







Year 1 – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity – Expression

Learning Unit 3 – Explorers (6 weeks)				
Experiences / Visits	Explorer day Interview a British Explorer (Ben Saunders – speakersforschool.org)			
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<p>GEOGRAPHY</p> <p>KSU</p> <p>Geographical Skills and Fieldwork</p> <p>Human and Physical Geography</p> <p>Know how...</p> <p>Know how to...</p>	<p>Children will have explored the natural world around them</p> <p>They will have used positional language in context</p> <p>Children will have developed an understanding of similarities and differences in between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p>In Year 1 (Autumn 1) the children learnt about UK weather and seasons</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and, its countries, recognising that they live in England in the UK</p> <p>Locate South Pole, North Pole, Arctic and Antarctica on a map/globe</p> <p>Notice that Antarctica is the southern-most continent in the world</p> <p>Find the equator on a globe and understand that the further you travel from the equator, the colder it gets</p> <p>Identify the location of some hot and cold areas of the world in relation to the Equator and the North and South Poles on a globe</p> <p>Know that an aerial view means to look at something from above</p> <p>Use photographs and aerial photographs of polar regions and the UK to recognise, talk about and compare some and basic human and physical features (rock, ice, sea, rivers, homes)</p> <p>Know some geographical similarities and differences in human and physical geography of the polar regions and the UK, such as weather, seasons, temperatures (coldest recorded/temperature in the summer), population, number of daylight hours, plants and wildlife</p> <p>Know the difference between summer and winter in the Arctic and use weather icons when explaining how they differ</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> ● South Pole and North Pole are countries or continents (<i>they are two points where Earth's axis of rotation intersects its surface</i>) ● polar bears and penguins occupy the same habitat (<i>polar bears live in the arctic in the northern hemisphere and penguins live in the southern hemisphere</i>) ● both poles are similar in temperature (<i>Both the Arctic (North Pole) and the Antarctic (South Pole) are cold because they don't get any direct sunlight. However, the South Pole is a lot colder than the North Pole.</i>) ● Antarctica is quite a small continent that nobody can visit ● Polar bears live in the Arctic and Antarctic (<i>polar bears only live in the Arctic</i>) <p>Some children may not have heard the term 'aerial' and this will need explaining carefully</p>	<p>Explain why you would never see a polar bear and a penguin in the same place</p> <p>Would you prefer to live in the Arctic or Kenya? Explain why</p>
<p>Notes for the teacher (subject knowledge)</p> <p><i>The North Pole is the northern point of the Earth's axis of rotation. The North Pole sits in the middle of the Arctic Ocean, on water that is almost always covered with ice.</i></p> <p><i>The Arctic is at the northern-most region surrounding the North Pole. It's made up of the Arctic Ocean and parts of Canada, Finland, Greenland, Iceland, Norway, Sweden, Russia and the USA.</i></p> <p><i>The South Pole is the southernmost point on the Earth. It is located on Antarctica, one of the Earth's seven continents. Antarctica is surrounded by the Southern Ocean and is the planet's driest, coldest and windiest continent.</i></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p><i>For reference when comparing hot and cold areas of the world in relation to the Equator and the North and South Poles. Could choose Kenya as this is studied in Y2 and would give them some basic prior knowledge.</i></p> <p><i>The Antarctic is home to several penguin species—birds that don't live north of the Equator. Mammals in the Arctic live on seasonal sea ice. The polar bear hunts on the sea ice in winter, and summers on land where it fasts or leavens its diet with plants and other foods, including carrion (decaying flesh of dead animals). The polar bear does not live in the Antarctic. The Arctic is also home to wolves, arctic foxes and snowy owls.</i></p> <div style="text-align: right; margin-top: 10px;">  </div>				



