



**Year 1 – Medium Term Planning**

**Aspirations – Collaboration – Connections – Creativity – Expression**

Learning Unit 6 – Our Town (6 weeks)				
Experiences / Visits	Walk / tour of Burton		Grandparents to share memories of Burton	
SUBJECT	PRIOR KNOWLEDGE	EXPECTED	POSSIBLE MISCONCEPTIONS	Further Extension
<b>HISTORY</b>  <b>KSU</b>  <b>Local History (changes within living memory)</b>  <b>Know how...</b>  <b>Know how to...</b>	<p>To recall information about Matthew Henson (significant individual from the past) and his journey with Robert Peary to the Arctic</p> <p>To retell, in chronological order, four key events of a significant individual</p> <p>To compare Matthew Henson’s experience of polar exploration with British polar explorer, Felicity Aston’s experience</p> <p>Use historical vocabulary, relating to the passing of time</p> <p>Develop an awareness of chronology by placing events on a timeline</p> <p>Know about a significant place in their local area</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Compare photos and pictures from the past and the present</p>	<p>Explore ‘The Crossing’ painting of Burton (LS Lowry) and compare to modern day picture and/or paintings taken of the same place – what do they notice? What has changed / stayed the same?</p> <p>Be able to talk about a significant individual with links to Burton (LS Lowry - painting of Burton) – remember some key facts about Lowry</p> <p>To know about some things that are different in their life from that of their grandparents when they were young (How has Burton changed?)</p> <p>Use vocabulary, relating to the passing of time (<i>i.e. now, a long time ago, new, old, before</i>) and order events on a timeline (<i>linked to grandparents</i>)</p> <p>To recognise that an event may have happened a long time ago (linked to Lowry’s paintings of Burton)</p> <p>To recognise a story read/told to them may have happened a long time ago (<i>stories about Burton in the past from Grandparents</i>)</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Compare photos and pictures from the past and the present</p> <p><b>Teacher Notes</b>            Lowry often visited Burton while staying with friends. He liked the town and was partial to a pint of Bass which he maintained didn’t taste the same anywhere else! He produced numerous other sketches of Burton which were eventually published as paintings but not quite as famous as this example simply known as ‘The Crossing’. Information about LS Lowry’s life is saved on one drive <a href="#">here</a>            Click here for <a href="#">Nostalgic pictures of Burton</a></p>	<p>Some children might think:</p> <ul style="list-style-type: none"> <li>• Burton is the same now as it has always been</li> <li>• Lowry’s job was an artist (<i>he painted in his spare time</i>)</li> <li>• Their grandparents had the same experience of Burton when they were younger as children now</li> </ul>	<p>Using their knowledge of what Burton was like in the past when their grandparents were young, explain whether they prefer then or now and provide reasons why</p>
<b>GEOGRAPHY</b>  <b>KSU</b>  <b>Locational Knowledge</b>  <b>Geographical skills and field work</b>  <b>Place knowledge</b>  <b>Know how...</b>  <b>Know how to...</b>	<p>Children will have explored the natural world around them            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>In Year 1 (Unit 3, Spring 1) they will have:</p> <ul style="list-style-type: none"> <li>• used geographical vocabulary to refer to human and physical features of the North Pole</li> <li>• located North Pole, equator and South Pole on a globe (and Google Earth)</li> <li>• understood the term ‘aerial’</li> </ul>	<p>Revisit use of globes, maps, atlases and Google Earth to locate places - recall location of North Pole, South Pole, equator, UK, England</p> <p>Recall the four countries and capital cities of the United Kingdom and find the United Kingdom and its countries on a globe and/or atlas</p> <p>Know where North, South, East and West are on a compass and begin to use these terms when talking about locations (<i>retrieve related facts i.e. relate to North and South Poles</i>)</p> <p>Know that compass points can be used to show direction (Follow and use locational and directional language, including NSEW)</p> <p>Know the purpose of simple keys in maps (explore <a href="#">maps of familiar places</a>)</p> <p>Look at a map of England and locate Burton on Trent. Children to find the four capitals on the map and discuss in relation to Burton on Trent (e.g. Edinburgh is North of Burton). Find places on a map that children have visited and talk about these using locational and directional language in relation to Burton.</p> <p>Recall their own address and postcode (<i>number, street name, town and postcode – explore some of their addresses on an interactive map</i>)</p> <p>Know the main differences between a village, town and city <a href="#">BBC clip</a> (use of google maps and teacher-made maps with a key and symbols – focus on key features - to compare)</p> <p>Recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (Burton journey / school map) <a href="#">What are maps? - BBC Bitesize</a></p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human features and physical features of its surrounding environment (<i>Burton on Trent</i>).</p> <p>Know how to create a map of place from a story, which includes title, symbols, a key which explains any symbols, compass showing north, south, east and west</p> <p><i>Note for teachers - Children can draw their own maps from their walk – Use photographs first to add to their map and then decide together on the symbols for each photographs (use geographical symbols for key i.e. cross for church).</i></p>	<p>Some children may think:</p> <ul style="list-style-type: none"> <li>• Burton on Trent is a country rather than a town</li> <li>• A village is the same as a town</li> </ul>	<p>Children could create their own map of a place they have visited or somewhere from a story – Can they talk about the location of different features on their map using positional / directional language?</p>



