



Year 1 and 2 Medium Term Plan – Journeys



Term	Autumn 2 2022		
Key text	Year 1 - Year 2 - SATS (2 weeks) Lost and Found Oliver Jeffers – Narrative (3 weeks) Biography - (2 weeks) Letter to Santa		
Key Vocabulary	Continent Globe Atlas South pole North pole Explorer Significant Climate		
Ongoing objectives through this topic			
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it's achieved?
WALT: use an atlas to identify the world's continents	Geography	Use world maps, atlases and globes to identify continents studied at this key stage	Children will be able to <ul style="list-style-type: none"> - Name the 7 continents of the world. - Begin to identify the continents on a unlabelled atlas.
WALT: Identify the equator, the North Pole and the South Pole.	Geography	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Children will be able to <ul style="list-style-type: none"> - Describe where the Poles are - Identify the Poles when looking at a globe.

			<ul style="list-style-type: none"> - Mark the equator on a map. - Discuss the climate at the Poles and the equator.
WALT: identify hot and cold places on the Globe	Geography	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<ul style="list-style-type: none"> - Discuss the climate at the Poles and the equator. - Identify other places of warm and cold weather. - Spot patterns about where the warmer countries are and where the colder countries are
WALT: Use the 4 points of the compass	Geography		<ul style="list-style-type: none"> - Name the 4 points on a compass
WALT: Understand how places are linked	Geography/History	Understand how some places are linked to other places e.g. roads, trains.	<ul style="list-style-type: none"> - Describe ways that we can travel around the globe.
WALT: Christopher Columbus	History	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Christopher Columbus.	<p>Children will:</p> <ul style="list-style-type: none"> - Know who Christopher Columbus was and why he is significant.
WALT: Amelia Earhart	History	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Christopher Columbus.	<p>Children will:</p> <ul style="list-style-type: none"> - Know who Amelia Earhart was and why she is significant.
Discrete Teaching			
Lesson WALT	Subject covered Science / PSHE	Curriculum content covered within unit	What will this look like when it's achieved?
Lesson 1 WALT: Autumn	Science	Observe and describe weather associated with the seasons and how day length varies Observe changes across the four seasons.	<p>Lesson 1 children will:</p> <ul style="list-style-type: none"> - Describe weather associated to Autumn. - Describe changes that occur across the seasons.

Lesson 2 WALT: Winter		Observe and describe weather associated with the seasons and how day length varies Observe changes across the four seasons.	Lesson 2 children will: - Describe weather associated to Winter. - Describe changes that occur across the seasons.
Lesson 3 WALT: Spring		Observe and describe weather associated with the seasons and how day length varies Observe changes across the four seasons.	Lesson 3 children will: - Describe weather associated to Spring. - Describe changes that occur across the seasons.
Lesson 4 WALT: Summer		Observe and describe weather associated with the seasons and how day length varies Observe changes across the four seasons.	Lesson 4 children will: - Describe weather associated to Summer. - Describe changes that occur across the seasons.
	ICT		
WALT: understand how to stay safe online.	E Safety	Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies	- Children will be able to say how to stay safe when watching online videos.
WALT: understand how to stay safe online.			- Children will be able to describe the dangers of sharing images online
	RE		
WALT: Describe how Diwali is celebrated	Festivals	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	- Children will be able to say how Hindus celebrate Diwali.
WALT: understand Bonfire Night. Taught Christmas		Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	- Describe the historical relevance of Bonfire Night as part of our festivals topic.
WALT: understand the importance of Remembrance Day.		Bonfire Night – 05/11 Remembrance Sunday – 08/11 Diwali – 14/11 – Hinduism/Sikhism Sikh festivals	- Describe the historical relevance of Remembrance Day as part of our festivals topic. - Discuss how we show respect

