

Hensingham EYFS / Year 1 – Willow Medium term plan - Autumn 2

Subject	WK1 3 rd November	WK2 10 th November	WK3 17 th November	WK4 24 th November	WK5 1 st December	WK6 8 th December	WK7 15 th December	By the end of the unit children will know...
Science Seasonal changes	<p>Wonderful Weather</p> <p>Assessment PRE unit quiz</p> <p>To identify how the weather changes across the four seasons.</p> <p>New Core Knowledge I know the seasons and months of the year.</p> <p>Revisiting Core Knowledge What do we see, hear and feel outside in different weather?</p> <p>Key Vocabulary Autumn climate Map spring Season summer Weather winter</p> <p>Outline of Main Tasks Group activities- making a season's mobile- each group to have a season. This needs to have the name of the season, the months in that season and some pictures / symbols showing the weather / images of the season.</p>	<p>Seasonal Activities To identify events and activities that take place in different seasons.</p> <p>New Core Knowledge I know that summer has the warmest weather. I know that in spring, baby lambs are born. I know that spring is a time when plants start to grow and flowers begin to bloom. I know that in autumn, the leaves on some trees change colour to orange and brown. I know that in winter, people might make snowmen if it snows.</p> <p>Revisiting Core Knowledge What months of the year are in each season?</p> <p>Key Vocabulary Autumn climate Map spring Season summer Weather winter</p> <p>Outline of Main Tasks Sorting images into the different seasons to show understanding of how the different seasons look and what happens.</p>	<p>How do trees change? To recognise how trees change across the four seasons</p> <p>New Core Knowledge I know that in autumn, the leaves on some trees change colour to orange and brown. I know that autumn is a time when leaves fall from the trees.</p> <p>Revisiting Core Knowledge Key Vocabulary Autumn climate Map spring Season summer Weather winter</p> <p>Outline of Main Tasks Painting or drawing the trees in the four seasons (this could be a provision activity) or finger painting.</p>	<p>Daylight hours? To recognise that daylight hours change across the four seasons. Working scientifically: To record data in a pictogram.</p> <p>New Core Knowledge I know that winter has the fewest daylight hours.</p> <p>Revisiting Core Knowledge What are the different types of trees? Evergreen or deciduous?</p> <p>Key Vocabulary Conclusion data Pictogram record Season sunrise Sunset weather Outline of Main Tasks Using the sunshine data cards – can the children work out which season has the most and least sunlight hours? Create a pictogram to show this.</p>	<p>Observing over time **need thermometers ** To observe changes across the four seasons. Working scientifically To gather and record data about how seasons change over time.</p> <p>New Core Knowledge I know that winter is the coldest season I know that summer is the warmest season.</p> <p>Revisiting Core Knowledge Which seasons have the most and least sunlight?</p> <p>Key Vocabulary Data predict Temperature thermometer record Outline of Main Tasks Use a thermometer to find the temperature of the three beakers of water. Then use a thermometer to find the temperature outside.</p>	<p>Weather reports To plan and carry out a weather report</p> <p>New Core Knowledge</p> <p>Revisiting Core Knowledge What do we know about the seasons? hottest, coldest, events..</p> <p>Key Vocabulary Season symbol Temperature weather</p> <p>Outline of Main Tasks Children given the time to create a weather report. Give then the city, symbols, provide chn with the report sheet they can use to help with. And time to orally practice.</p>	<p>Assessment unit quiz</p>	<p>Core Knowledge I know that summer has the warmest weather. I know that winter has the fewest daylight hours. I know that in spring, baby lambs are born. I know that spring is a time when plants start to grow and flowers begin to bloom. I know that in autumn, the leaves on some trees change colour to orange and brown. I know that autumn is a time when leaves fall from the trees. I know that winter is the coldest season and has the shortest days. I know that in winter, people might make snowmen if it snows.</p>
History Next term	<p>New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks</p>	<p>New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks</p>	<p>New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks</p>	<p>New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks</p>	<p>New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks</p>	<p>New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks</p>	<p>New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks</p>	
