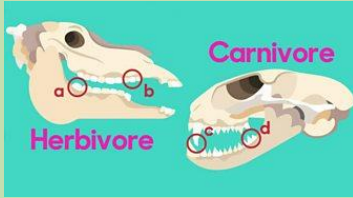





Year 1 – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity – Expression

Learning Unit 4 – Carnival of the Animals (6 weeks)

| Experiences / Visits | Hatch eggs in school | Visit from a Vet (in person / virtual visit) | Dance performance wearing animal masks | |
|---|--|--|---|--|
| Musical Appreciation | Videos and music for musical appreciation and movement/dance lessons or listening experiences: The Swan Carnival of the Animals for kids Carnival of the animals with images Carnival of the animals playlist on Youtube Carnival of the animals live orchestra and animation | | | |
| SUBJECT | PRIOR KNOWLEDGE | EXPECTED | POSSIBLE MISCONCEPTIONS | Further Extension |
| SCIENCE KSU Animals including humans Know how... Know how to... | <p>In EYFS: Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Children will have read stories, poems and non-fiction books about animals</p> <p>They will have helped to look after the school tortoise and chickens</p> <p>In Y1: Children will have experienced sorting and classifying materials</p> <p>Know that Polar bears live in the Arctic and that they eat plants and carrion</p> | <p>Identify and name a variety of common animals: fish (i.e. goldfish, salmon, tuna, shark), amphibians (i.e. frog, toad, newt), reptiles (i.e. crocodile, tortoise, snake), birds (i.e. black bird, chicken, pigeon) and mammals (i.e. mouse, lion, dog, deer, goat, whale)</p> <p>Group animals according to their features (<i>fur, legs, scales, wings, underwater, air, feathers, amphibian, mammal, teeth</i>)</p> <p>Group animals by what they eat (<i>look at images of their teeth and what they eat - carnivores have sharp, pointed or serrated teeth for tearing flesh and herbivores' teeth are large or flat to grind plants</i>)</p> <p>Identify and name a variety of common animals that are carnivores (i.e. lion, dog, fox, crocodile) herbivores (i.e. rabbit, deer, goat, rhinoceros) and omnivores (i.e. black bird, seagull, pigeon, humans, turtles)</p> <p>Working Scientifically</p> <p>Use their observations to compare and contrast animals at first hand or through videos and photographs</p> <p>Describe how they identify and group animals (i.e. grouping animals according to what they eat)</p> <p>Observe teeth of different animals – carnivorous animals have teeth which are shaped to slice and rip the meat they eat.</p>  <p>Animals - KS1 Science - BBC Bitesize</p> <p>Lesson: What types of food do living things eat? Teacher Hub Oak National Academy (thenational.academy)</p> | <p>Some children may think:</p> <ul style="list-style-type: none"> only large land animals are mammals. They may think a whale is a fish because it lives in the sea | <p>Which of these teeth would belong to a carnivore or herbivore? How do you know?</p> <p>Make a list of birds and mammals that we haven't already found out about to share with your friends. How do you know they are mammals / birds?</p> |
| ART AND DESIGN KSU Printing and Pattern Colour Know.... Know how to... | <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>In Year 1 (Unit 1, Autumn 1) they created leaf rubbings and printed with leaves</p> | <p>Explore pattern and prints, observing closely and talking about what they notice (natural i.e. animal print and man-made i.e. wallpaper, clothing)</p> <p>Use their sketchbooks to explore and experiment with designs for a print block</p> <p>Create a relief print block to make patterns (<i>arranging string on a card surface</i>)</p>  <p>Use their sketch book to explore the use of their print block with paint and/or ink</p> <p>Know that the amount of paint/ink used to print can impact on the overall effect (<i>too much paint / ink - blurred print and too little paint / ink - indistinct print</i>)</p> <p>Use their printing block to create patterns inspired by animal prints (<i>natural / man-made</i>)</p> <p>Know primary colours (<i>red, yellow, blue</i>) and mix together to create secondary colours (<i>orange, purple, green</i>) to print with</p> <p>Apply their knowledge of patterns and printing to create an animal mask</p> | <p>Some children may think that:</p> <ul style="list-style-type: none"> patterns are all regular | <p>Explain what I like about my patterns created by my print block (form and colour)</p> <p>After talking about what I like about my work, suggest how I could improve my own print block</p> |