WALT: Describe the festival of Vaisakhi		Christmas – 25/12 – Christianity	<ul style="list-style-type: none"> - The children will be able to describe what happens during the festival of Vaisakhi
WALT: Describe the festival of Vaisakhi			<ul style="list-style-type: none"> - Retell the story of Vaisakhi
WALT: Describe the importance of Christmas to Christians			<ul style="list-style-type: none"> - - Retell the Christmas story
WALT: Discuss how Christmas is celebrated across the world.			<ul style="list-style-type: none"> - Describe how Christian's across the globe celebrate Christmas
	Music		
<p>Lesson 1 27/10/22</p> <p>WALT: Follow the conductor/band leader.</p>	Music (Singing/Listening)	<p>Explain that this term we will be learning some songs for the Christmas performance to parents. Discuss how Christmas is a huge celebration in the Christian calendar and as a school we celebrate every year. How did we do it last year? What was different?</p> <p>We are going to carefully listen/watch children performing so that we can share understanding of the music/songs they are singing and knowing when to stop and start. Children Performing</p> <ul style="list-style-type: none"> - To do this successfully we need to know when to start and stop at certain times throughout by following a conductor. - LM to explain the role of the conductor using hands to get the children to stand up, sit down, sing louder and stop! <p>Then practise together stopping and freezing when told to do so...Move and Freeze</p> <ul style="list-style-type: none"> - In pairs take it in turns to conduct stopping and starting as LM at the beginning. 	<p>Children will</p> <ul style="list-style-type: none"> - Be able to stop and start on demand by following hand gestures. - Understand the role of a conductor/band leader.
<p>Lesson 2 03/11/22</p> <p>WALT:</p>	Music (Listening)	<ul style="list-style-type: none"> - Retrieval- See if you can do the following without me talking to you! Get the children to stand up, sit down etc through the use of hands. 	<p>Children will</p> <ul style="list-style-type: none"> - Come up with some actions to accompany key words

<p>Practise, rehearse and present performances to an audience.</p>		<ul style="list-style-type: none"> - Using the links below play the songs used last year in EYFS to remind them of the virtual performance and give inspiration. - Santa Claus is coming to Town - Santa Stuck up the Chimney - We wish you a Merry Christmas - Listen and name the titles together. - Hustle Bustle, something going on, how much further to Bethlehem, Calypso Kings, Hey Ewe, Gospel Angels and a King is born. - Then listen to the chorus of each new song and with a talk partner come up with some actions. 	<p>ready to start rehearsing next week.</p> <p>-</p>
<p>Lesson 3 10/11/22</p> <p>WALT: Practise and rehearse songs.</p>	<p>Music (Singing)</p>	<ul style="list-style-type: none"> - Preparations for Christmas Show. - Sing all songs from start to finish. Recap prior leaning and the actions chosen from last week. Can you remember? Discuss with a talk partner. Remind children of the conductor using hands to stop/start and sing louder etc. 	<p>Children will</p> <ul style="list-style-type: none"> - Have sung all songs at least once all the way through by the end of this session.
<p>Lesson 4 17/11/22</p> <p>WALT: Practise and rehearse songs. Recognise different instruments.</p>	<p>Music (Singing & Musicianship)</p>	<ul style="list-style-type: none"> - Decide on instruments being used for some songs. - Children choose from a selection of instruments and name them. (Sleigh bells, triangles, drums and xylophones.) - Which ones are best for which songs? - Support for HA with instruments Remind children of the conductor using hands to stop/start and sing louder etc. 	<p>Children will</p> <ul style="list-style-type: none"> - Have chosen instruments and be aware of which instrument they will be playing for each song and its name.

