





Year 1 – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity – Expression

Learning Unit 5 – Time Travellers (6 weeks)				
Experiences / Visits	Victorian school experience day		Sports Day	
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
HISTORY KSU Events beyond living memory / Life of a significant individual) Know how... Know how to...	Children will have found out about a significant individual and recalled information about them (Matthew Henson, L S Lowry) Children will have used artefacts, pictures and photographs to find out about the past (polar exploration, local history, significant place of interest (castle)	Identify objects from the past Identify some similarities and differences between old and new objects Observe and use pictures, photographs and artefacts to find out about the past (Victorian households, toys and school-life) Ask and answer questions about old and new objects Know what school life was like in Victorian times and compare to their own experience of school Ask and answer questions about a famous person from the past (Queen Victoria) Recall information about the life of someone famous from Britain who lived in the past (Queen Victoria), recalling some key facts Sequence some key events of Queen Victoria’s life Use vocabulary, relating to the passing of time Order events on a timeline Who was Queen Victoria? - BBC Bitesize	Some children might think: <ul style="list-style-type: none"> Queen Victoria is our current Queen 	Would you have wanted to attend a Victorian school? Why / Why not?
SCIENCE KSU Everyday Materials Know how... Know how to...	Describe simple physical properties of a variety of everyday materials using everyday language or simple science vocabulary: (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; flexible/ rigid; waterproof; transparent) Group and sort everyday materials according to their simple physical properties Name a range of everyday materials including wood, plastic, metal, rock, brick, cardboard Distinguish between an object and the material from which it is made Understand that different materials were used for different purposes when building castles	Revisit materials when comparing old and new objects and toys Identify and name a variety of everyday materials (wood, paper, fabric, metal) Sort objects and toys into groups, describe the simple physical properties of a variety of everyday materials when talking about the different objects <i>i.e. Many Victorian toys were made from wood and compare to similar toys now made from plastic – why was wood/plastic used?</i> Working Scientifically Identify and classify materials Use observations and ideas to answer questions <u>Teachers’ notes</u> <i>Victorian toys were usually made from wood, fabric, china, metal or paper. Children from rich families played with toys such as clockwork train sets, toy soldiers, tea sets, rocking horses, dolls and dolls houses. Poor families made their own, such as cloth-peg dolls and paper windmills. Children would save their pocket money to buy marbles, a spinning top, skipping ropes, kites or cheap wooden toys.</i> <i>Flat irons were made from solid cast iron. Flat irons were used in pairs so that whilst one was being used the other could be heated up. Then, as one iron started to cool it was switched for the other. The irons were placed face up in front of open fires on stands called trivets, or suspended from hangers over the fire. Copper kettles were used because copper is an excellent conductor of heat.</i> Seasonal Changes - Summer (June/July/August) Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) Covered in Forest Schools and daily weather class chart	Some children might think: Plastic toys were available during the Victorian period (NB Man-made plastics such as parkesine and celluloid were first invented during the 1860s and 1870s but the first totally synthetic plastic was made in 1907, when Leo Baekeland invented bakelite.)	Which material do you think is best for making a pull along toy for a toddler – why?
NB: PE in Year 1 is each unit different dependent on class (rota of swimming) PE (Busy Bees and Ladybirds) DANCE Know... Know how to....	Foundations of: Agility Running and Stopping Throwing and Catching in Reception through games and movement activities	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	Some children may think that: <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) 	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. Children could join different sequences of movement together.