Geography What is it like here?	<p>New Core Knowledge Assessment quiz</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p><i>Where in the world are we ?</i></p> <p>New Core Knowledge I know what an aerial photograph is and that it is taken from above the ground.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Aerial photograph Aerial view</p> <p>Outline of Main Tasks Using the images from the Google Earth /maps to identify things we can see on the images - can we</p>	<p><i>What can we see in our classroom?</i></p> <p>New Core Knowledge I know that a map is a picture of a place drawn from above</p> <p>Revisiting Core Knowledge What do the aerial photos show?</p> <p>Key Vocabulary Aerial photograph Aerial view Map</p> <p>Outline of Main Tasks Make a map of our classroom as if an alien had landed and had no</p>	<p><i>What can we see in our school grounds?</i></p> <p>New Core Knowledge I know that maps use symbols to show features like buildings, trees and roads</p> <p>Revisiting Core Knowledge Quiz</p> <p>Key Vocabulary Country directional language features key Locate map</p> <p>Outline of Main Tasks Locating features on a school map of the playground</p>	<p><i>What are the different places in our school ?</i></p> <p>New Core Knowledge I know how to spot features like houses, trees, and roads in an aerial photograph.</p> <p>Revisiting Core Knowledge What 3 features of our school grounds can you remember?</p> <p>Key Vocabulary features improve key location map north</p> <p>Outline of Main Tasks</p>	<p><i>How do we feel about our playground?</i></p> <p>New Core Knowledge I know that words like "left" and "right" help us give directions.</p> <p>Revisiting Core Knowledge What is important on a map?</p> <p>Key Vocabulary features improve key location map north</p> <p>Outline of Main Tasks Which three features do we pick and what do we</p>	<p><i>Can we make our playground even better?</i></p> <p>New Core Knowledge</p> <p>Revisiting Core Knowledge Which symbol would be for On a map?</p> <p>Key Vocabulary Improve map questionnaire survey</p> <p>Outline of Main Tasks How can we improve our playground? Use mapping to show the features they would improve and why.</p>	<p>Core Knowledge</p> <p>Core Vocabulary aerial photograph aerial view directional language features improve key location map north questionnaire survey symbol</p>

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		label some things we can see? Can we say where we are in the world?	idea of what our room is like .		Chalk map on the playground to identify more features in our school	thinking about them? Climbing frame, benches, football nets?		
Art Next term						Assessment end of unit quiz Class gallery	New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks	Core Knowledge Vocabulary
DT Stable structures	To create a stable structure New Core Knowledge I know that a structure needs a wide base to be stable Revisiting Core Knowledge Key Vocabulary Structure Base Stable / unstable / wide Outline of Main Tasks Physical task – trying out taking on different positions to check out stable and unstable positions	To use tools and equipment accurately to make part of a structure. New Core Knowledge I know that tall structures need wide bases to stop them from falling over. Revisiting Core Knowledge What are some human and natural made structures? Key Vocabulary Structure Narrow wide base Freestanding Outline of Main Tasks Building towers to investigate stability	To join parts of a structure. New Core Knowledge I know how to make a straw stand upright by making it more stable Revisiting Core Knowledge Recall stable and unstable comparing objects Key Vocabulary Structure Narrow wide base Freestanding Outline of Main Tasks Using a straw, pipe cleaner and a ball of modelling clay can they make the straw stand up (like a mini basketball hoop)	To evaluate a structure New Core Knowledge I know that adding extra weight to the bottom of a structure makes it more stable. Revisiting Core Knowledge Odd one out – recap wide bases Key Vocabulary Structure Narrow wide base Freestanding Outline of Main Tasks Designing a pencil pot to make next week .	<i>To use a variety of cutting and joining techniques to make a stable product.</i> New Core Knowledge Applying previous knowledge to build and make. Revisiting Core Knowledge Key Vocabulary Wide base Structure Cut Join Outline of Main Tasks Making the pencil pot – using cardboard tubes, card squares small ball of modelling clay and glue, and craft supplies.	New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks Assessment end of unit quiz	New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks	Core Knowledge Core Vocabulary <ul style="list-style-type: none"> • base • stable • strong • structure • test • weak
Music Tempo The snail and the mouse	To use voices and bodies expressively to explore tempo New Core Knowledge Revisiting Core Knowledge Using our body and our voice Key Vocabulary Beat fast singing voice Slow speaking voice warm up Outline of Main Tasks Practice moving as a snail and a mouse when listening to the music	To practice a rhyme using fast and slow beats on an instrument New Core Knowledge Revisiting Core Knowledge Reminder of quick and slow for tempo Key Vocabulary Beat fast singing voice Slow speaking voice warm up Outline of Main Tasks Using instruments say the rhyme for the snail and the mouse to get the tempo	To use voices to perform a song with a fast slow tempo New Core Knowledge Revisiting Core Knowledge Recall the rhyme from last week Key Vocabulary Beat fast singing voice Slow speaking voice warm up Outline of Main Tasks Singing he mouse and snail song	TO use singing voices and an instrument to perform a song with a fast and slow beat New Core Knowledge Revisiting Core Knowledge How is the voice being used? Is it spoken? Key Vocabulary Beat fast singing voice Slow speaking voice warm up Outline of Main Tasks Using the heart mat to sing and show the beat. What happens when we sing as the mouse and as the snail?	TO demonstrate fast and slow withing the context of a story New Core Knowledge Revisiting Core Knowledge Key Vocabulary Beat fast singing voice Slow speaking voice warm up Outline of Main Tasks How are the song and story connected? Sing the song with the slow and fast beats .	Assessment end of unit quiz Christmas performance Practice	Christmas performance	Core Knowledge Core Vocabulary beat fast singing voice slow speaking voice warm up

