



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Year 1 - Medium Term Plan - Autumn 2

Week	Science	History	Geography	RE	Art/DT
National Curriculum	<p>Pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Pupils should be taught about: .changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. .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 (Queen Elizabeth II)</p>	<p>Pupils should be taught how to: .name and locate the world's seven continents and five oceans .name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. .understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. .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 .use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to</p>	<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>	<p>Pupils should learn how to: .to use a range of materials creatively to design and make products . to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination . to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space . 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.</p>



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			<p>describe the location of features and routes on a map Geography – key stages 1 and 2 3</p> <p>.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</p>		
Week 1	<p>HUMAN SENSES Lesson 1: Introductory knowledge: Humans</p> <p>Skill: Talk about what they have done and say, with help, what they think they have found out. Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.</p> <p>By the end of this lesson children should know:</p>	<p>CHILDHOOD Lesson 4: Significant event – Elizabeth II's coronation Develop</p> <p>NC Learn about events beyond living memory that are significant nationally or globally.</p> <p>Skill: Describe a significant historical event in British history.</p> <p>Lesson Plan: Describe the coronation</p>	<p>CHILDHOOD Lesson 5: Changes over time Develop</p> <p>NC Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Skill: Describe how a place or geographical feature has changed over time.</p> <p>Lesson Plan: Spot differences in maps</p>	<p>INCARNATION Baseline assessment: What do you know about Christmas? Tell the story of the birth of Jesus and recognise the link with Incarnation - Jesus is God on Earth. Dev: I know aspects of the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger, Angels appeared to the shepherds. Sec: I know the birth narrative. Exc: I can explore why Jesus being born in a</p>	<p>FUNNY FACES AND FABULOUS PORTRAITS Engage- Exploring features</p> <p>NC Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Knowledge- A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p> <p>Specific knowledge - A portrait is a drawing, photograph or painting of a face.</p> <p>Specific knowledge - A self-portrait is a portrait that an</p>



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	<p>Humans are living things. They belong to a group of animals called mammals.</p> <p>Humans normally have the same body parts.</p> <p>Humans look different from each other.</p>			<p>stable is significant for Christians.</p> <p>Introduce the key question: . Why does Christmas matter to Christians?</p>	<p>artist produces of themselves.</p> <p>Skill - Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p> <p>Lesson Plan: Learn about portraits, discuss different portraits. Allow chn to draw their own self-portrait.</p>
Week 2	<p>Engage: Lesson 1: Body parts</p> <p>Skills: Draw and label the main parts of the human body and say which body part is associated with which sense.</p> <p>With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).</p> <p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p>	Not this week	<p>Our Wonderful World</p> <p>Develop- Lesson 1</p> <p>NC - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Knowledge: The United Kingdom (UK) is a union of four countries: England,</p>	<p>To consider how important the birth of Jesus is to Christians. To know that Jesus was 'good news.'</p> <p>Sec: I know that Christians believe that Jesus is God. I know that the Bible says that Jesus' birth shows that he was extraordinary and that he came to bring good news.</p> <p>Exc: I can discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'.</p> <p>What would you put in a bedroom for a new baby?</p>	<p>Lesson 1: Funny Faces</p> <p>NC Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Knowledge- A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p> <p>Skills - Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features</p>



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	<p>Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</p> <p>Core knowledge: By the end of this lesson children should know: The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Different animal groups have some common body parts.</p>		<p>Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>Skill(s): Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Lesson Plan: Label the 4 countries in the UK</p>	<p>. Where was Jesus born? . Who came to visit Jesus? . What might the shepherds have asked Mary and Joseph?</p>	<p>Lesson Plan – Show funny faces, model how to make a funny face. Allow chn to explore making funny faces using face cut outs.</p>
Week 3	<p>Develop: Lesson 1: Functions Skill: Talk about what they have done and say, with help, what they think they have found out. Draw and label the main parts of the human body and say which body part</p>	Not this week	<p>Our Wonderful World Lesson 2: Different types of settlement Develop</p> <p>NC -Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>To know some Christian traditions leading up to Christmas. Dev: I know that Christians celebrate Jesus' birth. I am aware of Advent but can't explain its significance.</p>	<p>Lesson 2: Cut, stick and join Develop</p> <p>NC - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>