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<p>SCIENCE</p> <p>KSU</p> <p>Animals, including humans</p> <p>Know how...</p> <p>Know how to...</p>	<p>Children will have some basic body part knowledge, including some names (from songs, stories and learning about personal health and hygiene)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Identify, name, draw and label the basic parts of the human body (<i>i.e. head, neck, arms, hands, fingers, legs, knees, nose, ears, eyes, hair, mouth, teeth, tongue</i>)</p> <p>Identify the names of body parts through songs, rhymes and actions</p> <p>Know which part of the body is associated with each sense (<i>smell, taste, touch, sight, hearing</i>)</p> <p>Working Scientifically</p> <p>Use their senses to compare different textures, sounds and smells</p> <p>Examine the around them using their senses <i>i.e.</i> in forest school (ask them to say what they see, describe what they hear and smell. Feel the grass and trees and eat some fruit.</p> <p>Explore a senses station – identify smells (<i>i.e.</i> perfume, spice, lemon), tastes (<i>i.e.</i> chocolate, strawberries, lemon), textures (<i>i.e.</i> feather, cotton wool, ice), sounds (pairs of containers filled with the same material to shake – beads, rice, bells, pennies, seeds – and children have to match them). For sight, they could match picture cards.</p>	<p>Children may forget the sense of touch is used to detect temperature or texture as well as simply shape</p>	<p>Convince Me...</p> <p>...that you use the senses of sight and hearing to cross the road</p> <p>Convince Me...</p> <p>...that you use the sense of touch to bounce a ball</p> <p>What might happen if you couldn't see / hear / smell / taste / touch?</p>
<p>HISTORY</p> <p>KSU</p> <p>Significant Individual</p> <p>Know how...</p> <p>Know how to...</p>	<p>Children will have commented on images and stories from the past</p> <p>Children will have a developing understanding of the past and present from images, texts and verbal stories</p> <p>Children will have talked about important people in their own lives</p>	<p>To know why Matthew Henson is a significant individual from the past (Matthew Henson 1866-1955)</p> <p>To know and recall information about Matthew Henson and his journey with Robert Peary to the Arctic</p> <p>To retell, in chronological order, four key events of a significant individual (Matthew Henson: Born 1866, Met Robert Peary 1887, First attempt to the North Pole 1906, Made it to the North Pole 1909)</p> <p>Find out about Felicity Aston (British polar explorer) and her experience of polar exploration – the first woman in the world to ski across Antarctica alone</p> <p>To compare Matthew Henson's experience of polar exploration with British polar explorer, Felicity Aston's experience (<i>e.g. Matthew Henson travelled with a team, they used sleds made of wood, pulled by dogs. Felicity Aston completed the journey alone and travelled on skis that were made from layers of different materials and lighter than wood</i>)</p> <p>Go Jeters - Continent of Antarctica - BBC Teach</p>  <p><small>MATTHEW A. HENSON IMMEDIATELY AFTER THE SLEDGE JOURNEY TO THE POLE AND BACK</small></p>	<p>Some children might think:</p> <ul style="list-style-type: none"> Matthew Henson and Felicity Aston were polar explorers at the same time (<i>use of a timeline will help children see that this is not the case</i>) Matthew Henson and Felicity Aston experienced polar exploration in the same way 	<p>Would you have wanted to be part of Robert Peary's team? Why?</p> <p>What would you take with you if you were setting out to explore the Arctic?</p>
		<p>Notes for the teacher (subject knowledge)</p> <p><i>In the late 1800's and early 1900's, the last great frontier was the North Pole. Though many had tried to reach it, all of them had failed. That is, until the expedition that was led by Robert Peary. This expedition would have failed too, if not for Peary's companion, Matthew Henson.</i></p> <p><i>Henson was the front man in the field. With his skills as a carpenter and craftsman, Henson personally built and maintained all of the sledges used on their expeditions. Henson was a very capable hunter, fisherman, and dog handler. Though Henson was an indispensable member of the team, he was largely overlooked while Peary got all of the credit.</i></p> <p>Felicity Aston</p>		
