Yanwath Year 1 Medium term plan

Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	Consolidation week
Science Seasonal Changes	Pre-assessment quiz **New Core Knowledge** Weather changes across the four seasons of the year. **Revisiting Core Knowledge** • Noticing changes in the weather — like when it gets warmer or colder. • Observing changes in nature — such as leaves changing colour, falling, or new flowers growing. • Talking about different clothes we wear in different seasons (coats in winter, hats in summer). **Key Vocabulary** • autumn • season • spring • summer • symbol • weather • winter **Outline of Main Tasks** To make a weather mobile.	**New Core Knowledge** There are lots of seasonal activities that occur every year, these include Christmas and Easter. **Revisiting Core Knowledge** • Noticing changes in the weather — like when it gets warmer or colder. • Observing changes in nature — such as leaves changing colour, falling, or new flowers growing. • Talking about different clothes we wear in different seasons (coats in winter, hats in summer). **Key Vocabulary** • autumn • Diwali • Easter • Lunar New Year • season • spring • summer • weather **Outline of Main Tasks** Sort the events and activities to match the season.	**New Core Knowledge** Some trees change with the seasons. **Revisiting Core Knowledge** • Noticing changes in the weather — like when it gets warmer or colder. • Observing changes in nature — such as leaves changing colour, falling, or new flowers growing. • Talking about different clothes we wear in different seasons (coats in winter, hats in summer). **Key Vocabulary** • deciduous tree • evergreen tree • season • temperature • weather **Outline of Main Tasks** Show seasonal changes on four images of trees – demonstrating how they change over the year.	**New Core Knowledge** Daylight hours are longer in the summer and shorter in the winter. **Revisiting Core Knowledge** • Observing changes in nature — such as leaves changing colour, falling, or new flowers growing. • Talking about different clothes we wear in different seasons (coats in winter, hats in summer). • Learning about how the day changes — for example, it gets lighter earlier in the morning or darker earlier in the evening. **Key Vocabulary** • conclusion • data • pictogram • record • season • sunrise • sunset • weather **Outline of Main Tasks** To create a pictogram which shows the varied number of daylight hours between the seasons.	**New Core Knowledge** Certain things happen in the same season every year because the weather and temperature stay about the same. **Revisiting Core Knowledge** Children will have explored the changes in the seasons across the year, as well as learning the names and orders of the seasons. **Key Vocabulary** • data • predict • temperature • thermometer • record **Outline of Main Tasks** Start the observing over time activity, which will be revisited throughout the year.	**New Core Knowledge** A weather report tells us what the sky/atmosphere will be like each day — like if it will be sunny, rainy, cloudy, or windy. **Revisiting Core Knowledge** • How to describe the weather using simple words like *hot, cold, rainy, sunny, cloudy, windy*. • How weather can change from day to day or even during the same day. **Key Vocabulary** • season • symbol • temperature • weather **Outline of Main Tasks** Describe the weather in a roleplay situation.	**New Core Knowledge** Planning investigations helps us answer scientific questions. **Revisiting Core Knowledge** Reception children will have learnt to ask questions and make simple predictions about what they think will happen. **Key Vocabulary** • Investigation • Plan • Results **Outline of Main Tasks** Plan an investigation to see how sunshine impacts our bodies during summer. Children will investigate how sunshine effects a sausage with nothing on, sausage covered in sun cream or sausage covered in clothes.	**Outline of Main Tasks**
Geography What is it like here?	Pre-assessment Quiz **New Core Knowledge** I know what an aerial photograph is and that it is taken from above the ground. I know how to spot features like houses, trees, and roads in an aerial photograph. An aerial photograph is a photograph of a location on the ground taken from the sky.	**New Core Knowledge** I know that a map is a picture of a place drawn from above. I know that maps use symbols to show different features like buildings, trees, and roads. A map is a picture of a place drawn from above and it uses symbols to show different features like, buildings trees and roads. **Revisiting Core Knowledge**	**New Core Knowledge** I know that words like "left" and "right" help us give directions. Near, far, up, down, left, right, forwards and backwards are used describe direction and location.	**New Core Knowledge** I know that maps use symbols to show different features like buildings, trees, and roads. Drawing maps using features, shapes or symbols help us learn about places and what they are like.	**New Core Knowledge** Surveys and questionnaires can help us to find out the features that are good or bad about an area.	**New Core Knowledge** I know that maps use symbols to show different features like buildings, trees, and roads. We can improve an area by changing its features. **Revisiting Core Knowledge** Surveys and questionnaires can help us to find out the features that are good or bad about an area.	Consolidation week Revisit all knowledge facts Assessment end of unit quiz	**Consolidation Week** **Outline of Main Tasks** Provision activities: 1.messy maps tuff tray. Can you create a map of _____? *Bedroom, hall, home etc* 2. Identify the features Provision activities: 1. Sorting things which are alive and dead. 2. Sorting things which are alive,