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	<p>is associated with which sense. Core knowledge: By the end of this lesson children should know: Results are information that has been found out from an investigation.</p>		<p>Knowledge- A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</p> <p>Skill - Identify the characteristics of a settlement.</p> <p>Lesson Plan: Look at different settlement types and understand their features.</p>	<p>Sec: I know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. Exc: I can discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'. What are Christian reasons for celebrating Christmas? Why does Christmas matter to Christians?</p>	<p>.Make Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Knowledge - Scissors are used to cut fabrics. Glue and simple stitches, such as running stitch, can be used to join fabrics. Running stitch is made by passing a needle in and out of fabric at an even distance.</p> <p>Fabric can be decorated using materials and small objects, such as buttons and sequins. Decorations can be attached to the fabric by gluing, stapling or tying.</p> <p>Skill(s) - Cut and join textiles using glue and simple stitches. Use gluing, stapling or tying to decorate fabric, including buttons and sequins.</p>
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					Lesson Plan: Recall funny faces, model how to stick and create funny face. Children to create funny faces sticking sequins and paper together.
Week4	<p>Develop: Lesson 2: why do we need our senses?</p> <p>Skill: Describe ways to stay safe in some familiar situations. Talk about what they have done and say, with help, what they think they have found out.</p> <p>Core knowledge: By the end of this lesson children should know: Ways to stay safe include: using sun cream and wearing a hat in the Sun; stopping, looking and listening when crossing the road; not touching sharp or hot objects; only eating or drinking what you know or have been given by an adult you trust.</p>	Not this week	<p>Lesson 3: Aerial photographs Develop</p> <p>NC 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.</p> <p>Knowledge: An aerial photograph or plan perspective shows an area of land from above.</p> <p>Specific knowledge: Google Earth is a computer program that accesses aerial images of the world via satellites.</p> <p>Skill: Identify features and landmarks on an aerial</p>	<p>To think about thankfulness. To know Christmas is a time when many people give thanks. Dev: I know that Christians celebrate Jesus' birth. Sec: I can talk about what Christians are thankful for. Exc: I can discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'. I can raise relevant questions in response to their enquiry into the Christian concept of Incarnation. Why might someone put up decorations in your home? What decorations do you use?</p>	<p>Lesson 3: Exploring colour Develop</p> <p>NC- Learn 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.</p> <p>Knowledge - Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p>Specific knowledge - Examples of colourful portrait paintings include Portrait of Dora Maar by Pablo Picasso, Blue Marilyn by Andy Warhol, Self-Portrait as a Tehuana and My</p>



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			<p>photograph or plan perspective.</p> <p>Lesson Plan: Identify features of an aerial photograph.</p>	<p>What are Christians feeling thankful for? What might Mary / Joseph / the shepherds have been thankful for? What are you thankful for?</p>	<p>Grandparents, My Parents and Me by Frida Kahlo and Portrait of Gerda by Ernst Ludwig Kirchner.</p> <p>Skill - Describe and explore the work of a significant artist.</p> <p>Lesson Plan: Discuss colour, compare portraits and discuss similarities/differences. Model and allow children to explore a portrait and use colour pastels/paints.</p>
Week 5	<p>Develop: Lesson 3: Sensory Loss and assistive tools</p> <p>Skill: Ask simple scientific questions.</p> <p>Core knowledge: By the end of this lesson children should know: Question words include what, why, how, when, who and which.</p>	Not this week	<p>Lesson 4: Woodlands, hedgerows and meadows Develop</p> <p>NC - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Knowledge - Natural environments can be affected by the actions of</p>	<p>To consider our own Christmas traditions and make our own links about what makes Christmas special to us. How do you celebrate Christmas? What traditions do you have in your family?</p>	<p>Lesson 4 – Innovate – Collage creators</p> <p>NC Use a range of materials creatively to design and make products.</p> <p>Knowledge - Collage is an art technique where different materials are layered and stuck down to create artwork.</p> <p>Knowledge Year 1</p>



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			<p>humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully.</p> <p>Skill - Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.</p> <p>Lesson Plan: Go on the field and use the spotting sheet provided to observe differences in human and physical features</p>		<p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Skill Year 1 Use textural materials, including paper and fabric, to create a simple collage. Skill Year 1 Design and make art to express ideas.</p>
Week 6	<p>Lesson 4: Investigating our sense of touch</p> <p>Skill: With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. Core knowledge: Simple tests can be carried out</p>	Not this week	<p>Innovate- Local hum and physical features NC - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Knowledge Year 1 Data is information that can be collected and used to</p>	<p>To assess what the children have learnt in this unit. End of unit assessment: What do you know about Christmas?</p>	Not this week



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	by following a set of instructions.		answer a geographical question. Knowledge - Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. Skill - Collect simple data during fieldwork activities. Skill Year 1 Carry out fieldwork tasks to identify characteristics of the school grounds or locality.		
Week 7	Not this week- Nativity	Not this week	Not this week	Not this week – Nativity	Not this week – Nativity