

Hensingham Year 1- Medium term plan - Autumn 1

Subject	WK1 8 th September	WK2 15 th September	WK3 22 nd September	WK4 29 th September	WK5 6 th October	WK6 13 th October	WK7 20 th October	Consolidation week	By the end of the unit children will know...
Science Sensitive Bodies	<p>New Core Knowledge Pre assessment</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Assessment PRE unit quiz</p>	<p>New Core Knowledge I know some human body parts.</p> <p>I can identify some differences in animal body parts.</p> <p>Revisiting Core Knowledge What body parts do we know?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> body compare group <p>Outline of Main Tasks Together- Compare human and animal body parts what is similar and different? Venn diagram Independent – labelling body parts on sheet</p>	<p>New Core Knowledge I know the body parts for each of my senses.</p> <p>Revisiting Core Knowledge Guess the bossy part being described (slides)</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> data hearing senses sight smell taste touch <p>Outline of Main Tasks Sensory tour (in groups) discuss what they can sense in the pictures.</p> <p>Children to label the pictures with the body part for this sense.</p>	<p>New Core Knowledge I know the body parts used for taste and touch and can make observations.</p> <p>Revisiting Core Knowledge Which body part do you use to.... (use slides)</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> sweet sour bitter salty taste touch sensitive <p>Outline of Main Tasks -feely box – this can stay in CP for an investigative activity -taste test – children to try and describe how the foods will taste before eating them. – then taste and describe – rating the flavour</p>	<p>New Core Knowledge I know the body parts used for smell and sight . I know scientists are always making new discoveries</p> <p>Revisiting Core Knowledge Take turns to name and point at as many different body parts as you can in 1 minute</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> blind direction obstacle research sight smell <p>Outline of Main Tasks Smelly pot activity -Find a pot and smell the mystery item. -Find the number on the pot. -Write the guess for the mystery item next to the number in the table.</p>	<p>New Core Knowledge I can investigate the sense used for sound.</p> <p>Revisiting Core Knowledge Name the 5 sense and the body parts</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> distance hearing investigation loud pattern quiet volume <p>Outline of Main Tasks Investigating what happens to sounds as we move further away – recording this on a sheet</p>	<p>New Core Knowledge I know that senses are important in everyday life</p> <p>Revisiting Core Knowledge Play simon says</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> action feeling sense <p>Outline of Main Tasks Using the sense images pictures children to write how these are using our sense in real life. E.G I hear the fire alarm and line up.</p>	<p>Outline of Main Tasks Assessment end of unit quiz</p>	<p>Core Knowledge -I know that hair is a body part that cannot sense. -I know that the tongue is the body part used for taste. -I know that the nose can sense the smell of flowers. I know that scientists research the senses to help people who cannot see or hear. Core Vocabulary compare group hearing pattern sense(s) sight smell taste touch</p>
History How am I making history?	<p>New Core Knowledge I know that I can put pictures in order on a timeline and use words like 'before' and 'after'.</p> <p>Revisiting Core Knowledge What is past and present?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> event now past present remember timeline <p>Outline of Main Tasks Children to order / sequence pictures of their life ; present and the past.</p>	<p>New Core Knowledge -I know that memories are special, and we celebrate them with events like birthdays, Christmas, and other special days.</p> <p>Revisiting Core Knowledge What is a timeline?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> memory now past present remember timeline <p>Outline of Main Tasks Children to pick a photo of their favourite memory - they can annotate it and add it to our class timeline. Didi it happen before or after</p>	<p>New Core Knowledge I know that I can ask questions to find out what childhood was like in the past.</p> <p>Revisiting Core Knowledge What do we mean by chronology?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> memory now past present remember timeline <p>Outline of Main Tasks Add their birthdays to the class timeline Children to draw and write a birthday balloon to think about how special events are remembered</p>	<p>New Core Knowledge -I know that childhood today is different from the past, but some things are still the same.