



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



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: Use language relating to the passing of time. <i>(Sorting pictures/toys in hoops)</i> <i>(Ordering and sticking pictures of toys from oldest-newest)</i>	History	Sequence events and recount changes within living memory. 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'. Describe changes within living memory and aspects of change in national life. Identify some similarities and differences between ways of life in different periods	Children will be able to explain: <ul style="list-style-type: none">- Look at toys from the past and talk about similarities and differences using pictures and real toys.- Talk about toys their grandparents and parents played with and discuss similarities and differences in materials, how they play with them etc.- Understand and use words like old, oldest, new, newest, modern. (ordering and labelling)-
Key Learning Area 2: Compare different time periods within living memory	History	Find answers to some simple questions about the past from simple sources of information. Identify some similarities and differences between ways of life in different periods	Children will be able to explain: <ul style="list-style-type: none">- Similarities and differences between schools in the past like the 1940s/50s to schools today.

<i>(Drawing a comparison picture of a school in the past and school today)</i>		Changes within living memory, where appropriate these should be used to reveal aspects of change in national life Ask and answer relevant basic questions about the past.	<ul style="list-style-type: none"> - How schools have changed.
Key Learning Area 3: Understand chronology <i>(Houses on a timeline)</i>	History	Ask and answer relevant basic questions about the past. Identify some similarities and differences between ways of life in different periods Understand the meaning of the word chronological thinking about their own life.	Children will be able to explain: <ul style="list-style-type: none"> - The differences between newer houses and older houses - What houses have now that they didn't have before. - What chronology is - What a timeline is.
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	<u>Make a moving picture</u> 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		<p><u>Materials</u> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>D/T objectives to be taught through Science</u> Describes differences in materials.</p> <p>Suggests ways to make a material or product stronger.</p> <p><u>Working Scientifically</u> Ask simple questions and recognise that they can be answered in different ways.</p> <p>Use simple equipment to observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	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.		<p><u>Health and Well-being</u> Learn about different feelings that humans can experience. Learn how to recognise what others might be feeling.</p>	<p><u>TEAM</u> I can say what makes a team special.</p>

		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.	I can say how it feels to be part of a team.
Lesson 2 WALT: be a good listener		<u>Relationships</u> 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.	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 Broughton 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: <i>Why is this relevant to me?</i>	Children will know: - The aum is a Hindu symbol.

		<p>Talk from Hindu</p> <p>Handling artefacts</p> <p>Mandir in the local area</p> <p>Tour/virtual tour of a Mandir</p> <p>Friends/family may be Hindu</p> <p>Sense of community</p> <p>Substantive strands</p> <p>Sacred/special belonging</p>	<ul style="list-style-type: none"> - 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			<p>Children will know:</p> <ul style="list-style-type: none"> - Brahman is the highest God in Hinduism
Lesson 3 WALT: name places of worship for Hindus			<p>Children will know:</p> <ul style="list-style-type: none"> - 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			<p>Children will know:</p> <ul style="list-style-type: none"> - 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			<p>Children will know:</p> <ul style="list-style-type: none"> - Diwali is a festival over five days. - It is called The Festival of Lights. <p>Children will be exposed to the story of Rama and Sita.</p>
	Art and D/T		
		<p>Cooking</p> <p>Christmas</p> <p><u>strawberry and cream Santa hat</u></p> <p>Can say whether food comes from a plant or an animal</p> <p>Discusses how fruit and vegetables are healthy</p> <p><i>Chops food safely with support</i></p>	<p>Children will:</p> <ul style="list-style-type: none"> - Discuss where food comes from - Know what healthy foods are - Chop safely - Make a Santa hat with strawberries and cream.