<p>ART AND DESIGN</p> <p>KSU</p> <p>Drawing Colour</p> <p>Know....</p> <p>Know how to....</p>	<p>Children will have explored a variety of materials, tools and techniques, They will have:</p> <p>shared their artistic creations talked about what they created, asked and answered 'how' and 'why' questions about their experiences or stories, practised drawing lines with different pencils and charcoal, explored drawing lines in their sketch books</p>	<p>Know the difference between portrait and landscape art</p> <p>Observe and talk about what they like and dislike about a range of landscape art (including arctic landscapes), explaining their reasoning</p> <p>Use a sketchbook to explore and experiment with lines, building on their prior knowledge from their Castles learning unit</p> <p>Sketch an Arctic landscape picture to paint</p> <p>Develop painting techniques in their sketch books, using different brush sizes and types for effect</p> <p>Identify the primary colours (red, yellow, blue)</p> <p>Explore tints by adding white to paint in their sketchbook – explain what they notice and Explore shades by adding black to paint in their sketchbook – explain what they notice.</p> <p>Using the brush techniques they have been developing, apply their understanding to paint their Arctic landscape picture</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> landscape painting is just when you turn the paper round (<i>landscape paintings encompass a variety of natural scenes including mountains, rivers, valleys, forests, fields, and coasts</i>) it is best to use lots of colours when painting (<i>tone is more important than the number of colours used - mixing a lot of colours together in a painting could lead to a muddy colour</i>) painting is easy (<i>all artists have to develop techniques, and this can take time</i>) 	<p>Explain how they created different tints and shades for their landscape</p> <p>Explain how exploring and experimenting with paint in their sketchbook helped them to be successful when creating their landscape</p>



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<p>NB: PE in Year 1 is each unit different dependent on class (rota of swimming)</p> <p>PE (Dragonflies)</p> <p>KSU</p> <p>DANCE</p> <p>Know...</p> <p>Know how to....</p>	<p>Foundations of: Agility Running and Stopping Throwing and Catching in Reception through games and movement activities</p>	<p>Dance Follow direct instructions and specific word commands, responding in the correct manner (Travel / Freeze/ Inside / Outside) Repeat some simple sequences of movements Demonstrate changes of direction, level & speed Demonstrate a range of movements - Jog, Jump, Hop, Weight on Hands & Balance Be able to copy or create a gesture relating to a stimulus (each gesture must last for '4 beats') - Use images of animals and music from Carnival of the Animals as a stimulus Respond to Carnival of the Animals music in a range of ways, thinking about animal movements in relation to dance movements (level, speed) Create new ways to move to the music List some of the keywords they have learnt during each lesson</p>	<p>Some children may think that:</p> <ul style="list-style-type: none"> • dance is only for people who already go to dance lessons • there is only one type of dance (ballet, tap, free-style, ballroom, street, hip-hop, country, aerobic, Zumba etc) 	<p>Children who are confident dancers might be given a challenge of creating a short routine to a theme of their choice for the audience to guess.</p> <p>Children could join different sequences of movement together.</p>
<p>PE (Ladybirds)</p> <p>KSU</p> <p>SWIMMING</p> <p>Know...</p> <p>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 Enter and exit the pool safely using the steps Be able to follow directions from the swimming instructor Develop the flutter kick swimming technique where your legs execute kind of a whipping motion (kick your socks off) 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 To notice change in breathing when exercising. To know that the heart beats faster during exercise. To talk about how exercise makes them feel. To know that exercise is an important part of being healthy and relate exercise to each PE lesson. 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>PE (Busy Bees)</p> <p>KSU</p> <p>HEALTH RELATED EXERCISE (HRE)</p> <p>Know...</p> <p>Know how to....</p>	<p>Foundations of: Agility Running and Stopping Throwing and Catching</p>	<p>Health-related exercise Understand that when they exercise, the heart beats faster Develop understanding of other body changes during exercise (body and muscles begin to get warm and they may sweat) Develop ability to exercise at different intensities Participate in meditation activities and describe how it makes them feel Be able to follow instructions and participate effectively in PE lessons Be able to find their pulse with some support and take their pulse after exercise and after meditation 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>) Identify their fitness strengths and which can be improved. Participate in fitness tests and know how to record their scores 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>