</p> <p>Revisiting Core Knowledge Can you put these things n order (have three images)</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> childhood parent grandparent family remember living memory past present <p>Outline of Main Tasks Interview a visitor about their childhood – if this is not possible link this activity to BBC birthdays in the past</p>	<p>New Core Knowledge I know that I can use words like 'past', 'present', and 'future' to talk about changes over time.</p> <p>Revisiting Core Knowledge What are three things different from the past to now?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> past present similar different living memory change lifetime <p>Outline of Main Tasks Children to organise things they have learnt into past, present and both like the presentation screen – use posits from the interview and other information they know from their lessons</p>	<p>New Core Knowledge Assess core knowledge Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Assessment end of unit quiz</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>Core Knowledge -I know that I can put pictures in order on a timeline and use words like 'before' and 'after'. -I know that memories are special, and we celebrate them with events like birthdays, Christmas, and other special days. -I know that I can ask questions to find out what childhood was like in the past. -I know that childhood today is different from the past, but some things are still the same. -I know that I can use words like 'past', 'present', and 'future' to talk about changes over time. Core Vocabulary Change different Future memory Present past Similar timeline</p>

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Geography	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	Core Knowledge
HALF TERM 2	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Core Vocabulary
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	
	Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks	
			Knowledge revisit from Autumn			Assessment end of unit quiz			
Art	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	Core Knowledge
Make your mark	I can create different types of lines.	I can explore line and mark making to draw water.	I can draw with different media	I can experiment with different marks and use marks to show texture.	I can look carefully at an object to identify shapes, lines and textures.	To make marks and use observation to create drawings	Revisiting Core Knowledge	Revisiting Core Knowledge	I can create different lines
	<p>What does mark making mean?</p> <p>Key Vocabulary Horizontal, vertical, cross hatch, wavy, broken</p> <p>Outline of Main Tasks Children can make these with string, in their sketchbook and then pick their favourite to make on black paper with chalk. Ask children to make sure they have created one of each type of line:</p> <ul style="list-style-type: none"> • A horizontal line. • A vertical line. • A diagonal line. • A wavy line. • A cross-hatched line. • A broken line. 	<p>Revisiting Core Knowledge <i>Can you name the lines?</i> with the children showing the image of the lines from the last lesson.</p> <p>Key Vocabulary Lines water Waves wavy</p> <p>Outline of Main Tasks Show the children a range of the work of Zaria Forman on the link: Zaria Forman - Maldives. How has the artist used different materials to represent water? Ask the children to draw big lines representing water. Pause the music and explain to the children that they will work into the lines they have drawn, using various techniques.</p>	<p>Draw or tell a partner 3 type of lines</p> <p>Key Vocabulary 2D shapes 3D shapes Abstract medium Shade shape</p> <p>Outline of Main Tasks Ask the children to select several shapes to draw around in pencil. When they have done this, they need to fill in each shape (and separate shape segments) using the different mediums and colours provided. If two shapes overlap, colour the overlap using a different medium/colour.</p>	<p>I can understand the importance of looking carefully and closely when I am drawing.</p> <p>Revisiting Core Knowledge Tell a partner about Wassily Kandinsky</p> <p>Key Vocabulary Circles continuous cross-hatching dots firmly lightly line look</p> <p>Outline of Main Tasks The children can either draw a new object . Give the children the opportunity to touch and study the object as needed. Ask the children to draw the outline of their object using one continuous line, encouraging them to apply the observation skills they have practised so far. Next, the children are going to experiment with drawing a range of different marks by adding them to the outline they have just drawn.