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<p><b>ART AND DESIGN</b></p> <p><b>KSU</b></p> <p><b>Art inspired by a famous artist</b></p> <p><b>Drawing and Colour</b></p> <p><b>Know....</b></p> <p><b>Know how to....</b></p>	<p>Explore artwork of Andy Goldsworthy, ask questions and explain their own opinions</p> <p>Use natural materials to create a natural sculpture based on the work of Andy Goldsworthy</p> <p>Use sketch books and viewfinders to explore and experiment (line, form drawings, shading, tints)</p> <p>Know primary colours and mix to create secondary colours</p> <p>Know the difference between portrait and landscape art and express their opinions</p> <p>Develop painting techniques using different brushes</p> <p>Explore with tints (adding white/black) and use this and brush techniques to paint a landscape picture</p>	<p>Landscapes vs Cityscapes: To be able to talk about a significant individual who has links to Burton and their artwork (<i>LS Lowry – links to history</i>) and compare with Vincent Van Gogh</p> <p>Explore the similarities and differences within the work of artists (Vincent Van Gogh’s landscape paintings and L S Lowry’s cityscape paintings. What are some of the similarities and differences? (<i>colour, subject, brush strokes</i>))</p> <p>Observe landscapes and cityscapes by Vincent Van Gogh and Lowry and give their opinions with reasons</p> <p>Know primary colours (<i>red, yellow, blue</i>) and mix together to create secondary colours (<i>orange, purple, green</i>) to paint with</p> <p>Use prior knowledge of sketching to sketch a landscape area in Burton (<i>i.e. photographs of the washlands from their walk around Burton</i>) inspired by Van Gogh’s landscapes</p> <p>Apply prior knowledge of primary colours (<i>red, yellow, blue</i>) and colour mixing (to create secondary colours <i>orange, purple, green</i>) to paint landscape they have sketched inspired by Van Gogh’s landscapes</p> <p>Construct with a purpose in mind to create a 3D model of a Burton building or cityscape (<i>inspired by Lowry or from photographs taken on their walk in Burton</i>)</p> 	<p>Some children may think that:</p> <ul style="list-style-type: none"> <li>• Lowry’s paintings are not art because they include ‘matchstick’ people</li> <li>• Lowry’s job was an artist (<i>he painted in his spare time and held a full time job</i>)</li> </ul>	<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>
<p><b>SCIENCE</b></p> <p><b>KSU</b></p> <p><b>Plants</b></p> <p><b>(revisit and review through Forest School)</b></p> <p><b>Know...</b></p> <p><b>Know how to...</b></p>	<p>From Year 1 Autumn 1: Identify and name a variety of common wild and garden plants</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 <b>deciduous</b> and <b>evergreen</b></p> <p>Identify and describe the basic structure of a variety of common flowering plants</p> <p><u>Working Scientifically</u></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>NB: Revisit plants from Autumn 1 in the context of their school environment and local community – What flowers do they notice growing in the school grounds and on their walk around Burton. How are plants used in Burton to make the town look appealing? What deciduous and evergreen trees can they identify? Children can plant flowers in our school grounds to make it look more appealing.</p> <p>Identify and name a variety of common wild and garden plants 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 (<i>relate to how flowers and plants are used to make our school and Burton town look more beautiful</i>)</p> <p>Identify and know the difference between <b>deciduous</b> (<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 <b>evergreen</b> (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 – opportunity to revisit in Forest School</i>)</p>	<p>Children may think...</p> <ul style="list-style-type: none"> <li>• Plants and flowers are only grown in gardens (<i>plants can grow in lots of different places, given the right conditions. Often councils plants flowers and plants in towns and cities to make them more appealing and brighten them up</i>)</li> </ul>	<p>Children could use the internet or non-fiction books to find out more about different types of flowers they have spotted</p>
<p><b>PSHE</b></p> <p><b>KSU</b></p> <p><b>(Jigsaw PSHE)</b></p> <p><b>Relationships</b></p> <p><b>Know....</b></p> <p><b>Know how to....</b></p>	<p>Identify some of the jobs I do in my family and how I feel like I belong</p> <p>Think of ways to solve problems and stay friends</p> <p>Begin to understand the impact of unkind words</p> <p>Know how to be a good friend</p> <p>Express their feelings and consider the feelings of others</p> <p>Build constructive and respectful relationships</p>	<p><b>Theme: Relationships</b></p> <p><b>British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance</b></p> <p><b>SMSC: Social, Spiritual, Cultural</b></p> <p><b>Emotional Literacy: Self-awareness, Social Skills, Managing Feelings</b></p> <p>Identify the members of my family</p> <p>Understand that there are lots of different types of families</p> <p>Know what being a good friend means to me</p> <p>Know appropriate ways of physical contact to greet my friends and know which ways I prefer (this is linked to <a href="#">NSCPP PANTS rule</a>)</p> <p>Know who can help me in our school community</p> <p>Recognise my qualities as person and a friend</p> <p>Explain why I appreciate someone who is special to me</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> <li>• All families are the same (<i>some have two mums, two dads, foster carers, granny, grandad, aunt etc</i>)</li> </ul>	<p>Suggest different ways to show appreciation for other people and how to recognise their appreciation for me</p> <p>Explain how other people’s behaviour can make me feel about myself</p> <p>Explain how my behaviour affects others</p>