<p>COMPUTING KSU</p> <p>Maze Explorers (Purple Mash)</p> <p>Know...</p> <p>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 (<i>Y1 teachers can refer to the Reception Computing Purple Mash Plans</i>)</p> <p>Use the direction keys in 2Go to move forwards, backwards, left and right to complete challenges successfully</p>	<p>Maze Explorers Understand the functionality of the basic direction keys (in Challenges 1 and 2) Know how to use the direction keys in 2Go to move forwards, backwards, left and right to complete challenges successfully Know how to add a unit of measurement to the direction (in 2Go Challenge 2) Know to undo their last move and move their character back to the starting point Understand the functionality of the basic direction keys (in Challenges 3 and 4) Know how to create and debug a set of instructions (algorithm) Use additional direction keys as part of their algorithm Understand how to change and extend the algorithm list Know how to change the background images in their chosen challenge and save their new challenge Set a challenge for another child to complete (Children have tried each other's challenges as 2Dos)</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • code has to be right the first time (<i>when you write code, it won't always work correctly first time. When you search for the errors and correct them, this is known as debugging</i>) • mistakes can't be undone 	<p>Complete a challenge 2Do for the "Hansel and Gretel House" - Children to paint the house, and then create a simple program telling another child how to paint the house identically using a range of the special paint tools</p>



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<p>RE KSU</p> <p><i>(Discovery RE)</i> Christianity Know... Know how to....</p>	<p>Know that Christians believe there is a God Recall stories from the Christian religion Know that God wants Christians to look after the world Remember some of the Christmas story Suggest a gift they would give to Jesus Reflect on the Christmas story and decide what gifts would be meaningful for Jesus Develop some awareness that Jesus is special to Christians</p>	<p>Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity SMSC: Moral, Social British Values: Individual Liberty, Mutual Respect, Tolerance</p> <p>Be able talk about my friends and explain why I like them Reflect on stories about friendships, including those from the Bible Consider how it feels to be left out Remember and recall a story about Jesus showing friendship and talk about it Develop an understanding of how Jesus tried to be a good friend Identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult</p>	<p>Some children might think:</p> <ul style="list-style-type: none"> the only holy book is the bible (<i>share some stories about friendships from other religions/holy books</i>) 	<p>Explain how Christians show friendship and how God helps them do this.</p>
<p>PSHE KSU</p> <p>Dreams and Goals</p> <p><i>(Jigsaw PSHE)</i> Know... Know how to....</p>	<p>I understand that if I persevere, I can tackle challenges Talk about a time I didn't give up until I achieved my goal Set a goal and work towards achieving it and Use kind words to encourage others Understand the link between what I learn now and the job I might like to do when I'm older Understand how I feel when I achieve a goal and know what it means to feel proud</p>	<p>Theme: <i>Dreams and Goals</i> British Values: <i>Democracy, Individual Liberty, Mutual Respect, Tolerance</i> SMSC: <i>Social, Spiritual</i> Emotional Literacy: <i>Self-awareness, Social Skills, Motivation, Managing Feelings</i></p> <p>Talk about something I do well Set simple goals and work out how to achieve it Understand how to work well with a partner Tackle a new challenge and understand how this might stretch my learning Identify obstacles which make it more difficult to achieve my new challenge and to work out how to overcome them Explain how I feel when I succeeded in a new challenge and how I celebrated</p>	<p>Some children might think:</p> <ul style="list-style-type: none"> goals are something footballers score (<i>this is true but it can also mean a result you are aiming to achieve</i>) mistakes mean failure (<i>making mistakes is part of learning and the journey to success</i>) 	<p>Draw a picture to illustrate how I feel when I achieve a goal</p>

NB: Music is taught by specialist music teachers from Rock it! Music. Please see the Music Knowledge, Skills and Understanding Progression grid for further details.