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<p>PE</p> <p>Following Cambridge scheme</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Topic based lesson</p> <p>Fireworks movement</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Moving with control and coordination</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Fast sloe, big, small, rain shower, thunderstorm</p> <p>Outline of Main Tasks</p> <p>Devise actions for rain</p> <p>Dripping rain,</p>	<p>New Core Knowledge</p> <p>Moving with control and coordination</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>To move in a controlled manner, at different speeds and directions, using different levels and strengths and respond to wind, rain and thunder accompaniments.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>To move in a controlled manner, at different speeds and directions, using different levels and strengths and respond to wind, rain and thunder accompaniments. To mirror a partner and lead and follow.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>To move in a controlled manner, at different speeds and directions, using different levels and strengths and respond to wind, rain and thunder accompaniments. To mirror a partner and lead and follow.</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>Perform the core task to percussion or music</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>Core Knowledge</p> <p>Core Vocabulary</p>
<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>To log in to a computer and access a website.</p> <p>Revisiting Core Knowledge</p> <p>What id technology?</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>To develop mouse skills.</p> <p>Revisiting Core Knowledge</p> <p>How do we log on :?</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>Core Knowledge and skills</p> <ul style="list-style-type: none"> -Learning how to explore and tinker with hardware to find out how it works. -Learning where keys are located on the keyboard. Using a basic range of tools within graphic editing software. -Developing control of the mouse through dragging, clicking and resizing images to create different effects. -Developing an understanding of different software tools. -Recognising devices that are connected to the internet. -Logging in and out and saving work on their own account. -Log in and log out means to begin and end a connection with a computer -A computer and mouse can be used to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart. -Passwords are important for security and to keep us safe.
<p>PSHE</p> <p>Health and wellbeing</p>	<p>New Core Knowledge</p> <p>To describe feelings and develop simple strategies for managing them.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>emotions</p> <p>Feelings</p> <p>Outline of Main Tasks</p> <p>Speech bubbles for things we have learned about our feelings</p>	<p>New Core Knowledge</p> <p>TO recognise and celebrate strengths and set simple goals</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>qualities</p> <p>Outline of Main Tasks</p> <p>Children to think about their own qualities and which animal may have similar qualities. Invite the children to draw themselves as an animal that they feel represents them and, if they are able to, label their pictures with words to describe themselves.</p>	<p>New Core Knowledge</p> <p>To understand the benefits of physical activity and rest</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Feelings</p> <p>ill (poorly)</p> <p>relax</p> <p>Outline of Main Tasks</p> <p>They will create instructions showing a good bedtime routine, reinforcing English skills such as using imperative verbs, adverbials of time, etc. The children can do this by creating a picture book or recording video</p>	<p>New Core Knowledge</p> <p>TO know how to relax in different ways</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>relax</p> <p>Outline of Main Tasks</p> <p>Show the link: GoZen! video: Progressive muscle relaxation for kids. Ask the children to follow the instructions in the video. Following the activity, ask the children how they feel and whether it helped them relax.</p>	<p>New Core Knowledge</p> <p>TO begin to understand how germs can spread and how to stop them</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Germ</p> <p>ill (poorly)</p> <p>Outline of Main Tasks</p> <p>While some children are washing their hands, the other children can complete the <i>Activity: Hand washing</i>. This activity shows the hand-washing sequence with both pictures and words in a jumbled up order. The children should either number the steps in the</p>	<p>New Core Knowledge</p> <p>To understand sun safety and the risk of the sun</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Sun safety ,</p> <p>Outline of Main Tasks</p> <p>The children can then either create pictures to put on a sun safe display or put together a presentation or poster to share in an assembly.</p>	<p>New Core Knowledge</p> <p>To begin to understand allergies</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Allergy milk, wheat, gluten , nuts</p> <p>Outline of Main Tasks</p> <p>Children to sort foods/ items or pictures of items into foods with possible allergens and those without?</p>	<p>Core Knowledge</p>