<p>Lesson 5 24/11/22</p> <p>WALT: Practise and rehearse songs. Play instruments using the correct techniques with respect.</p>	<p>Music (Singing & Performing)</p>	<ul style="list-style-type: none"> - Use instruments to accompany the songs. - Sort out groups for playing instruments to accompany each song. - Recap conductor for stopping/starting. Louder/quieter etc. - Try and run through songs which require playing instruments. 	<p>Children will</p> <ul style="list-style-type: none"> - Be able to play their instrument for their song and understand how to do this with respect. (Not too loud/over powering to drown out the singing.)
<p>Lesson 6 01/12/22</p> <p>WALT: Practise and rehearse songs.</p>	<p>Music (Singing & Performing)</p>	<ul style="list-style-type: none"> - Practise songs and record to show back at the end of the session. - Run through each song playing instruments. <p>Discuss what worked well and what we need to work on to make our performance even better.</p>	<p>Children will</p> <ul style="list-style-type: none"> - Be able to discuss what the need to work on to make an outstanding performance.
<p>Lesson 7 08/12/21</p> <p>WALT: Practise, rehearse and present performances to an audience.</p>	<p>Music (Singing & Performing)</p>	<ul style="list-style-type: none"> - Dress rehearsal in the hall/classroom. - Use instruments and get children to introduce for each song. - Move quickly and quietly after each song so they are ready to perform at the front with instrument on their turn. <p>Discuss what we need to work on from last week and how we can do this.</p> <p style="color: red;">Are we ready to perform to parents?</p>	<p>Children will</p> <ul style="list-style-type: none"> - Run through the whole performance from start to finish using the guidance of LM as a conductor. - Perform their show to parents live!
<p>Lesson 8 15/12/21</p> <p>WALT: Use Musical Sound effects.</p>	<p>Music (Composing & Musicianship)</p>	<ul style="list-style-type: none"> - Using instruments make their own sound effects to accompany these different Christmas songs. <p>Rocking around the Christmas Tree S-A-N-T-A Jingle Bells We wish you a Merry Christmas</p>	<p>Children will</p> <ul style="list-style-type: none"> - Make sound effects for different songs in groups.
<p>Year 1 - TEAMS</p>	<p>PSHE</p>		<p>Year 1 – TEAMS</p>

WALT: understand the importance of being a team.		To learn that they belong to various groups and communities, such as family and school. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	Year 1 TEAM can talk about the teams I belong to.
WALT: understand why it is important to listen.		To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	I can be a good listener.
WALT: be kind to each other.		To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others	I can explain how to be kind and why it is important.
WALT: discuss bullying and teasing.		To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.	I can talk about unkind behaviour, teasing and bullying.
WALT: identify a positive mind set.		To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	I can explain how to be a positive learner.
WALT: make good choices.		To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To recognise that their behaviour can affect other people	I can identify good and not-so-good choices.
Year 2 - VIPS			Year 2 - VIPS
WALT: - who are your VIPS	PSHE	To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	- I can talk about the very important people in my life and explain why they are special
WALT: Families		Families To learn about people who look after them, their family networks, who to go to if they are worried	- I can describe why families are important.

		and how to attract their attention, ways that pupils can help these people to look after them. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	
WALT: friends		To offer constructive support and feedback to others. To communicate their feelings to others, to recognise how others show feelings and how to respond	- can describe what makes someone a good friend.
WALT: falling out		To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	- I can describe ways to help work out arguments and disagreements.
WALT: working together		To recognise that their behaviour affects other people To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	- I can cooperate with others to achieve a task.
WALT: show you care.		To communicate their feelings to others, to recognise how others show feelings and how to respond. To offer constructive support and feedback	- I can describe how I can show my special people that I care about them and understand why this is important.
	PE		
Lesson 1 27/10/22 WALT:	PE- Gymnastics Body Management.	Warm up –Traffic Lights. Red- Stop. Amber- Marching on the spot/high knees. Green- Running on the spot/star jumps. Humpback bridge- Hands and feet on the floor. Zebra crossing- Zig zag with feet.	Children will - Be able to refine the gymnastic pose and hold for a few seconds. Year 2's/HA- Hold for longer on 2 nd attempt.

