



Year 1 – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity - Expression

Learning Unit 1 – Me and My Environment (6 weeks)

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Experiences / Visits	Farm Visit	Woodlands walk	School Grounds walk	Forest Schools
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>SCIENCE</p> <p>KSU</p> <p>Plants</p> <p>Know how...</p> <p>Know how to...</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Identify and name a variety of common wild and garden plants (use an identifying toolkit to support plant identification) NB - <i>In our woodlands we have these Wildflowers: Snow drops, Bluebells, Daffodils, Forget me nots, Herb Robert, Fern, Cow parsley, Dandelions, Buttercups</i></p> <p>Know that some garden plants are grown to look beautiful and others provide us with food</p> <p>Identify and know the difference between deciduous (<i>in our woodlands, we have sycamore, maple, ash, beech, willow, sweet chestnut. In addition, there are fruit trees: apple and damson and blackberry</i>) and evergreen (i.e. conifers: <i>in our woodlands, we have fir trees, which could be compared to pine and spruce</i>)</p> <p>Identify and describe the basic structure of a variety of common flowering plants (<i>leaves, flowers, petals, stem, roots, bulbs, seeds</i>) including trees (<i>branches, leaves, blossom, roots, trunk</i>)</p> <p>Describe how they were able to identify and group different trees (drawing)</p> <p>Working Scientifically</p> <p>Observe closely, perhaps using magnifying glasses, comparing and contrasting familiar plants</p> <p>Identify and classify (plants, leaves, food stuffs)</p> <p>Draw diagrams showing the parts of different plants, including trees</p> <p>Compare and contrast what they have found out about different plants</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> all trees lose their leaves in autumn. trees don't have flowers or seeds. trees are dying when they lose their leaves <p>NB: <i>Conifers grow cones and have thin, needle-like or scaly spikes for leaves, which is where their seeds are stored.</i></p> <p>NB: <i>Many species of holly are deciduous but the most familiar one, European holly, is evergreen.</i></p> <p><i>Deciduous trees have flat leaves that change colours in the autumn, fall off in the winter, and grow back in the spring. Scientists believe that the leaves fall from the tree during the winter to prevent the leaves from getting laden with snow and the tree from rocking on windy days</i></p>	<p>Concept cartoon – Who do you agree with? Why?</p> <p>“I think all trees lose their leaves in the autumn. I see all the leaves on the ground.”</p> <p>“I think some trees lose their leaves in the autumn and some don't.”</p> <p>“I think when trees lose their leaves they are dying.”</p>
<p>GEOGRAPHY</p> <p>KSU</p> <p>Human and Physical Geography</p> <p>UK seasons and weather</p> <p>Know how...</p> <p>Know how to...</p>	<p>Children will have experienced playing outside in all weathers and will have developed an understanding of the effect of changing seasons on the natural world around them i.e. noticing leaves change colour, difference between hot and cold</p> <p>They will have:</p> <ul style="list-style-type: none"> made footprints or jumped in puddles / snow listened to stories at Christmas time set in winter and stories about a sunny day explored and handled wet and dry materials e.g. ice, soil and rice talked about the four seasons and different weather 	<p>Know the names of the four different seasons in the UK (<i>spring, summer autumn winter</i>)</p> <p>Know that, as the seasons change so does our outside environment and what we wear</p> <p>Know how weather patterns change according to the season in the UK (<i>Weather is the way the air and the atmosphere feels and includes: the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy</i>)</p> <p>Recognise the main weather symbols and their meaning</p> <p>Use weather symbols to identify and discuss daily weather patterns (class chart)</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> it always snows in winter it is always sunny in the summer there are only flowers in spring and summer it rains most in the winter 	<p>Research: Is the weather the same all over the world? Do other countries have four seasons the same as the UK?</p>



Sunny ☀️	Cloudy ☁️	Heavy rain 🌧️
Heavy sleet 🌨️	Heavy sleet showers 🌨️☀️	Heavy snow ❄️
Light rain 🌧️	Overcast ☁️	Rain showers 🌧️☀️
Sleet showers 🌨️☀️	Snow showers ❄️☀️	Sun with grey clouds ☁️☀️
Heavy rain showers 🌧️☀️	Heavy snow shower ❄️☀️	Scattered clouds ☁️
Sun with light clouds ☁️☀️		





SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>ART AND DESIGN</p> <p>KSU</p> <p>Printing and Pattern</p> <p>Colour</p> <p>Texture and Form (sculpture)</p> <p>Know....</p> <p>Know how to....</p>	<p>Children will have explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function independently and with others</p> <p>They will have:</p> <ul style="list-style-type: none"> shared their artistic creations, talked about what they created asked and answered 'how' and 'why' questions about their experiences or stories 	<p>Printing and Pattern Recognise pattern in the natural world</p> <p>Talk about patterns, repeating patterns and symmetry and ask question about patterns in art (<i>in the natural world / man-made</i>)</p> <p>Know how to create leaf rubbings using crayons</p> <p>Print with leaves to create pictures and patterns</p> <p>Colour Find collections of colour (in the natural world)</p> <p>Texture and Form Explore the work of the artist Andy Goldsworthy, observing closely</p> <p>Explain what they think about Andy Goldsworthy's art, sharing their opinion with reasons</p> <p>Ask questions about art (<i>sculptures</i>)</p> <p>Use natural materials to create artwork - create a sculpture using Andy Goldsworthy's art in nature as inspiration</p> <p>BBC Bitesize Andy Goldsworthy video</p>	<p>Some children may think that:</p> <ul style="list-style-type: none"> patterns are all regular art is about painting and drawing, not creating sculptures art is not made from natural materials 	<p>Explain what I like about my sculpture and my peers' sculptures (begin to relate this to the work of an artist)</p> <p>After talking about what I like about my own and others' work, suggest how I could improve my own sculpture</p>
<p>DT</p> <p>KSU</p> <p>Principles of Nutrition and Cooking</p> <p>Know....</p> <p>Know how to....</p>	<p>Children will have used small tools, such as cutlery, scissors and tools to manipulate malleable materials</p> <p>Begin to understand some of the tools, techniques and processes involved in food preparation</p> <p>Develop a basic hygiene awareness (i.e. washing hands before eating snack)</p> <p>Make healthy choices (snack and lunch)</p> <p>Taste a range of foods</p> <p>Decide foods that would be suitable for a Pirate Picnic and use tools to prepare some foods for the picnic</p>	<p>COOKING AND NUTRITION: Know that all foods come from plants and animals</p> <p>Categorise different food stuffs into the two main food sources (From Animals / From Plants)</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>RESEARCH: Observe pictures of salad and describe what I like about them (what makes them <i>visually</i> appealing?)</p> <p>Explore and describe what I like about different salad ingredients (<i>tasting</i> and discussing colour, texture and own preferences)</p> <p>DESIGN: Design my own salad, thinking about colour, texture and pattern to make it appealing (Select the ingredients and design an attractive way of presenting the salad)</p> <p>MAKE: Cut and prepare food safely (with scissors, grater, nylon knife sharp side down)</p> <p>Know how to use the bridge technique, claw grip or 'fork secure' to cut food safely (i.e. tomato, cucumber, soft cheese)</p> <p>Present the salad according to their design</p> <p>EVALUATE: Compare their own salad with pictures they viewed in the research stage</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> salad ingredients all taste the same lettuce leaves are the same there is only one type of tomato 	<p>Explain what I would do differently next time and explain why</p> <p>Create a safety poster about cutting food</p>
<p><small>NB: PE in Year 1 is each unit different dependent on class (rota of swimming)</small></p> <p>PE (Dragonflies and Ladybirds)</p> <p>KSU</p> <p>HEALTH RELATED EXERCISE (HRE)</p>	<p>Foundations of: Agility Running and Stopping Throwing and Catching</p>	<p>Health-related exercise</p> <p>Understand that when they exercise, the heart beats faster</p> <p>Develop understanding of other body changes during exercise (body and muscles begin to get warm and they may sweat)</p> <p>Develop ability to exercise at different intensities</p> <p>Participate in meditation activities and describe how it makes them feel</p> <p>Be able to follow instructions and participate effectively in PE lessons</p> <p>Be able to find their pulse with some support and take their pulse after exercise and after meditation</p> <p>Understand that there are different types of fitness (<i>Some people are very strong, some people are very supple/bendy, some people can keep exercising for a long time</i>)</p> <p>Identify their fitness strengths and which can be improved.</p> <p>Participate in fitness tests and know how to record their scores</p> <p>Observe how scores improve overtime, showing that consistent exercise improves health & fitness</p>	<p>Children may think that:</p> <ul style="list-style-type: none"> They do not need to exercise they cannot improve their fitness 	<p>Shuttle sprints – move cones further away so children have to work harder</p> <p>Catching test – move children further away from each other</p>



