

## Me and My Community Class 1 Planning Autumn Term 2017

EYFS/ELGs    Year 1    Year 2    KS1

	National Curriculum	Activities	Learning Intentions
Science	<p style="text-align: center;"><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Can I talk about similarities and differences in relation to places, objects, <b>materials</b> and living things? (The World ELG).</li> <li>• Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul> <p style="text-align: center;">Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Investigate materials, e.g. hard/soft, waterproof, hard-wearing.</p> <p>Investigate materials for a certain job - link to 3 little pigs??</p> <p>Investigate changes in material by squashing, bending, twisting and stretching.</p>	<ul style="list-style-type: none"> <li>* Study objects around the school, what they are made of and why the material is suited to the job.</li> <li>* Name and describe the properties of materials.</li> <li>* Compare and group materials based on their properties. <b>Identify and compare the suitability of materials.</b></li> <li>* How can objects be changed by squashing, bending, twisting and stretching.</li> <li>* Materials of a castle, advantages/disadvantages</li> <li>* Investigate the properties of materials e.g. waterproof, hard wearing, strong etc.</li> <li>* Investigate materials for a certain job e.g. link to the 3 little pigs.</li> <li>* Investigate changes in materials caused by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to name and describe materials.</li> <li>* To be able to compare materials.</li> <li>* To be able to explain what materials objects are made from.</li> <li>* To be able to name and identify materials.</li> <li>* To be able to describe the properties of materials <b>and explain how they are suitable for various jobs.</b></li> <li>* To be able to compare materials.</li> <li>* To learn how objects be changed by squashing, bending, twisting and stretching.</li> <li>* To be able to plan, carry out and evaluate a scientific investigation.</li> </ul>
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>* name and locate the world's seven continents and five oceans</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>* use basic geographical vocabulary to refer to:</li> <li>* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>* Name and locate the seven continents and five oceans. <b>Locate castles on the maps.</b></li> <li>* Study the counties of the UK.</li> <li>* Study <b>and compare</b> the weather in various places in the world.</li> <li>* Study and locate castles in Wales.</li> <li><b>Describe why they think they are located where they are. Why was position so important?</b></li> </ul>	<ul style="list-style-type: none"> <li>* To be able to name and locate the continents and oceans.</li> <li>* To be able to place castles on a map.</li> <li>* To be able to name the counties of the UK.</li> <li>* To be able to study <b>and compare</b> the weather in different areas.</li> <li>* To be able to locate local castles and describe them.</li> <li>* To learn about how castles were laid out.</li> </ul>

	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>* Use aerial photos and internet to look at the castles and describe the human and physical features around them.</li> <li>* Map of a castle and label its layout/features.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to draw <b>and label</b> a picture of a castle.</li> </ul>
History	<p><b>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></p> <ul style="list-style-type: none"> <li>* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>* significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>* Study the features of a castle.</li> <li>* Compare castles then and now.</li> <li>* Who lived in castles and what was life like?</li> <li>* Different types of castles.</li> <li>* Motte and Bailey castles in Shropshire. How were they constructed? Label them.</li> <li>* Life of Roger De Montgomerie (historical figure in own locality). Building of a castle in Montgomery.</li> </ul>	<ul style="list-style-type: none"> <li>* To know the features of a castle.</li> <li>* To be able to compare castles.</li> <li>* To learn about different types of castles.</li> <li>* To know how what a motte and bailey castle is <b>and how they were constructed.</b></li> <li>* To learn about Roger De Montgomerie.</li> </ul>
Art	<ul style="list-style-type: none"> <li>* to use a range of materials creatively to design and make products</li> <li>* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>* Primary and secondary colours.</li> <li>* Tinting</li> <li>* Paul Klee life</li> <li>* Paul Klee 'castle and sun'</li> <li>* Own paintings in the style of Paul Klee.</li> </ul>	<ul style="list-style-type: none"> <li>* To learn about primary and secondary colours.</li> <li>* To learn about tinting.</li> <li>* To learn about the life and works of Paul Klee.</li> <li>* To paint in the style of Paul Klee.</li> </ul>
Music	<p><b>Children sing songs, make music and dance, and experiment with ways of changing them.</b></p> <ul style="list-style-type: none"> <li>* use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>* play tuned and untuned instruments musically</li> <li>* listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>* Use voices and instruments to make sound affects for a castle.</li> <li>* Use instruments for a march of the army.</li> <li>* Listen to and appreciate castle on a cloud from Les Miserable</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to use my voice and instruments to make music.</li> <li>* To be able to listen to and appreciate music.</li> </ul>

