 Christianity - The Church Autumn 2 Christianity - God</p> <p>Year 1 Key Question (to be used all year): What do people say about God?</p> <p>Focus Question (for this investigation): Autumn 1 What do some people do because they believe in God? Autumn 2 How do some people behave/feel because they believe in</p> <ul style="list-style-type: none"> ● Use some religious words and phrases to recognise and name features of religious traditions. (B&V LRT) ● Can recall religious stories and recognise symbols and other verbal and visual forms of religious expression. (B&V LRT) ● Talk about their own experience and feelings. (SHE) ● Talk about what is of value and concern to themselves. (SPM) ● To know what relevant questions are and to ask them. (SHE)
<p>PSHCE</p>	<p><u>Understanding Self & Others</u></p> <ul style="list-style-type: none"> ○ Can explain their ideas, and responses to an issue. ○ Can recognise their feelings. ○ Can play with others. <p><u>Working with Others</u></p> <ul style="list-style-type: none"> ○ Can find a partner, sit with them and work with them. <p><u>Speaking & Listening</u></p>

	<ul style="list-style-type: none"> ○ Can demonstrate active listening skills. ○ Can ask questions for clarification. 	
Music	<p><u>Performing</u></p> <ul style="list-style-type: none"> ○ Can use their voices expressively by singing songs and speaking chants and rhymes. <p><u>Pitch</u></p> <ul style="list-style-type: none"> ○ Can identify high and low sounds. <p><u>Duration</u></p> <ul style="list-style-type: none"> ○ Can respond to sounds of different duration. ○ Can recognise the difference between long and short sounds. ○ Can copy simple patterns of sound of long and short duration. ○ Can recognise the difference between steady beat and no beat. ○ Can identify similar rhythmic patterns. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> ○ Can differentiate between loud sounds, quiet sounds and silence. 	
PE	<p>Autumn 1 Multi skills fundamentals of movement</p>	<p>Autumn 2 Ball games Dance</p>
English links	<p>To write a diary entry To describe a material/ the weather</p>	<p>George's Dragon at the Fire Station Topsy and Tim meet the police Toys in Space/ Rockets</p>