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A feature is_____

Revisiting Core Knowledge
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- In reception, the children will have looked at different maps and used them to find where things are.
- They have created their own maps of fictional places.
- Draw information from a simple map.

Key Vocabulary
- Ariel photograph
- Ariel view
- City
- Town
- Village
- Sea
- Country
- Location
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Outline of Main Tasks

To find the school on an arial photograph. To label key features of the local area.

I know what an aerial photograph is and that it is taken from above the ground.

I know how to spot features like houses, trees, and roads in an aerial photograph.

Key Vocabulary

- Atlas
- Country
- Directional language
- Distance
- Features
- Globe
- Map
- Place
- symbol

Outline of Main Tasks
To create a map of the classroom.

Revisiting Core Knowledge
I know that a map is a picture of a place drawn from above.

I know that maps use symbols to show different features like buildings, trees, and roads.

Key Vocabulary

- country
- directional language (near, far, up,down, left, right, forwards, backwards)
- features
- key
- locate
- map
- north
- symbol

Outline of Main Tasks

To locate features of the school grounds on a map.

Identify using learnt directional language.

Knowledge revisit from Autumn

Revisiting Core Knowledge
I know that words like "left" and "right" help us give directions.

Arial maps

Key Vocabulary
- Feature
- Symbol
- map

Outline of Main Tasks

To draw a map of the school with familiar features.
Use directional language to describe,

Revisiting Core Knowledge

I know that a map is a picture of a place drawn from above.

I know that maps use symbols to show different features like buildings, trees, and roads.

I know that words like "left" and "right" help us give directions.

Key Vocabulary

- map
- survey
- questionnaire

Outline of Main Tasks

Conduct a survey about 3 main features of the playground.

Key Vocabulary
- improve
- questionnaire
- survey
- map

Outline of Main Tasks

1. Take a survey about type of improvements
2. Redesign playground based on feedback.

Assessment end of unit quiz

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never been alive and not alive.
3. Placing the correct animals and plants in the four habitats.
4. Group animals into prey and predators.
5. Create food chains from pictures provided.