| SUBJECT | PRIOR KNOWLEDGE | EXPECTED | POSSIBLE MISCONCEPTIONS | Further Extension |
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| <p>DESIGN AND TECHNOLOGY</p> <p>KSU</p> <p>Nutrition and Cooking</p> <p>Pizza</p> <p>Know...</p> <p>Know how to...</p> | <p>Know that all foods come from plants and animals and begin to sort food stuffs into two main food sources</p> <p>Describe what makes salads appealing</p> <p>Talking about what they like about salads - colour, texture and own preferences</p> <p>Design my own salad, thinking about colour, texture and pattern to make it appealing</p> <p>Cut and prepare food safely</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>Compare their own salad with pictures they viewed in the research stage</p> | <p>COOKING AND NUTRITION: Know that all foods come from plants and animals Categorise different food stuffs into the two main food sources (From Animals / From Plants) Use the basic principles of a healthy and varied diet to plan and prepare dishes</p> <p>RESEARCH: Observe pictures of pizza and describe what I like about them Explore and describe what I like about different pizzas (tasting and discussing types of toppings and own preferences)</p> <p>DESIGN: Design my own pizza based on my research and the design criteria. Make healthy ingredient choices using the 'Eatwell plate'</p> <p>MAKE: Cut and prepare food safely (with scissors, grater, nylon knife sharp side down) Know how to use the bridge technique, claw grip or 'fork secure' to cut toppings for their pizza safely (i.e. tomato, mushrooms, cheese) or tear food i.e. peppers Present the pizza toppings according to their design</p> <p>TECHNICAL KNOWLEDGE: Use tools safely and the correct cutting techniques when preparing toppings. Use a grater for soft cheese (close supervision)</p> <p>EVALUATE: Evaluate their finished pizzas – do they meet the design criteria? How did the pizza taste? Did the toppings work well together? Talk about what they liked and disliked. Would they choose a different topping combination if they were to make it again?</p> | <p>Some children may think:</p> <ul style="list-style-type: none"> all pizzas are unhealthy | <p>Explain what I would do differently next time and explain why</p> <p>Create a healthy pizza poster explaining why some pizzas are a healthy choice</p> |
| <p>GEOGRAPHY</p> <p>KSU</p> <p>Geographical Skills and Fieldwork</p> <p>Human and Physical Geography</p> | <p>Children will have explored the natural world around them and used positional language in context</p> <p>Children will have developed an understanding of similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Used geographical vocabulary to refer to human and physical features of the North Pole</p> <p>Located North Pole, equator and South Pole on a globe (and Google Earth)</p> <p>Developed an understanding of the term 'aerial'</p> | <p>Geographical Skills and Fieldwork Begin to understand the concept of maps by looking at maps and starting to construct own maps (imaginary place – Where the Wild Things Are and in Forest School experiences). Begin to notice and understand basic symbols in a key on maps Begin to understand where North, South, East and West are on a compass and begin to use these terms when looking at maps Use photographs to recognise basic human and physical features, considering these when devising own maps</p> <p>Human and Physical Geography Use vocabulary related to human features and physical features when describing a place Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human features (buildings, bandstand, trim trail) and physical features (woodlands, grassed areas, hill) Devise a simple map and begin to use basic symbols in a key</p> | <p>Some children may think:</p> <ul style="list-style-type: none"> Keys on maps are the same as keys used to open locks (vocabulary) Think physical features are not relevant to their school environment ie just relating these to rivers, seas, mountains etc | <p>Children could create their own map of a place they have visited or somewhere from a story they have read – Can they talk about the location of different features on their map using positional / directional language?</p> <p>Why is a key on a map important?</p> |
| <p>COMPUTING</p> <p>KSU</p> <p>Grouping and Sorting</p> <p>Spreadsheets</p> <p>(Purple Mash)</p> <p>Know...</p> <p>Know how to...</p> | <p>Children will have grouped objects, toys and resources in different ways</p> <p>They will have played sorting games, sorting objects by similar characteristics, such as colour and size</p> <p>The children will be familiar with 'Mini Mash' from Reception. They will have accessed different resources on Mini Mash (Y1 teachers can refer to the Reception Computing Purple Mash Plans)</p> | <p>Grouping and Sorting Know how to sort items using a range of criteria Know how to sort items on the computer using the 'Grouping' activities in Purple Mash</p> <p>Spreadsheets Know how to navigate around a spreadsheet Explain what rows and columns are Know how to can save and open sheets and enter data into cells Know how to add images to a spreadsheet using the image toolbox and use the 'lock' tool to prevent changes to cells Know how to add the count tool to count items and add the speak tool so that the items are counted out loud Use a spreadsheet to help work out a fair way to share items</p> | | |