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<p>NB: PE in Year 1 is each unit different dependent on class (rota of swimming)</p> <p><b>PE</b></p> <p><b>(Busy Bees and Ladybirds)</b></p> <p><b>ATHLETICS</b></p> <p><b>Know...</b></p> <p><b>Know how to....</b></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) Develop starting technique ready to run: One foot in front of the other, bent knees and arms ready Develop sprinting technique: Slice through the air with hands , move arms ‘hip to lip, not across the zip’ , keep head facing forwards always Develop standing jump technique: Place both feet parallel, bend knee’s, swing arms, and look forwards Develop landing technique: land with feet level and bend the knees to minimise impact when landing 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 &amp; out!)</p>		
<p><b>PE (Dragonflies)</b></p> <p><b>SWIMMING</b></p> <p><b>Know...</b></p> <p><b>Know how to....</b></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><b>Swimming</b> 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><b>COMPUTING</b></p> <p><b>KSU</b></p> <p><b>Coding</b></p> <p><b>(Purple Mash)</b></p> <p><b>Know...</b></p> <p><b>Know how to....</b></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 (Y1 teachers can refer to the Reception Computing Purple Mash Plans)</p> <p>Understand the functionality of the basic direction keys</p>	<p><b>Coding</b> Understand what coding means in computing Know that for the computer to make something happen, it needs to follow clear instructions Know how to create unambiguous instructions like those required by a computer Build one- and two-step instructions using the printable code cards explain what a block of code is Use the 2Code program to create a simple program Use drop-down menus in Design Mode to add and change backgrounds and characters Know how to design a scene for a program Use code blocks to make the characters move automatically when the green Play button is clicked Know how to add an additional character who moves when clicked Know how to program a character to move given a variety of input events using When Key When Swiped commands and the Stop button Know how to use collision detection to make objects interact Know how to program a sound to play when objects collide</p>	<p>Some children may think: • It is not important to design (<i>the design helps you to get a clear idea of what you want your program to do. You can use the design to decide which objects you need to add, what to call them and what actions they should perform.</i>)</p>	<p>Once children have completed and tested their code, they could refine their design to add more complexity and then attempt to code it by tinkering with 2Code</p>
<p><b>RE</b></p> <p><b>KSU</b></p> <p><b>Christianity - Celebrations</b></p> <p><b>Know...</b></p> <p><b>Know how to....</b></p>	<p>Children will have explored stories about aspects of Christianity and can build upon this knowledge</p> <p>Children may have experienced celebrations in their personal lives or may know of others who have experienced them – this is discussed as part of the Reception RE learning</p> <p>Children are aware of the importance of a church being a symbol in Christianity</p>	<p><i>Theme: Celebrations</i> <b>Key Question: What traditions do Christians celebrate in church?</b> <i>Religion: Christianity</i> <b>British Values: Individual Liberty, Mutual Respect, Tolerance</b> <i>SMSC: Spiritual, Cultural</i></p> <p>Identify a range of celebrations and understand which celebrations are important to Christians Find out about and identify some key features of a Christian church Know some key information about what happens at a baptism Apply my understanding of a baptism to explain and role play what happens in a Baptism Know some key information about what happens at a Christian wedding Apply my understanding of a wedding to explain and role play what happens in a Baptism</p>	<p>Children might think: • Everyone’s religion is the same as theirs • Everyone celebrates the same events in the same way • All religions worship in the same way and the same building</p>	<p>Talk about the features of a Christian wedding/baptism and apply their understanding to create an invitation or information leaflet</p>