Art — Drawing – Make your mark

New Core Knowledge There are different line types including crosshatch, diagonal and wavy. **Revisiting Core Knowledge** - Pupils have learnt the correct pencil grip for writing and drawing. - We have explored creative expression.	**New Core Knowledge** Making wavy lines can give the effect of water. **Revisiting Core Knowledge** - Pupils have learnt the correct pencil grip for writing and drawing. - We have explored creative expression. - Particular colours should be chosen for particular effect.	**New Core Knowledge** Different mediums, such as oil pastels, watercolours and crayons, can be used to create different effects. **Revisiting Core Knowledge** - Children have explored different art mediums including crayons, paints, oil pastels and watercolours. **Key Vocabulary** - 2D shapes	**New Core Knowledge** Using different mediums can impact the effectiveness of a piece of art. **Revisiting Core Knowledge** - Children have explored different art mediums including crayons, paints, oil pastels and watercolours. **Key Vocabulary**	**New Core Knowledge** Types of lines—like dots, dashes, swirls, or zigzags—can be used to make marks that feel bumpy, soft, rough, or smooth (creating texture). **Revisiting Core Knowledge** **Key Vocabulary** - circles - continuous - cross-hatching - dots	**New Core Knowledge** Observational drawing means looking very carefully at something in real life, like a leaf, a toy, or a fruit, and drawing what you see. **Revisiting Core Knowledge** **Key Vocabulary** - firmly - sketch	**New Core Knowledge** Drawing techniques can be combined in the same piece of art to create different effects. **Revisiting Core Knowledge** **Key Vocabulary**	**New Core Knowledge** **Revisiting Core Knowledge** **Key Vocabulary**	

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• Particular colours should be chosen for particular effect. **Key Vocabulary** • crosshatch • diagonal • horizontal • line • optical art • vertical • wavy **Outline of Main Tasks** Create line drawings.	**Key Vocabulary** • lines • water • waves • wavy **Outline of Main Tasks** Creating wavy line drawings to give the impression of water.	• 3D shapes • abstract • medium • shade • shape **Outline of Main Tasks** 2D Shape pictures, made using different medium. <mark>Knowledge revisit from Autumn</mark>	• Abstract • Experiment • Vertical • Composition • Horizontal **Outline of Main Tasks** Autumn themed pictures, made using different medium. Inspired by the previous week.	• firmly • lightly • line • look **Outline of Main Tasks** Using lines of different types to create sketches of fruit.	• lightly • observational **Outline of Main Tasks** Observational art of fruit, applying the skills learnt this half term. <mark>Assessment end of unit quiz</mark>	**Outline of Main Tasks** Choose one object from the table (e.g., a leaf, shell, shoe, fruit, toy, or plant). What lines, shapes, and shadows can you see? On your paper, draw what you see, not what you *think* it looks like! <mark>Knowledge revisit from Autumn</mark>	Outline of Main Tasks

DT							
DT Structures – Constructing a windmill	**New Core Knowledge** A structure is stable when it can stand up without falling over. We can make it stable by giving it a wide base, strong joins, and making sure it's balanced. **Revisiting Core Knowledge** Children have previously looked at joining materials using Sellotape, glue, masking tape and pins and have used junk modelling and building blocks to create 3d models. **Key Vocabulary** • base • rotate • rotor • rotor blade • sail • stable • structure **Outline of Main Tasks**	**New Core Knowledge** A structure is stable when it doesn't fall over. We can make things balance by making the bottom wide and the weight even. **Revisiting Core Knowledge** Children have previously looked at joining materials using Sellotape, glue, masking tape and pins and have used junk modelling and building blocks to create 3d models. **Key Vocabulary** • base • rotate • rotor • rotor blade • sail • stable • structure **Outline of Main Tasks**	**New Core Knowledge** A windmill is designed with blades that catch the wind. The blades must be the right shape and size to spin well and make the windmill work. **Revisiting Core Knowledge** Children have previously looked at joining materials using Sellotape, glue, masking tape and pins and have used junk modelling and building blocks to create 3d models. **Key Vocabulary** **Outline of Main Tasks** Create the sails for the windmill.	**New Core Knowledge** When we design and make things, we try out different ways to join materials, like using glue, tape, or split pins, to find out what works best. **Revisiting Core Knowledge** Children have previously looked at joining materials using Sellotape, glue, masking tape and pins and have used junk modelling and building blocks to create 3d models. **Key Vocabulary** • equal • fold • length • rotor blades • sails • same • scissors • width **Outline of Main Tasks**	**New Core Knowledge** We use tools like scissors, hole punchers, and glue to cut, shape, and join materials to make the sails. The sails need to be light and the same size so they can spin properly. **Revisiting Core Knowledge** Children have previously looked at joining materials using Sellotape, glue, masking tape and pins and have used junk modelling and building blocks to create 3d models. **Key Vocabulary** • attach • join • rotate • structure • test • turn	**New Core Knowledge** When we evaluate our work, we look at what we made to see what went well and what we could make better next time. **Revisiting Core Knowledge** Children have previously looked at joining materials using Sellotape, glue, masking tape and pins and have used junk modelling and building blocks to create 3d models. **Key Vocabulary** • evaluate • improve • test **Outline of Main Tasks** Children will complete an evaluation of their end product – looking at design and function and what they would change/keep if they made the model again.	**Christmas Cards and Crafts**	**New Core Knowledge** Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks

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	Exploring stable vs unstable balances and objects and sorting them.	Create a structure out of cardboard that stands freely.		Explore joining materials in different ways and deciding which give the most stable join.	**Outline of Main Tasks** Join the sails to the base of the windmill.			
Music **Keeping the Pulse**	Pre-assessment Quiz	**New Core Knowledge** Pulse is the steady beat in music that you can feel and move to — like clapping your hands, tapping your feet, or marching your legs. **Revisiting Core Knowledge** Pupils have previously explored making music using their bodies as instruments, as well as experimenting with drums and xylophones. **Key Vocabulary** • pulse • speaking voice • singing voice **Outline of Main Tasks** Explore using our voices for different effects.	**New Core Knowledge** We can keep the pulse by clapping, tapping, or marching, and make sound patterns with our voices like saying 'tap-tap-clap' or 'la-la-shh'. **Revisiting Core Knowledge** Pupils have previously explored making music using their bodies as instruments, as well as experimenting with drums and xylophones. **Key Vocabulary** • pulse • speaking voice • singing voice **Outline of Main Tasks** Singing in time to the pulse.	**New Core Knowledge** We can use our thinking voice (inside voice) to feel the beat or pulse in music, even when we're not making a sound out loud. **Revisiting Core Knowledge** Pupils have previously explored making music using their bodies as instruments, as well as experimenting with drums and xylophones. **Key Vocabulary** • thinking voice **Outline of Main Tasks** Using thinking voices to maintain the pulse. Knowledge revisit from Autumn	**New Core Knowledge** We can play short rhythms by clapping or tapping in time with the steady beat, like a musical pattern that matches the pulse. **Revisiting Core Knowledge** Pupils have previously explored making music using their bodies as instruments, as well as experimenting with drums and xylophones. **Key Vocabulary** • pulse • speaking voice • singing voice **Outline of Main Tasks** Using instruments to play patterns whilst maintaining the pulse.	**New Core Knowledge** When we sing or play in time with the beat, we are showing that we can feel and follow the pulse in music. **Revisiting Core Knowledge** Pupils have previously explored making music using their bodies as instruments, as well as experimenting with drums and xylophones. **Key Vocabulary** • pulse • speaking voice • singing voice **Outline of Main Tasks** Create a rhythm in a small group and perform.	Assessment end of unit quiz	**New Core Knowledge** **Revisiting Core Knowledge** **Key Vocabulary** **Outline of Main Tasks**
Computing **Computing systems and networks**	**New Core Knowledge** To use a computer, we log in with our username and password. We can open a web browser and type in a website address to go online. **Revisiting Core Knowledge** **Key Vocabulary** • account • computer • log off • log on • mouse • password • predict • screen (monitor) • software • tool	**New Core Knowledge** We use the keyboard to type letters and words, and the mouse or touchpad to click and move around. Practising helps us get faster and more confident. **Revisiting Core Knowledge** **Key Vocabulary** • click • clipart • drag • duplicate • explore • log off • redo • resize • undo **Outline of Main Tasks**	**New Core Knowledge** We use the mouse to click, drag, and move objects when we make pictures on the computer. Practising helps us draw and colour carefully. **Revisiting Core Knowledge** **Key Vocabulary** • bring to the front • drag and drop • fill • layers • left-click • log off • outline • right-click	**New Core Knowledge** We use the mouse to click, drag, and drop shapes on the screen. We can change their size, colour, and position to make our pictures better. **Revisiting Core Knowledge** **Key Vocabulary** • bring to the front • drag and drop • fill • layers • left-click • log off • outline • right-click **Outline of Main Tasks**	**New Core Knowledge** "We can use digital tools, like drawing apps on a computer or tablet, to make pictures of scenes from a story." **Revisiting Core Knowledge** **Key Vocabulary** • clipart • drag and drop • image • resize • texture • undo **Outline of Main Tasks** Draw a scene from the Three Little Pigs using Sketchpad.	**New Core Knowledge** We use digital painting tools to choose colours and draw shapes to make a picture of ourselves on the computer. **Revisiting Core Knowledge** **Key Vocabulary** • differences • ellipse • facial • features • oval • portrait • self-portrait • similarities **Outline of Main Tasks**	**New Core Knowledge** We use digital painting tools to choose colours and draw shapes to make a picture of ourselves on the computer. **Revisiting Core Knowledge** **Key Vocabulary** • differences • ellipse • facial • features • oval • portrait • self-portrait • similarities **Outline of Main Tasks**	**New Core Knowledge** **Revisiting Core Knowledge** **Key Vocabulary** **Outline of Main Tasks**

