

Medium term plan – Autumn Term 2021 – A Kingdom United - ‘Was *The Great Fire of London* really ‘great’?’

	<p>Stunning start – building houses</p> <p>Marvellous middle – Wild Tribe – campfire</p> <p>Fabulous finish – Big question showcase for parents</p>	<p>WOW</p> <p>Days/Trips/Visitors</p> <p>Trip to Barnstaple Fire Station</p> <p>Fire safety talk</p>
Areas of learning	<p>Emerging Reception ELG Yr1-NC</p>	Learning opportunities
PSED/PSHE/RSE	<p>By the end of the unit children will</p> <ul style="list-style-type: none"> • Recognise things that might be dangerous that can cause a fire or serious injury. • Be able to follow simple fire safety rules. • Practise simple ways of staying safe and finding help. • Know that is important to be responsible and that my actions and choices can seriously impact others. • Know that I should only call 999 when there is an emergency. • Explain what a hoax call is and understand that there can be serious consequences if someone decides to make one. • Know that playing with fire or starting a small fire is unsafe and can lead to serious harm and damage. • Know that texting while driving can lead to a serious accident and if I see anyone texting and driving, I will share what I have learned with them. 	<p>Dilemma drops</p> <p>Fire safety</p>
PD/PE		
Literacy/English	<p>Read Write Inc. programme – children are grouped according to their RWI level and plans are followed accordingly. Please see website for further information and to view our RWI policy.</p> <p>RWI Talk through Stories will also be used - children will get to know the story really well: the plot, the characters, and their actions and motives. We will explore eight words from the story, specifically selected to develop children’s understanding of each word in the context of their everyday lives.</p> <p>Texts –</p>	<p>Other opportunities/rich topic-based texts</p> <p>Mark making</p> <p>Lists</p> <p>Labels</p> <p>Captions</p> <p>Instructions – how to make bread</p> <p>Diary writing – weekend news</p>

	<p>Zog On the way home</p> <p>Billy and the dragon Farmer Duck</p> <p>George and the dragon Six Dinner Sid</p> <p>Supertato Owl Babies</p>	The Great Fire of London by Liz Gogerly Helicopter Story session
M/Maths (number & SSM)	See White Rose Maths overview	White Rose Maths NRich resources Number blocks
UtW/Science/History/Geography		
The World/Science	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Understand the effect of changing seasons on the natural world around them.</p> <p>Year 1 – Everyday materials</p> <ul style="list-style-type: none"> • 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 	<p>Houses and household materials Signs of Autumn</p>
Technology/Computing	<p>Explore how things work.</p> <p>By the end of this unit, children in Year 1 will be able to -</p> <ul style="list-style-type: none"> • create step-by-step instructions using pictures; • write and follow detailed step-by-step instructions; • direct a Bee-Bot to a toy; • program a Bee-Bot one instruction at a time, using the arrow buttons. • say what an algorithm is; • say why it is important to be precise when writing an algorithm; • check their work for mistakes (debug); • program a Bee-Bot (or similar programmable toy) using the arrow buttons; 	<p>Twinkl - Programmable toys</p> <p>Barefoot - Computational thinking</p>

	<ul style="list-style-type: none"> • start their programming sequence again if they need to; • check their work for mistakes to debug a program; • plan and check an algorithm 	
Understanding the World / History	<p>Show interest in different occupations.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people, places in their own locality</p>	<p>The Great Fire of London</p> <p>Samuel Pepys</p> <p>Bonfire Night</p> <p>Remembrance Day</p>
The world/Geography	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>Locational Knowledge</u></p> <p>UK - Name, locate, identify: four countries and capitals of UK & surrounding seas.</p> <p><u>Human and physical knowledge</u></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Bratton Fleming – compare with London</p> <p>Capital cities</p>
EAD		

<p>Exploring and using media and materials / Being Imaginative / Art and Design</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children in year 1 will learn –</p> <ul style="list-style-type: none"> • About the advice the artist Joshua Reynolds gave to Thomas Gainsborough about using colour. • How Gainsborough practised art when he was a young boy. • What a miniature self-portrait is • Copy Gainsborough's method of practising by drawing or painting your own miniature self-portrait. • Which materials Gainsborough used when starting his portraits • What a background wash is • How to copy this technique before painting a portrait. • About why Gainsborough painted portraits with the people sat in dark places • What is meant by the contour of a face. 	<p>Portraits Artist - Thomas Gainsborough</p>
<p>EAD/Music</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Music sessions with Mrs Baker</p>

Design and Technology/UtW/EAD	<p>Talk about the differences between materials and changes they notice.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>Making bread</p> <p>Tudor Houses</p>
People and Communities/RE	<p>Continue developing positive attitudes about the differences between people.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community.</p> <p>Make sense of belief:</p> <p>Recognise that stories of Jesus' life come from the Gospels</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Understand the impact:</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p>Make connections:</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p> <p>By the end of this unit children will be able to –</p> <p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them</p> <p>Recall simply what happens at a traditional Christian festival (Christmas).</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <p>Retell religious stories, making connections with personal experiences.</p>	<p>Diwali</p> <p>Christmas</p> <p>Devon & Torbay RE syllabus</p> <p>-</p>