



# BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

*BECOMING **I**NDEPENDENT **S**UCCESSFUL **H**ONEST **O**PEN-MINDED **P**EOPLE*

## Year 1 - Medium Term Plan - Autumn 2

| Week                | PE 1  | PE 2  | Music                                  | PSHE  | Computing  |
|---------------------|---|---|--|---|--|
| National Curriculum | Pupils should be taught to perform dances using simple movement patterns.   | Pupils should be taught to perform dances using simple movement patterns. | To learn about pulse, rhythm and pitch | Autumn- Relationships:<br>Families & Relationships<br>Safe Relationships<br>Respecting ourselves and others | Pupils are taught to:<br>.use logical reasoning to predict the behaviour of simple programs<br>. use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>.recognise common uses of information technology beyond school           |
| Week 1              | COMPLETE PE- THE ZOO<br>Exploring expression:<br>Pupils will learn how to control and co-ordinate their bodies to perform movements that represent big animals. | COMPLETE PE- THE ZOO<br>Exploring expression:<br>continued                | Not this week                          | Families & Relationships<br>lesson 1: We are learning about the special people in our lives.                | Lesson 3<br>Developing Mouse Skills<br>To use a mouse in different ways <ul style="list-style-type: none"> <li>● I can use a mouse to open a program</li> <li>● I can click and drag to make objects on a screen</li> <li>● I can use a mouse to create a picture</li> </ul> |



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|--------|--|--------------------------------------|--|---|--|
| Week 2 | <p>Adding movements together: The focus of the learning is to respond to the stimulus (small animals) using a range of different and controlled movements.</p> <p>Pupils will learn how to control and co-ordinate their bodies adding movements together which represent the actions of a small animal.</p> | Adding movements together: continued | Hey You! Step 1:<br>Listen and Appraise –<br>.Hey You! by Joanna Mangona.<br>.Musical Activities<br>.Perform       | Families & Relationships<br>lesson 2: We are learning about how we care for the special people in our lives | Lesson 4<br>Using a computer keyboard<br>To use a keyboard to type <ul style="list-style-type: none"><li>I can tell you that writing on a computer is called typing</li><li>I can type my name on a computer</li><li>I can use the shift key to type a capital letter</li><li>I can save my work to a file</li></ul> |
| Week 3 | <p>Motifs: The focus of the learning is for pupils to respond to rhythm using a range of controlled movements.</p> <p>Pupils will learn how to control and co-</p>   | Motifs: continued                    | Hey You! Step 2:<br>. Listen and Appraise -<br>Me, Myself And I by De La Soul<br>. Musical Activities<br>. Perform | Families & Relationships<br>lesson 3: We are learning about how we change as we grow.                       | Lesson 5<br>Developing Keyboard Skills<br>To use the keyboard to edit text <ul style="list-style-type: none"><li>I can open my work from a file</li></ul>  |



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|--------|---|--|--|--|---|
|        | ordinate their bodies to perform a motif.   |  |  |  | <ul style="list-style-type: none"> <li>I can use the arrow keys to move the cursor</li> <li>I can delete letters</li> </ul>   |
| Week4  | <p>Introducing partner work: The focus of the learning is for pupils to respond to rhythm using a range of controlled movements that represent arctic animals.</p> <p>Pupils will learn how to control and co-ordinate their bodies to perform a sequence with a partner.</p> | Introducing partner work: continued                  | <p>Hey You! Step 3:</p> <ul style="list-style-type: none"> <li>. Listen and Appraise - Fresh Prince Of Bel Air by Will Smith</li> <li>. Musical Activities</li> <li>. Perform</li> </ul> | Families & Relationships lesson 4: We are learning about the differences and similarities between people and families. | <p>Lesson 6</p> <p>Using a computer responsibly</p> <p>To create rules for using technology responsibly</p> <ul style="list-style-type: none"> <li>I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</li> <li>I can give examples of some of these rules</li> <li>I can discuss how we benefit from these rules</li> </ul> |
| Week 5 | Exploring relationships within out motifs: The focus of learning is for   | Exploring relationships within out motifs: continued | Hey You! Step 4:   | Not this week  | Assessment Lesson- On the laptops using all of the skills learnt this topic.  |



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|        |   |  |  |               |  |
|--------|---|--|--|---------------|--|
|        | <p>pupils to respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper.</p> <p>Pupils will create and perform a motif.</p>  |  | <p>. Listen and Appraise - Rapper's Delight by The Sugarhill Gang</p> <p>. Musical activities.</p> <p>Perform</p>          |               |  |
| Week 6 | <p>Relationships and performance: The focus of the learning is to explore the relationship between a zookeeper and a big cat, creating movement patterns.</p> <p>Pupils will create and perform a motif to an audience.</p> | Relationships and performance: continued | <p>Hey You! Step 5: Listen and Appraise - U Can't Touch This by MC Hammer</p> <p>. Musical activities</p> <p>. Perform</p> | Not this week | <p><u>Staying safe online</u></p> <p>Online bullying</p> <p>I understand that certain behaviours can upset others.</p> <p>I can identify behaviour that might upset others online.</p> <p>I can recognise that being kind online can make someone feel good.</p> |
| Week 7 | Not this week   | Not this week                            | <p>Hey You! Step 6 : . Listen and Appraise - It's Like That by Run DMC</p>   | Not this week | Not this week  |



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|  |  |  |                                   |  |  |
|--|--|--|-----------------------------------|--|--|
|  |  |  | . Musical activities<br>. Perform |  |  |
|--|--|--|-----------------------------------|--|--|