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	Outline of Main Tasks Practice logging in on computer and accessing web pages.	Practicing computer skills by dragging and reshaping objects.	**Outline of Main Tasks** Practicing computer skills by dragging and reshaping circles to recreate Kandinsky's Concentric Circles.	Practicing computer skills by dragging and reshaping circles to recreate Kandinsky's Concentric Circles.		Children create their own self-portraits using Sketchpad.	Children create their own self-portraits using Sketchpad.	
RE Respectful religions and world views – What do I believe? & How did the world begin?	**New Core Knowledge** In RE, we listen carefully and respect everyone's ideas. We can talk about what we believe is true or not true in a kind and polite way. **Revisiting Core Knowledge** **Key Vocabulary** - belief - God - Proof - Respect - Believe - Worldview - Religion - True **Outline of Main Tasks** Is it true? Children to give opinions/justifications for yes vs No	Pre-assessment Quiz **New Core Knowledge** Creation means how the world, animals, plants, and people were made. It helps us understand that the natural world is special and needs looking after. **Revisiting Core Knowledge** Children have explored the idea of true and false and opinion. **Key Vocabulary** - Belief - Create - Believe - Creator - Creation - Idea - Natural - Proof - Proud - Natural/manmade **Outline of Main Tasks** Children to draw a picture of something they have created that they were proud of. Then ask them to add words or faces around their pictures to show how they felt about their creation.	**New Core Knowledge** Some people believe that God made the world. We can learn this by listening to stories from the Jewish and Christian faiths about how God created everything. **Revisiting Core Knowledge** Children have visited Christian church at Christmas and met vicar. **Key Vocabulary** - Chrisitan - Christian Bible - Genesis - Jewish - Religion - Scripture - Torah - Tenak - worldview **Outline of Main Tasks** To retell the creation story (Jewish and Christian) in groups. Knowledge revisit from Autumn	**New Core Knowledge** People from different cultures and religions have their own stories to explain how the world began. These stories help us learn about different beliefs. **Revisiting Core Knowledge** **Key Vocabulary** - Brahma - Vishnu - Brahman - Shiva - Lotus flower - Navel - Hindu **Outline of Main Tasks** To retell the Hindu version of the story of creation To compare features of Jewish, Christian and Hindu story of creation. (teacher led)	**New Core Knowledge** We can think about what a creator might be like by listening to creation stories. A creator might be kind, powerful, and caring because they made the world and everything in it. **Revisiting Core Knowledge** **Key Vocabulary** - personality - talent **Outline of Main Tasks** To create the world a creator would have to be____ Discuss and identify. Create a mind map.	**New Core Knowledge** Humanists use science to understand how the world began. They believe the world started with the Big Bang, a big explosion a long time ago. **Revisiting Core Knowledge** **Key Vocabulary** - humanist - The Big Bang - Universe - Wonder **Outline of Main Tasks** Recreate the concept of the big bang using a jigsaw activity.	**New Core Knowledge** We can use art to show our ideas about how the world began. Some people draw stories about a special power, and others draw the Big Bang. **Revisiting Core Knowledge** **Key Vocabulary** - Express - respect **Outline of Main Tasks** Create a piece of artwork that shows how they think the world began. - Depicting one of the stories they have heard during this unit. - Basing their art on a story or theory they have heard elsewhere. - Representing how the world began in a more abstract way using colour and shape. - Focusing on what or who they think is responsible for the world. Assessment end of unit quiz	Provision activities 1.Use writing materials for the children to write their own belief statements. Sort the class belief statements (from lesson) into 'I believe it', 'I don't believe it' and 'I'm not sure'. 2. retell the creation story (Jewish and Chrisitan)Use the props from the start of the main event to retell the story to a friend. /Order pictures from the story. Act out the story (Hindu) using fabric and props. Draw pictures of key moments from the story.
PSHE Families and Relationships	**New Core Knowledge** Families can be made up differently and they care and look after us. **Revisiting Core Knowledge**	**New Core Knowledge** A good friend is kind, takes turns, and makes you feel happy and safe when you're together. **Revisiting Core Knowledge**	**New Core Knowledge** People show their feelings with their faces, voices, and actions — we can be kind and help when someone looks sad or upset. **Revisiting Core Knowledge**	**New Core Knowledge** Friendships can make us feel happy, loved, and included when we play, share and listen to others. **Revisiting Core Knowledge**	**New Core Knowledge** Sometimes friends might fall out or feel upset, but talking, listening, and saying sorry can help us feel better and stay friends. **Revisiting Core Knowledge**	**New Core Knowledge** When we smile, say kind words, and ask others to play, it helps everyone feel welcome and part of the group. **Revisiting Core Knowledge**	**New Core Knowledge** A stereotype is when people think everyone in a group is the same, but really, everyone is different and special in their own way. **Revisiting Core Knowledge**	**New Core Knowledge** **Revisiting Core Knowledge**