	* experiment with, create, select and combine sounds using the inter-related dimensions of music.		
RE	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Christianity</b>  <b>RQ2 – How do people express their beliefs through worship and celebration?</b>  EYFS - What do we look forward to?  KS1 - What are my special times?</p> <p><b>RQ7 – How do people make sense of suffering and hardship?</b>  EYFS - What makes me sad, what makes me happy?  KS1 - What makes us sad?</p> <p><b>RQ8 – Has science got all the answers?</b>  EYFS - What have you made that is special?  KS1 - What stories tell how the world began?</p> <p><b>RQ9 – What do people believe about God?</b>  EYFS - Who is God?  KS1 - Why do you think God is important to some people?</p> <p><b>RQ10 – How is belief expressed through symbols and action?</b>  EYFS - How do we make the day special?  KS1 - What special things do (religious communities) use, wear and do in their homes and their special buildings?</p> <p><b>RQ11 – How do people express their beliefs about truth?</b>  EYFS - What is special to you?  KS1 - Why is ... a special book?</p> <p><b>RQ12 – How do people make sense of life and death?</b>  EYFS - How do you feel if you lose something special?  KS1 - What happens when I lose someone or something special?</p> <p><b>RQ13 – Where do people's beliefs come from?</b>  EYFS - Where do you like to go?  KS1 - Why are some places special?</p> <p><b>RQ14 – Why do people's belief and practice differ?</b>  EYFS - What times are special to you?  KS1 - How do ... celebrate ...?</p>	<ul style="list-style-type: none"> <li>* Where do Christians worship?</li> <li>* How do Christians worship</li> <li>* Who do Christians worship?</li> <li>* Special times in Christian's lives.</li> <li>* What do Christians believe about suffering?</li> <li>* Creation story</li> <li>* Who is God and why is he important?</li> <li>* Christian symbols</li> <li>* Christian festivals</li> <li>* Layout and features of a church</li> <li>* Bible</li> <li>* Christians and death</li> </ul>	<ul style="list-style-type: none"> <li>* To learn about the Christianity.</li> <li>* To know where and how Christians worship.</li> <li>* To know who Christians worship.</li> <li>* To be able to retell the creation story.</li> <li>* To learn about Christian symbols.</li> <li>* To learn about Christian festivals.</li> <li>* To know why the Bible is important.</li> <li>* To know about the features of a church.</li> </ul>
DT	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> <li>* Design, create and evaluate a shield.</li> <li>* Research and plan a banquet for a king/queen.</li> <li>* Design and build cardboard box castles, in groups.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to design, create and evaluate a shield.</li> <li>* To learn about food they ate in castles.</li> <li>* To be able to plan a banquet.</li> <li>* To be able to build a cardboard castle.</li> </ul>

	<p>Design</p> <ul style="list-style-type: none"> <li>* design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>* explore and evaluate a range of existing products</li> <li>* evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>* build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>* use the basic principles of a healthy and varied diet to prepare dishes</li> <li>* understand where food comes from.</li> </ul>		<ul style="list-style-type: none"> <li>* To be able to use materials and tools safely.</li> <li>* To be able to join materials effectively.</li> </ul>
ICT	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <ul style="list-style-type: none"> <li>* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>* create and debug simple programs</li> <li>* use logical reasoning to predict the behaviour of simple programs</li> <li>* use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>* Programming bee bots/scratch</li> <li>* Use the internet to search efficiently.</li> <li>* Use word to create documents and be able to open/save them correctly.</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to program objects to move.</li> <li>* To be able to use the internet to search for information.</li> <li>* To be able to save and retrieve work.</li> <li>* To be able to use word.</li> </ul>
PSHE		<ul style="list-style-type: none"> <li>* Smoking</li> <li>* Drugs</li> </ul>	<ul style="list-style-type: none"> <li>* To understand the dangers of smoking and drugs.</li> <li>* To know what drugs are.</li> </ul>
PE	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<ul style="list-style-type: none"> <li>* Crossbar</li> <li>* Dance</li> <li>* Netball</li> </ul>	<ul style="list-style-type: none"> <li>* To be able to throw and catch a range of balls.</li> </ul>

	<ul style="list-style-type: none"><li>* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>* participate in team games, developing simple tactics for attacking and defending</li><li>* perform dances using simple movement patterns.</li></ul>		<p>* To be able to perform and link a range of movements.</p>
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