<p>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>		<p>Pelican Crossing- Opposite leg and arm stretch.</p> <p>Main Lesson- Gymnastic –Body Management moves 1&2. See attached file.</p> <p>Cool down- Make yourself into a small tucked shape. Make yourself into a large stretched shape. Hold position.</p>	
<p>Lesson 2 03/11/22</p> <p>WALT: Develop agility.</p>	<p>PE & Music links. Gymnastics Body Management.</p>	<p>Warm up- Emotions –make links with music lessons. Discuss how we all feel different things at different times and that it is ok to feel these different emotions we just need to know how to express our feelings and how to ask for support if we need it. So, listen to the music and move your body to express how it makes you feel.</p> <p>Happy- Skipping & jumping about. Angry – Stamping feet & clenching fists. Sad – Head down walking slowly.</p> <p>Main Lesson- Gymnastics –Body Management moves 3&4. See attached file. Back support and straddle sit.</p> <p>Cool down- Freeze into your favourite emotion. Stretch and cool down.</p>	<p>Children will</p> <ul style="list-style-type: none"> - Be able to swiftly move from one pose to the next. <p>Year 2's/HA- Hold for longer on 2nd attempt using a timer/counting.</p>
<p>Lesson 3 10/11/22</p> <p>WALT: Develop co-ordination.</p>	<p>PE- Gymnastics Body Management.</p>	<p>Warm up- Body Parts. Today we are going to warm up our bodies and when I say stop I want you to hold up a part of body or put it on the floor.</p> <p>Children warm up on the spot. After a while, call out parts of the body for the children to hold up or put on the floor. Then call out different parts of</p>	<p>Children will</p> <ul style="list-style-type: none"> - Be able to use different parts of the body smoothly and efficiently. <p>Year 2's/HA- Hold for longer/more on 2nd attempt using a timer/counting.</p>

		<p>the body to connect with someone else, such as elbows or shoulders or a piece of furniture in the room.</p> <p>Stretch- Choose a body part to draw around and then hold that body part down on the paper when finished. Freeze!</p> <p>Main Lesson- Gymnastics – Body Management moves 5&6. See attached file. Arch and Front Support.</p> <p>Cool down- Call out different parts of the body to rub and massage. Then blow on them- slowly and quietly. Can you feel the air on your bodies?</p>	
<p>Lesson 4 17/11/22</p> <p>WALT: Develop balance, agility and co-ordination.</p>	<p>PE- Gymnastics Body Management.</p>	<p>Warm up- Cars. Transport CD Today we are going to warm up our bodies in our cars! Put your seat belt on and start the ignition. Start by walking around your spot/area avoiding other cars on the road. Call out the colours of the traffic lights to stop and go. Start to move a bit faster and introduce more actions to the warm up journey.</p> <ul style="list-style-type: none"> • Roundabouts- travel in a circle. • Bridges- on the floor on tummies. • Windy roads- lots of bends and corners to turn around. • Pot holes- jumping up and down. • Tunnel- crawl through. <p>Stretch- Arms- wipers, squats- wheels, indicators- left and right.</p> <p>Main Lesson- Gymnastics- Body Management moves 7. See attached file. Right splits, box splits and left splits.</p> <p>Cool down- Use a bottle of bubbles/wand and waft them into the air. Children lie still and watch them float down to</p>	<p>Children will</p> <ul style="list-style-type: none"> - Move comfortably from left to right. <p>Year 2's/HA- Hold for longer/more on 2nd attempt using a timer/counting.</p>

		the floor and pop. Can they feel the sensation landing and popping on their skin?	
<p>Lesson 5 24/11/22</p> <p>WALT: Develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	PE- Gymnastics Body Management.	<p>Warm up- Musical Statues/bumps/glue to a wall. (T-Rex we like to boogie- Track 7.) Today we are going to warm up our bodies by having a bit of a boogie! Move in as many different ways as possible to get your heart rate up and racing. When the music stops, freeze/sit on the floor/glue yourself to a wall!</p> <ul style="list-style-type: none"> • Boogie like you're a ballerina! • Boogie like you're an elephant! • Boogie like you're a Dad! • Boogie like you're having fun! • Boogie like you're cross! <p>Stretch- Freeze into certain positions and hold those stretches.</p> <p>Main Lesson- Gymnastics- Body Management moves 8 and 9. See attached file. Shoulder flexibility and broad jump.</p> <p>Cool down- Ask the children to hold their hands out, scrunch them up really small and then open them out as wide as possible. Repeat this a few times. Then try it with the face- can you make it as small as possible and then as big as possible? Really opening eyes and mouths as wide as you can. Then repeat with arms- making them small and big. Also, try with legs. Finally lay on the floor making a small shape, then stretch out through all their body parts in a large shape. Repeat a few times.</p>	Children will Perform their moves to partner and give feedback to one another on how to improve.
<p>Lesson 6 01/12/22</p> <p>WALT:</p>	PE- Gymnastics Body Management.	<p>Warm up- Group clockwise circuit- running, skipping, side steps. Change direction- anti-clockwise- jogging, high knees, hopping.</p>	Children will Complete the circuits to refine moves 1-9.