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	Pupils have shared how their families are made up, looking at the people who live in their houses. **Key Vocabulary** • brother • sister • care • considerate • cousin • family • grandparent • parent • relation **Outline of Main Tasks** Draw a picture of their close family and label their traits (such as being kind, respectful etc.)	**Key Vocabulary** • friend • fun • generous • helpful • kind • listen • relationship • share • trust • truth **Outline of Main Tasks** Pupils work in pairs to pyramid rank the traits of a good friend – what do they think are the most important qualities?	**Key Vocabulary** • care • emotion • feeling • help • listen • sad • worried **Outline of Main Tasks** Role play different feelings and think about why they might be feeling that way. <mark>Knowledge revisit from Autumn</mark>	**Key Vocabulary** • challenge • cooperate • include • team • work together **Outline of Main Tasks** Pupils will demonstrate the qualities needed to be a good friend (sharing, listening and taking turns) to try and build the tallest tower.	**Key Vocabulary** • communication • friend • falling out • problem • solution • talk **Outline of Main Tasks** Role play possible problems in a friendship and find solutions for how to move forward/past them.	**Key Vocabulary** • friendly • welcome • included • trust **Outline of Main Tasks** Role play the ending for the friendship story. <mark>Assessment end of unit quiz</mark>	**Key Vocabulary** • boy • girl • stereotype • favourite **Outline of Main Tasks** Sorting statements based on whether they think they're describing a boy/girl.	**Key Vocabulary** **Outline of Main Tasks**