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<p>PE (Busy Bees) KSU</p> <p>SWIMMING</p> <p>Know... Know how to....</p>	<p>A survey is sent to parent to establish children’s confidence and prior experience of swimming, including any children that attend lessons – this information, as well as an initial assessment in the pool, is used to establish starting points.</p>	<p>Swimming</p> <p>Enter and exit the pool safely using the steps</p> <p>Be able to follow directions from the swimming instructor</p> <p>Develop the flutter kick swimming technique where your legs execute kind of a whipping motion (kick your socks off)</p> <p>Doggy paddle - Float in the water in a more or less horizontal position and keep your head above the water surface and look forward. Legs do a flutter kick and you paddle forward and downwards with your arms</p> <p>To notice change in breathing when exercising.</p> <p>To know that the heart beats faster during exercise.</p> <p>To talk about how exercise makes them feel.</p> <p>To know that exercise is an important part of being healthy and relate exercise to each PE lesson.</p> <p>To join in with discussions about how the skills they learn during swimming lessons can be transferred outside of school – swimming in local pool, going on holiday.</p>	<p>Children may think that:</p> <ul style="list-style-type: none"> Swimming is for older children Swimming isn’t exercise 	<p>Children challenged appropriately by swimming instructors</p>
<p>COMPUTING</p> <p>KSU</p> <p>Online Safety (Purple Mash)</p> <p>Know... Know how to....</p>	<p>The children will be familiar with ‘Mini Mash’. They will have accessed different resources on Mini Mash linked to the different areas of learning.</p> <p><i>(Y1 teachers can refer to the Reception Computing Purple Mash Plans)</i></p>	<p>Online Safety</p> <p>Know how to login safely and understand why it is important to keep login information safe</p> <p>Understand the importance of logging out when they have finished</p> <p>Understand how to take ownership of, and personalise, their creative work (create an avatar, add their name to a picture they created on the computer and understand the ‘My Work’ folder in Purple Mash is a private saving space just for their work)</p> <p>Exploring Purple Mash</p> <p>Know how to find saved work and teacher comments (on Purple Mash)</p> <p>Know how to search Purple Mash to find resources</p> <p>Know how to add pictures and text to work</p> <p>Know the icons used in Purple Mash for Save, Print, Open, New</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> it is OK to share passwords or login details they do not need to logout because the computer will do it automatically work is always automatically saved 	<p>Challenge pupils to login and find a specific Paint Project, complete the task, add their name to their work and save it into their My Work area (independent)</p>
<p>RE</p> <p>KSU</p> <p>Creation Story (Christianity)</p> <p>(Discovery RE)</p> <p>Know... Know how to....</p>	<p>Children will have talked about special people in their lives</p> <p>They will have developed an understanding of role models</p> <p>Children will have an understanding that Jesus is special to Christians and that Jesus is God’s son</p> <p>Children will have an understanding of God and Jesus from stories</p>	<p><i>Theme: Creation Story</i></p> <p><i>Concept: God/Creation</i></p> <p><i>Religion: Christianity</i></p> <p><i>British Values: Rule of Law, Mutual Respect, Tolerance</i></p> <p><i>SMSC: Spiritual, Moral</i></p> <p>My learning is to:</p> <p>Create something special to me and talk about how it felt to make it</p> <p>Know that Christians believe there is a God</p> <p>Retell the Christian Creation story, recalling some things that Christians believe God created on different days</p> <p>Know that God wants Christians to look after the world</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> The Christian creation story is the only one <i>(creation stories are actually found in Christian, Jewish, Hindu, Sikh and Islamic traditions – they don’t all agree how creation happened, but they all tell us a God is behind the scenes)</i> 	<p>Talk about their own beliefs about how the world got here</p>
<p>PSHE</p> <p>KSU</p> <p>Being Me in My World</p> <p>(Jigsaw PSHE)</p> <p>Know... Know how to....</p>	<p>Children will know that we are similar and different</p> <p>Children will have been learning to recognise and manage their feelings</p> <p>They will have an understanding of the school rules and why it is good to be kind (kind hands, feet and words)</p> <p>Children will have a developing understanding of children’s rights (we should all be allowed to learn and play)</p>	<p><i>Theme: Being Me in My World</i></p> <p><i>British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance</i></p> <p><i>SMSC: Social, Moral, Spiritual</i></p> <p><i>Emotional Literacy: Self-awareness, Social Skills, Empathy, Motivation</i></p> <p>My learning is to:</p> <p>Know that they belong to the class and it is a safe place for everybody to learn <i>(they have a right to learn in a happy, safe place)</i></p> <p>Know why their class is a happy, safe place to learn <i>(rules, routines, relationships, how we treat each other)</i></p> <p>Understand the rights and responsibilities as a member of the class</p> <p>Know that their views are valued</p> <p>Recognise how it feels to be proud of an achievement</p> <p>Recognise the choices they make and understand the consequences</p> <p>Recognise the range of feelings associated with certain consequences</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> we can never make mistakes consequences are always negative and only relate to bad choices <i>(they can be positive following a positive choice i.e. the consequence of smiling at someone could be that they smile back!)</i> 	<p>Explain my own responsibilities in helping keep our class a happy and safe place <i>(make a list and talk about my responsibilities)</i></p>