<p>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>		<p>Stretch- Dancers stretch/arabesque.</p> <p>Main Lesson- Gymnastics- Body Management moves 1-9. See attached file. Set up a circuit with mats and in groups perform each move. Work on each for 5 mins and move on to the next Body Management move.</p> <p>Cool down- Tai Chi- is an ancient martial art and movement meditation. We are going to try some Tai Chi inspired actions to cool down.</p> <ul style="list-style-type: none"> • Stand legs apart and arms by sides • Imagine holding a ball- lift it up in front of you • Put the ball in towards your chest and bend your knees • Make the ball bigger- breathe in • Make the ball smaller- breathe out • Take the ball in lots of different directions, whilst keeping legs still- move in a slow and fluid way • Slowly lower the arms back to the sides of the body! 	
<p>Lesson 7 08/12/22</p> <p>WALT: Boost our activity/fitness levels.</p>	<p>PE- 12 Activities of "Boostmas."</p>	<ul style="list-style-type: none"> - Snowball Target Throw. - The Elves are gearing up for a snowball fight and to make sure they perform at their best, they first need to get in some target practice! - What you'll need: Balls for throwing (you can make it harder with smaller balls) Tall Cones. - Space: Indoors or Outdoors <p>How to play: Set up the game similar to the image see Boostmas planning. Split class into equal teams. How many cones can your team hit from your starting line in 5 minutes?</p>	<p>Children will Participate as a team to score points keeping a record of their scores.</p>
<p>Lesson 8 15/12/22</p> <p>WALT:</p>	<p>PE- 12 Activities of "Boostmas."</p>	<ul style="list-style-type: none"> - Rudolph's Relay - Rudolph has challenged Comet to a relay race! Team Rudolph have set up a course and the race is about to begin... 	<p>Children will Design their own relay working as a team and come up with active forfeits for the losing team.</p>

Boost our activity/fitness levels.		<ul style="list-style-type: none"> - What you'll need: Some imagination to create the relay race of your own design. - Space: Indoors or Outdoors. - How to play: Split your class into Team Rudolph and Team Comet. - The activity will need to be in a relay style, e.g. 1 person at a time completes the lap and returns back to the start before the next person in the team goes. - See who the fastest reindeer team in town is. Losing team must do an active forfeit. 	
Lesson 1 WALT: Autumn - collage	Art	<p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p>	<p>Lesson 1 children will:</p> <ul style="list-style-type: none"> - Use collage techniques to create an autumn scene. - Discuss and generate ideas. -
Lesson 2 WALT: Winter – chalk	Art	<p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p>	<p>Lesson 2 children will:</p> <ul style="list-style-type: none"> - Use chalk to create a Winter scene. - Discuss and generate ideas. -
Lesson 3 WALT: Spring - pastels	Art	<p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p>	<p>Lesson 3 children will:</p> <ul style="list-style-type: none"> - Use pastels to create a Spring scene. - Discuss and generate ideas.
Lesson 4 WALT: Summer - paint	Art	<p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups</p>	<p>Lesson 4 children will:</p>

		<p>and, where appropriate, information and communication technology.</p> <ul style="list-style-type: none">- Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.	<ul style="list-style-type: none">- Use paint to create a summer scene.- Discuss and generate ideas.
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