| SUBJECT | PRIOR KNOWLEDGE | EXPECTED | POSSIBLE MISCONCEPTIONS | Further Extension |
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| <p>RE</p> <p>KSU</p> <p>Easter – Palm Sunday</p> <p>Know.....</p> <p>Know how to....</p> | <p>Children will have learnt about the Christian Creation story, Christmas story and about Jesus as a friend so will have an understanding that Jesus is special to Christians.</p> | <p><i>Theme: Easter - Palm Sunday</i></p> <p><i>Concept: Salvation</i></p> <p><i>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i></p> <p><i>Religion: Christianity</i></p> <p><i>British Values: Democracy, Rule of Law, Mutual Respect, Tolerance</i></p> <p><i>SMSC: Spiritual, Cultural</i></p> <p>Talk about a person I admire.</p> <p>Recall parts of the Easter story.</p> <p>Recognise some symbols in the Easter story and start to learn about what they mean.</p> <p>Know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p> <p>Teacher notes: These days Easter eggs are made from chocolate and covered in foil. Traditionally, chicken eggs would be hard boiled and then decorated by hand. Traditional Easter egg hunts remain popular with both Christian and non-Christian children.</p> | <p>Some children may think that:</p> <ul style="list-style-type: none"> Easter is all about eating chocolate eggs just for fun <p><i>Easter eggs are an ancient means of representing religious beliefs. Some see parallels between the hatching bird leaving behind an empty shell and a risen Christ leaving behind the empty tomb. An egg is a symbol of new life. For Christians, Easter eggs are used as a symbol for the resurrection of Jesus.</i></p> | <p>Discuss how I might treat a special person and say why.</p> <p>Recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</p> <p>Recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.</p> |
| <p><small>NB: PE in Year 1 is each unit different dependent on class (rota of swimming)</small></p> <p>PE (Dragonflies)</p> <p>KSU</p> <p>ATHLETICS</p> <p>Know...</p> <p>Know how to....</p> | <p>Foundations of: Agility Running and Stopping Throwing and Catching</p> <p>Develop effective catching technique (working in pairs)</p> | <p>To develop knowledge of how to use my body to maximise performance (running at speed, jumping and throwing)</p> <p>Develop starting technique ready to run: One foot in front of the other, bent knees and arms ready</p> <p>Develop sprinting technique: Slice through the air with hands , move arms 'hip to lip, not across the zip' , keep head facing forwards always</p> <p>Develop standing jump technique: Place both feet parallel, bend knee's, swing arms, and look forwards</p> <p>Develop landing technique: land with feet level and bend the knees to minimise impact when landing</p> <p>Develop throwing technique: Stand side on with dominate foot forward, throwing hand stays high throughout, children should bend at the elbow and throw at 45 degrees (Up & out!)</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</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 a form of exercise | <p>Children challenged appropriately by swimming instructors</p> |
| <p>PE (Busy Bees)</p> <p>KSU</p> <p>GYMNASTICS</p> <p>Know...</p> <p>Know how to....</p> | <p>Foundations of: Agility Running and Stopping Throwing and Catching</p> | <p>Power of PE Gymnastics:</p> <p>Develop an understanding of the five different types of balances (1 point, 2 point, 3 point, 4 point and patch)</p> <p>Hold in a balance showing control (3-4 seconds) Hold a balance showing balance and extension (straight legs and pointed toes) for 5-6 seconds</p> <p>Create routines containing balances with control and extension AND fluency from one balance to the other</p> <p>Travel safely in a range of ways</p> <p>Use their developing knowledge of balances to apply to basic apparatus (benches and boxes) to combine travelling movements and balances</p> | <p>Children may think:</p> <p>They balance on one leg (rather than understanding balancing with different points of contact)</p> | <p>Challenge more able pupils to hold balances for longer (up to 9 seconds)</p> <p>Challenge more able pupils to work towards balance on box top</p> |
| <p>PSHE</p> <p>KSU</p> <p>Healthy Me</p> <p><i>(Jigsaw PSHE)</i></p> | <p>Understand that I need to exercise to keep my body healthy</p> <p>Understand how moving and resting are good for my body</p> <p>Know which foods are healthy and not so healthy and can make healthy eating choices</p> | <p><i>Theme: Healthy Me</i></p> <p><i>British Values: Rule of Law, Individual Liberty, Mutual Respect</i></p> <p><i>SMSC: Social, Moral</i></p> <p><i>Emotional Literacy: Self-awareness, Motivation,</i></p> <p>My learning is to:</p> <p>Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>Know how to make healthy lifestyle choices</p> | <p>Some children may think:</p> <ul style="list-style-type: none"> all medicines are safe for children | <p>Explain how the different things I do, keep my body safe and healthy</p> <p>Suggest ways I might come to harm if I make unhealthy choices</p> |



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| <p>Know....</p> <p>Know how to....</p> | <p>Know how to help myself go to sleep and understand why sleep is good for me</p> <p>Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>Know what a stranger is and how to stay safe if a stranger approaches me</p> | <p>Know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>Know that all household products including medicines can be harmful if not used properly</p> <p>Understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>Know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>Explain why I think my body is amazing and identify some ways to keep it safe and healthy</p> | | |
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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.