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**Year 1 - Autumn 2 Medium Term Plan – Childhood in the past**

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| **Term** | Autumn 2 | | |
| **Key text** | Lost in the toy museum // Major Glad, Major Dizzy | | |
| **Key Vocabulary** | before, after, past, present, old, new, then, now, today, modern, timeline, different, same, favourite | | |
| **Ongoing objectives through this topic** | Compare life within living memory and life today. | | |
| **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?** |
| Key Learning Area 1:  What was life like when my parents were young? (1990s) | History | Sequence events and recount changes within living memory.  Understand the meaning of the word chronological thinking about their own life.  Show an awareness of the past, using common words and phrases relating to the passing of time.  Identify similarities and differences between ways of life in different periods.  Find answers to some simple questions about the past from simple sources of information.  Sort artefacts from 'then' and 'now'.  Ask and answer relevant basic questions about the past.  Describe changes within living memory and aspects of change in national life.  Identify some similarities and differences between ways of life in different periods  Changes within living memory, where appropriate these should be used to reveal aspects of change in national life | Children will be able to explain:   * What toys did my parents play with? * What were the toys made from? Is this different from today? * What did my parents’ school day look like? Is this different to my school day? * Explore music trends, who was famous and the cost of key items.   What significant events happened during my parent’s childhood? Millenium! |
| Key Learning Area 2:  What was life like when my grandparents were young? (1960s-1970s) | History |  | Children will be able to explain:   * What toys did my grandparents play with? What are they made from? How is this different to my toys and my parents’ toys? * What did a school day look like for my grandparents? How did this different to my school day and my parent’s school day? * Explore music trends, who was famous and the cost of key items.   What significant events happened during my grandparent’s childhood? World Cup |
| Key Learning Area 3:  What was life like when my great grandparents were young? (1940s). | History |  | Children will be able to explain:   * What toys did my great-grand parents play with? What were they made from? How is this different to the toys we play with? * Explore music trends, who was famous and the cost of key items.   What significant events happened during my great-grandparent’s childhood? War |
| Assessment: |  | Make a museum at school displaying the decades we have learned – learn from the trip to the museum.  Invite parents in.  Parents in to talk about experiences |  |
| Key learning area 4: | Art and DT | **Make a moving picture**  Has own ideas  Verbally explain what a product is and how it works  Plans using pictures and words based on a design criteria  Explains what they’re making and why  Considers what should come next  Begins to mark out and cut with a little accuracy  Thinks about how their product could look good  Talk about work, linking it to what the plan was  Talk about existing products considering how they work  Talk about what could make their product better  **Materials/ Structures**  Suggests ways to make a material or product stronger  **Mechanisms**  Begins to understand how to use levers and sliders |  |
|  | Science |  |  |
| Lesson 1 WALT: name materials  Classify |  | **Materials**  Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple physical properties.  **D/T objectives to be taught through Science**  Describes differences in materials.  Suggests ways to make a material or product stronger.  **Working Scientifically**  Ask simple questions and recognise that they can be answered in different ways.    Use simple equipment to observe closely.    Perform simple tests.    Identify and classify.    Use observations and ideas to suggest answers to questions.  Gather and record data to help in answering questions. | Children will:   * identify and name different materials. |
| Lesson 2 WALT: objects and materials  Classify | Children will:   * name objects and identify the material which they are made from * tell the difference between an object and the materials it is made from |
| Lesson 3 WALT: describe properties of materials  Sorting | Children will:   * look at and touch different materials * describe the properties of everyday materials |
| Lesson 4 WALT: test the properties of materials  Sorting | Children will:   * Describe the simple physical properties of a variety of everyday materials by testing different objects |
| Lesson 5 WALT: investigate materials | Children will:   * Observe closely * Perform a simple test with different materials * Use what they have learnt to make a decision. |
| Lesson 6 WALT: sort objects by their properties  Sorting and classifying | Children will:   * Compare and group materials based on their properties |
|  | PSHE |  |  |
| Lesson 1 WALT: talk about the teams I belong to. |  | Health and Well-being  Learn about different feelings that humans can experience.  Learn how to recognise what others might be feeling.  Learn to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.  Relationships  Learn simple strategies to resolve arguments between friends positively.  Learn how to ask for help if a friendship is making them feel unhappy.  Learn that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.  Learn about how people may feel if they experience hurtful behaviour or bullying.  Learn that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.  Learn about what is kind and unkind behaviour, and how this can affect others. | **TEAM**  I can say what makes a team special.  I can say how it feels to be part of a team. |
| Lesson 2 WALT: be a good listener | I can explain how to be a good listener.  I can explain why good listening is important. |
| Lesson 3 WALT: explain how to be kind and why it is important | I can describe ways that I can be kind.  I can give reasons why it is important to be kind. |
| Lesson 4 WALT: talk about unkind behaviour like teasing and bullying. | I can say if behaviour is joking, teasing or bullying.  I can describe what to do if I see teasing or bullying. |
| Lesson 5 WALT: explain how to be a positive learner | I can recognise helpful thoughts and not-sohelpful thoughts.  I can explain what I can do if I find my learning difficult. |
| Lesson 6 WALT: identify good and not-so-good choices | I can describe some of the choices I make about my behaviour.  I can explain some consequences of making good and not-so-good choices. |
|  | Music |  |  |
| In music we follow the Leicestershire Music Scheme – this term lessons will teach the children about technology, structure & form then we will be learning about singing. | | | |
|  | PE |  |  |
| Part of our P.E. will be taught by a school sports coach. He will be teaching Orienteering.  Mrs Mitchell also teaches PE and will be teaching dance. | | | |
|  | Computing |  |  |
| For computing we use the Kapow computing scheme – this terms lessons will teach the children about programming and online safety. | | | |
|  | RE |  |  |
| Lesson 1 WALT: recognise the symbol associated with Hinduism |  | **Cultural Capital and Enrichment Opportunities:**  *Why is this relevant to me?*  Talk from Hindu  Handling artefacts  Mandir in the local area  Tour/virtual tour of a Mandir  Friends/family may be Hindu  Sense of community  **Substantive strands**  Sacred/special  belonging | Children will know:   * The aum is a Hindu symbol. * An ‘aum’ symbol is a special sign for God, often seen in Hindu homes or places of worship. |
| Lesson 2 WALT: know that the followers of Hinduism believe in Brahman | Children will know:   * Brahman is the highest God in Hinduism |
| Lesson 3 WALT: name places of worship for Hindus | Children will know:   * Hindus worship in a Mandir. * Inside the Mandir there is a shrine. * People have to take off their shoes as they enter. |
| Lesson 4 WALT: identify the Hindu holy book and know how it should be treated | Children will know:   * The Vedas are the oldest Hindu sacred texts. * It needs to be treated with greatest respect. * It cannot be put on the floor nor touched with dirty hands. |
| Lesson 5 WALT: know that Hindus celebrate Diwali | Children will know:   * Diwali is a festival over five days. * It is called The Festival of Lights.   Children will be exposed to the story of Rama and Sita. |
|  | Art and D/T |  |  |
|  |  | **Cooking**  **Christmas**  **strawberry and cream Santa hat**  Can say whether food comes from a plant or an animal  Discusses how fruit and vegetables are healthy  *Chops food* safely with support | Children will:   * Discuss where food comes from * Know what healthy foods are * Chop safely * Make a Santa hat with strawberries and cream. |