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<p>PE (Dragonflies)</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 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: • Swimming is for older children Swimming isn't exercise</p>	<p>Children challenged appropriately by swimming instructors</p>
<p>ART AND DESIGN KSU</p> <p>Portraits</p> <p>Sewing</p> <p>Know.... Know how to....</p>	<p>Use a sketchbook to gather artwork depicting castles</p> <p>Closely observe drawings of castles, including Tutbury castle</p> <p>Use different size pencils to explore different lines</p> <p>Know how to use a viewfinder to focus on form</p> <p>Explore shading techniques, using one colour to show different textures and shades</p> <p>Notice the impact of shading in drawings and know how to add shading to a picture</p> <p>Apply their knowledge of line, form and shading to complete a drawing of Tutbury castle</p>	<p>Portraits Use a sketchbook to explore, experiment and gather artwork of Queen Victoria (portraits of her face and face and body) Use a variety of drawings tools: pencils, rubbers, crayons, charcoal to create and experiment with marks and create lines of different thickness (<i>applying heavy or light pressure, different angles, creating lines of different thickness in their sketchbook</i>) Explore shading using pencils Observe and draw anatomy (faces, limbs) Sketch a portrait of Queen Victoria</p> <p>Sewing Understand that sewing was a simple pastime of the Victorian era Know how to thread a large-eyed needle Know how to secure a knot and tie off a thread Know how to sew using a simple running stitch (on Binca fabric) Use a simple running stitch to create a book mark (on Binca fabric)</p> <p><u>Teachers' Notes</u> How to draw a portrait - BBC Teach History: Dodger's Guide to Victorian Britain - BBC Teach Queen Victoria – The ultimate Victorian - BBC Teach</p> <p> The Queen as she appeared in 1837 and 1887, from a colour supplement.</p> <p>Secure a Knot & Tie Off Thread - YouTube Running Stitch How To - Basic Sewing (Hand Embroidery & Hand Sewing) - YouTube</p>	<p>Some children might think: All portraits should look the same</p>	<p>What similarities and differences do you notice between two portraits of Queen Victoria? Which do you prefer and why?</p>
<p>DESIGN AND TECHNOLOGY KSU</p> <p>Victorian Toy</p> <p>Know.... Know how to....</p>	<p>Considered suitable materials for a castle</p> <p>Chosen materials for a castle based on research</p> <p>Used scissors safely when making a castle</p> <p>Children will have been learning about Victorian toys and what they are made from as part of their history and science learning</p>	<p>VICTORIAN TOY - Peg doll or soldier Focus: Design a Victorian toy, selecting materials based on characteristics</p> <p>RESEARCH: Explore toys from the Victorian era, including peg dolls and soldiers. Notice what materials they are made from and compare to modern day toys. Research video – Salford Museum</p> <p>DESIGN: Design a peg doll or soldier based on my research, selecting materials based on characteristics</p> <p>MAKE: Select materials from a range to suit their design for their peg doll/soldier (fabric swatches, fake fur, pipe cleaners, buttons, pens, glue, scissors, wool, string)</p> <p>Know how to use glue to attach materials and other methods, such as wrapping/tying pipe cleaners</p> <p>EVALUATE: Evaluate their finished toys – do they meet the design criteria? Consider safety for children. Would their product meet safety requirements?</p> <p>TECHNICAL KNOWLEDGE: Use tools safely (scissors) Know how to use glue to attach materials and other methods, such as wrapping/tying pipe cleaners Peg dolls and soldiers Peg dolls resource</p> <p></p>	<p>Some children might think: Children in the Victorian era didn't have toys to play with</p> <p>The toys were all the same as toys children play with now (<i>children should consider the similarities and differences between the toys children played with then and now</i>)</p>	



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COMPUTING KSU Technology outside school Coding (see Learning Unit 6) (Purple Mash) Know... Know how to....	<p>The children will be familiar with 'Mini Mash'.</p> <p>They will have talked about differences between now and when they were babies, or when their parents were young including noticing changes in technology</p>	<p>Technology outside school Understand what is meant by 'technology' Identify types of technology used in school and out of school Record examples of technology outside school</p> <p><i>NB: Coding will start during this Learning Unit too. 'Technology outside school' is a shorter computing unit and Coding is a longer computing unit so there is an overlap across the two Summer Learning Units (please refer to the MTP for Learning Unit 6 for the Coding KSU)</i></p>	<p>Some children might think: That technology just refers to computer devices rather than recognising the range of technology they might encounter, such as toaster, iron, aeroplane, cars etc</p>	
RE KSU Islam – Eid celebrations Know.... Know how to....	<p>The children have learnt about celebrations that are special to them</p> <p>The children have learnt and recreated special celebrations within Christianity.</p> <p>Some pupils may have personal experiences with Eid</p>	<p><i>Theme: Celebrations</i> Key Question: <i>Why is Eid important and how is it celebrated?</i> Religion: <i>Islam</i> British Values: <i>Individual Liberty, Mutual Respect, Tolerance</i> SMSC: <i>Spiritual, Cultural</i></p> <p>Understand the importance of Ramadan and Eid to Muslims Recall ways that Muslims celebrate Eid Apply knowledge of Eid traditions to create own mehndi henna pattern Apply understanding of Eid celebrations to create a decoration that could be used to celebrate Eid Begin to make some comparisons between Islamic and Christian celebrations</p>	<p>Some children might think: All religions celebrate in the same way Everyone celebrates the way their own family celebrates religious / cultural festivals at home</p>	<p>Talk about and describe ways in which Muslims celebrate Eid and compare this to a personal celebration they have experienced</p>
PSHE KSU <i>(Jigsaw PSHE)</i> Changing Me Know.... Know how to....	<p>Name parts of the body</p> <p>Talk about some things I can do and foods I can eat to be healthy</p> <p>Express how I feel about change</p> <p>Talk about my worries and/or the things I am looking forward to</p> <p>Share my memories of the best bits of my year in Reception</p>	<p>Develop an understanding of the life cycles of animals and humans</p> <p>Know some things about me that have changed and some things about me that have stayed the same</p> <p>Know how my body has changed since I was a baby</p> <p>Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p>Understand that every time I learn something new I change a little bit</p> <p>Recall changes that have happened in my life</p> <p>Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older</p>	<p>Some children might think: The parts of girls' and boys' private parts are the same</p> <p>Everyone is the same (<i>the same things have happened to a friend as me – this might be the case but children can have similar and different experiences</i>)</p>	<p>Apply my understanding of how I have changed to create a poster to show the difference between me as a baby and me now</p>