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			instructions on getting ready for sleep.		correct order, or cut out and stick if preferred			
RE OAK ACADEMY Jesus – why is he so important to Christians?	<p><i>I can explain why Jesus' birth stories are special to Christians.</i></p> <p>New Core Knowledge The meanings of gold, Frankincense and Myrrh to the Christmas Story</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Nativity - the birth stories of Jesus Good news - someone or something that is positive, encouraging and uplifting Jesus - seen by Christians as God's son and the person they follow as an example Bethlehem - a small town in Palestine where Jesus was born</p> <p>Outline of Main Tasks Complete speech bubbles in the voice of Mary or Joseph in the story.</p>	<p><i>I can explain deeper meanings of the Christmas story for Christians.</i></p> <p>New Core Knowledge That Christians believe Jesus was both a human being and the Son of God. This is called the Incarnation.</p> <p>Revisiting Core Knowledge What are the gifts in the nativity story and what do they represent?</p> <p>Key Vocabulary Incarnation - Christian belief that God became human in the person of Jesus Christmas - a special festival for Christians celebrating the birth of Jesus Poor - being short of food, money, clothing or a home Nativity - the birth stories of Jesus</p> <p>Outline of Main Tasks Chn to draw the things from the story that they think are the most important parts (to most Christians)</p>	<p><i>I can understand how art is used to tell the nativity story.</i></p> <p>New Core Knowledge Art is used to represent Jesus and his life.</p> <p>Revisiting Core Knowledge What is the deep meaning of the Christmas story?</p> <p>Key Vocabulary Icon - a person or thing regarded as worthy of worship Halo - a glowing ring around someone's head, often seen in pictures of angels Symbol - when something stands for something else, like a heart meaning love</p> <p>Outline of Main Tasks How does the image show Jesus' birth is important? Children to annotate the image with ideas.</p>	<p><i>I can understand what a Christingle is and its meaning for different Christians.</i></p> <p>New Core Knowledge What does a Christingle mean for Christians?</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Christingle - an orange, decorated with candles and sweets, used in church to celebrate Jesus Illuminate - to light so that it makes things easy to see Incarnation - Christian belief that God became human in the person of Jesus</p> <p>Outline of Main Tasks Draw or make some Christingles</p>	<p><i>I can explain how different Christians celebrate Christmas in the UK.</i></p> <p>New Core Knowledge Different ways people prepare for Christmas (advent candles/ wreaths, carol services...)</p> <p>Revisiting Core Knowledge What does the orange represent on the Christingle?</p> <p>Key Vocabulary Christmas - a festival when people celebrate Jesus' birthday, give gifts, and spend time with family Celebrate - to do something special for a happy event, like having a party or singing songs Advent - means "coming" or "arrival" and is a time of reflection, prayer, and preparation for the celebration of Jesus' birth Humble - not showing off or thinking you're better than others</p> <p>Outline of Main Tasks Use the pictures to tell ways that Christians prepare for Christmas?</p>	<p><i>I can explain how different Christians around the world celebrate Christmas.</i></p> <p>New Core Knowledge Christmas is celebrated all around the world</p> <p>Revisiting Core Knowledge What are some ways Christmas is prepared for around the world?</p> <p>Key Vocabulary Traditions - special things people do again and again, like decorating a tree at Christmas Heritage - the stories, traditions, and cultural practices passed down from their families and communities, shaping who they are and their sense of belonging</p> <p>Outline of Main Tasks Children to make paper plate wreaths (cut out the middle, paint around the edge green and stick on pinecones, bows,) to replicate the craft in Honduras)</p>	New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks	<p>Core Knowledge</p> <p>Core Vocabulary</p> <p>Nativity - the birth stories of Jesus Good news - someone or something that is positive, encouraging and uplifting Jesus - seen by Christians as God's son and the person they follow as an example Bethlehem - a small town in Palestine where Jesus was born</p>