



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

YEAR 1 - MEDIUM TERM PLAN - SPRING 2

Week	Science	History	Geography	RE	Art/DT
National Curriculum	<p>-observe changes across the four seasons</p> <p>-observe and describe weather associated with the seasons and how day length varies.</p>	Not taught in this topic	<p>-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-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</p>	The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	<p>- to use a range of materials creatively to design and make products</p> <p>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
Week 1	<p>Seasonal Changes Develop Lesson 2 Sun's Rays</p> <p>Skills Describe ways to stay safe in some familiar situations. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</p>		<p>Bright Lights Big City Develop 3: The Capital of Zambia</p> <p>Skill: Identify the similarities and differences between two places.</p>	<p>Baseline assessment: What makes some places sacred?</p> <p>Consider places that make us feel safe. Give simple reasons for why these places make us feel safe.</p>	<p>Rain and Sunrays Engage, lesson 1 Weather symbols</p> <p>Skill Make transient art and pattern work using a range or combination of human-made and natural materials.</p> <p>Core knowledge Natural materials, such as grass, pebbles, sand, leaves, pinecones, seeds</p>



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	<p>With support, use simple equipment to measure and make observations.</p> <p>Core knowledge: Using sun cream and wearing a hat helps you to stay safe in the Sun. Simple tests can be carried out by following a set of instructions.</p>				<p>and flowers, can be used to make transient art.</p> <p>Transient art is art that can be moved, changed and cleared away.</p> <p>The best way to record transient art is by taking a photograph.</p>
Week 2	<p>Develop: Lesson 3b Measuring the wind</p> <p>Skill: Talk about what they have done and say, with help, what they think they have found out.</p> <p>Core knowledge: Results are information that has been found out from an investigation.</p>		<p>Innovate: Step 1: Compare and contrast</p> <p>Skill: Identify the similarities and differences between two places.</p>	<p>Find out more about why the church is important to Christians. Consider questions such as: Are religious artefacts important to believers? Why is the church important to Christians? Is the church building important to Christians? Focus: Artefacts in Church</p>	<p>Develop Lesson 1: Exploring line and shape</p> <p>Skill Use soft and hard pencils to create different types of line and shape.</p> <p>Core knowledge Soft pencils make dark lines. Hard pencils make light lines.</p>



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					Different types of line include zigzag, wavy, curved, thick and thin.
Week 3	<p>Develop: Lesson 4a: Measuring and recording the temperature</p> <p>Skills With support, use simple equipment to measure and make observations. Investigate weather using toys, models or simple equipment.</p> <p>Core knowledge Simple equipment can be used for measuring weather including windsocks, thermometers and rain gauges.</p>		<p>Innovate: Step 3: Human features and landmarks</p> <p>Skill: Name and describe the purpose of human features and landmarks.</p>	<p>Describe the mosque and its features. Find out more about the mosque and why it is important to Muslims. Consider questions such as: What is the mosque like? What might it feel like to enter the mosque as a believer? Why do you think each area of the mosque is important? Focus – Asking questions in preparation for a visit to church</p>	<p>Develop Lesson 2 :Exploring texture</p> <p>Skill Identify and compare different textures.</p> <p>Core knowledge A texture is the feel or appearance of a surface.</p>
Week4	<p>Develop: Lesson 4b Measuring and recording the temperature</p> <p>Skill</p>		<p>Innovate: Step 5: Position</p> <p>Skill: Use simple directional and positional language to give directions, describe the</p>	<p>Describe the mosque and its features. Find out more about the mosque and why it is important to Muslims.</p>	<p>Develop Lesson 3: Exploring collagraphy</p> <p>Skill Design and make art to express ideas.</p>



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	Talk about what they have done and say, with help, what they think they have found out.		location of features and discuss where things are in relation to each other.	Consider questions such as: What is the mosque like? What might it feel like to enter the mosque as a believer? Why do you think each area of the mosque is important?	Core knowledge Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). A print is a shape or pattern made by pressing paint or ink from one surface to another. A collagraph is a textured block that can be used to make a print.
Week 5	Develop: Lesson, Lesson 5 Measuring precipitation Skill Ask simple scientific questions.		Innovate: Collate all of evidence to direct Marley the Meercat to London Zoo	Find out more about symbols within different places of worship. Look for similarities and differences between places of worship: church and mosque.	Innovate lesson1: Creating weather collagraphs Skill Make simple prints and patterns using a range of liquids including ink and paint. Core knowledge



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					<p>A collagraph is a textured block that can be used to make a print. A print is a shape or pattern made by pressing paint or ink from one surface to another.</p> <p>Colours can be mixed directly on a surface by pressing, folding and printmaking.</p>
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