</p>	<p>I can control a pen/pencil to create different types of lines.</p> <p>Revisiting Core Knowledge Describe a mark to a partner- can the partner draw it? Do they match?</p> <p>Key Vocabulary experiment line marks observation rough shadow shape smooth</p> <p>Outline of Main Tasks Draw an object from observation . using the pupil video to support (drawing looking , drawing and looking)</p>	<p>What types of mark making can you do?</p> <p>Key Vocabulary A horizontal line. A vertical line. A diagonal line. A wavy line. A cross-hatched line. A broken line.</p> <p>Outline of Main Tasks</p> <p>Assessment end of unit quiz</p> <p>Class gallery</p>	<p>Key Vocabulary</p> <p>Outline of Main Tasks</p> <p>*Depending on quality of mark making more practice could be done over the next two lessons.</p>	<p>Key Vocabulary</p> <p>Outline of Main Tasks</p> <p>Core Vocabulary</p> <ul style="list-style-type: none"> • cross-hatch • diagonal • horizontal • line • optical art • vertical • wavy 	I can explore lines and mark making to represent water I can draw with different media I can experiment with different marks and use observation to look closely I can look carefully and control my pencil/ media to create different lines

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DT HALF TERM 2	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	Core Knowledge
	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Core Vocabulary
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	
	Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks Knowledge revisit from Autumn	Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks Assessment end of unit quiz	Outline of Main Tasks	Outline of Main Tasks	
Music Keeping the pulse	<p>New Core Knowledge I can demonstrate an understanding of pulse using parts of the body. Revisiting Core Knowledge What is celebration music? Key Vocabulary pulse, beat, steady, rhythm</p> <p>Outline of Main Tasks I can sway to the pulse. I can tap a pulse. I can clap a sound pattern. Play the favourite food musical game</p>	<p>New Core Knowledge I can keep a pulse and show a sound pattern using bodies and voices Revisiting Core Knowledge Explain the words pulse Key Vocabulary sound pattern, repetition, melody, pitch</p> <p>Outline of Main Tasks I can keep the pulse with my body. I can sing a sound pattern while keeping a steady pulse. I keep the pulse without using my voice. Play the favourite singing game with friends.</p>	<p>New Core Knowledge I can explore using a thinking voice to show the pulse. Revisiting Core Knowledge What is pulse? Key Vocabulary thinking voice, internalize, silent singing, imagination</p> <p>Outline of Main Tasks Using the heart mat and thinking voice to sing out a rhythm and use the pulse</p>	<p>New Core Knowledge I can play short rhythms in time with the pulse. Revisiting Core Knowledge What is a thinking voice? Key Vocabulary notation, symbols, sound pattern, read</p> <p>Outline of Main Tasks Heart rhythms</p>	<p>New Core Knowledge To demonstrate an understanding of pulse through performance. Revisiting Core Knowledge</p> <p>Key Vocabulary practice, repetition, confidence, improvement</p> <p>Outline of Main Tasks Working in pairs to march and play a rhythm.</p>	<p>New Core Knowledge Demonstrate understanding of pulse and rhythm Revisiting Core Knowledge</p> <p>Key Vocabulary pulse, sound pattern, expression</p> <p>Outline of Main Tasks Assessment end of unit quiz</p>	<p>New Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>Core Knowledge That Pulse is the heartbeat of the music That Rhythm is the short and long phrases that go along with the pulse. You can have pulse without rhythm, but not rhythm without pulse-all music has a heartbeat.</p> <p>Core Vocabulary pulse singing voice speaking voice thinking voice</p>
PE Multi skills	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	New Core Knowledge	Core Knowledge
	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Revisiting Core Knowledge	Core Vocabulary
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	
Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks Knowledge revisit from Autumn	Outline of Main Tasks	Outline of Main Tasks	Outline of Main Tasks Assessment end of unit quiz	Outline of Main Tasks	Outline of Main Tasks		

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<p>Computing</p> <p>Improving mouse skills</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p> <p>Knowledge revisit from Autumn</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p> <p>Assessment end of unit quiz</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>Core Knowledge</p> <p>Core Vocabulary</p>
<p>PSHE Relationships and families</p>	<p>What is family ?</p> <p>New Core Knowledge</p> <p>I know that families are all different, but they are there to look after us</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> brother care considerate cousin family grandparent parent relation respect sister <p>Outline of Main Tasks</p>	<p>What are friendships?</p> <p>New Core Knowledge</p> <p>I know some characteristics of a good friend</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> friend fun generous helpful kind listen relationship share <p>Outline of Main Tasks</p>	<p>Recognising peoples emotions</p> <p>New Core Knowledge</p> <p>I recognise other people may feel differently to me and show I care.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> care emotion feeling help listen sad worried <p>Outline of Main Tasks</p> <p>Knowledge revisit from Autumn</p>	<p>Working with others</p> <p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>Friendship problems</p> <p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>Healthy friendships</p> <p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p> <p>Assessment end of unit quiz</p>	<p>Gender stereotypes</p> <p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>Core Knowledge</p> <ul style="list-style-type: none"> -To understand that families look after us. -To know some words to describe how people are related (e.g. aunty, cousin, etc.) -To know that some information about me and my family is personal. -To understand some characteristics of a positive friendship. -To understand that friendships can have problems but that these can be overcome. -To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. <p>Core Vocabulary</p> <p>behaviour</p> <p>care</p> <p>emotions</p> <p>family</p> <p>feelings</p> <p>friend</p> <p>friendly</p> <p>problem</p> <p>stereotype</p>
<p>RE OAK ACADEMY</p> <p>New life - How is a new child</p>	<p>New Core Knowledge</p> <p>I can understand that people welcome new life in different ways.</p> <p>Revisiting Core Knowledge</p> <p>Understanding what a celebration is</p> <p>Key Vocabulary</p> <p>Welcome</p>	<p>New Core Knowledge</p> <p>I can understand how infant baptism welcomes a new child into the family of the church.</p> <p>Revisiting Core Knowledge</p> <p>Understand that people welcome in different ways</p> <p>Key Vocabulary</p>	<p>New Core Knowledge</p> <p>I can describe how some people choose to dedicate their child in a church.</p> <p>Revisiting Core Knowledge</p> <p>Say three things that happen in a baptism</p> <p>Key Vocabulary</p> <p>Dedication</p>	<p>New Core Knowledge</p> <p>I can describe how a baby is welcomed into a humanist family.</p> <p>Revisiting Core Knowledge</p> <p>Say a reason why families dedicate their baby in a church.</p> <p>Key Vocabulary</p>	<p>New Core Knowledge</p> <p>I can describe how people's beliefs may mean they welcome a foster child into their family.</p> <p>Revisiting Core Knowledge</p> <p>What is humanism?</p> <p>Key Vocabulary</p> <p>Fostering</p>	<p>New Core Knowledge</p> <p>I can explain that families might welcome children in many different ways.</p> <p>Revisiting Core Knowledge</p> <p>Give me 5 ways to look after someone and make them feel welcome</p> <p>Key Vocabulary</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p>	<p>Core Knowledge</p> <p>I can understand that people welcome new life in different ways.</p> <p>I can understand how infant baptism welcomes a new child into the family of the church.</p> <p>I can describe how some people choose to dedicate their child in a church.</p>

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welcomed ?	Ceremony Celebration Tradition Outline of Main Tasks - create a 'welcome' card for a new baby What would your card say?	Infant Baptism Godparent Outline of Main Tasks -Design a candle with symbols that show it is for baptism	Church family Promise Outline of Main Tasks -Making a promise – if you made a promise about something what would it be? Use the sentence ... I promise ...	Humanism Humanist naming Outline of Main Tasks How do you look after someone / something? Make a list of ways you look after someone/ something.	Foster parent belief Outline of Main Tasks Using an outline of a person – shared activity Collect ideas for how we look after and make someone feel welcome	Welcome Ceremony Celebration Tradition Outline of Main Tasks Assessment end of unit quiz	Outline of Main Tasks	Outline of Main Tasks	I can describe how a baby is welcomed into a humanist family. I can describe how people's beliefs may mean they welcome a foster child into their family. Core Vocabulary Welcome Ceremony Celebration Tradition Dedication Baptism Humanist Fostering
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