**SNAITH PRIMARY SCHOOL**

**Medium Term Planning**

**Autumn Term Introductory fortnight**

**Katie and the Bathers**

**To support the children in returning to school our main focus will be to ensure that the children feel safe and happy. Your child will get to know their new teacher and in this time the teachers will begin assessing where the children are academically and more importantly emotionally. In the first two weeks the children will also work on the ‘Take one picture’ project exploring the book Katie and the Bathers.**

**ART**

We will explore the book Katie and the Bathers through discussion, art and written work during this time.

**Colour in a range of media**

**Year 1**

* To begin to acknowledge the lines when colouring

Year 2

* Use light/dark colours e.g. light green grass, dark green tree – to show contrast

**Drawing in a range of media**

**Year 1**

* To create lines of different sizes and thicknesses with control Lines used to represent a house
* To think about the proportions of a single object e.g. size of a person’s head compared to body.

**Year 2**

* To create lines of different sizes and thicknesses with control and increasing accuracy. To represent a given image. Lines to represent a house are straighter and more accurate in their orientation.
* To think about the proportions of similar objects e.g. adult and a child

**Exploring and evaluating**

**Year 1**

* **Comment on their own work and the work of others** e.g. Likes, dislikes, colour etc.
* **Observe the work of artists and describe what they see.**
* To be able to say what you’ve done and what media you have used.

**Year 2**

* **Comment on their own work and the work of others, identifying similarities**
* **Observe the work of artists and describe what they can see and their likes and dislikes.**
* To state how different materials/ media are used differently. e.g. when we use chalk or pastels we smudge with our finger, felt-tip pen creates a block of colour.

**PSHE**

Our children’s wellbeing is our main priority and we will do everything we can to make them feel safe in school. We will be Jigsaws programme to support the children with this transition.

The children will get to know the routines of their classroom, will become familiar with the new school rules as well as getting to know their teacher and their classmates.

As part of investors in Pupils the children will collectively make their classroom rules, create their class mission statement and target



**Maths**

We will be focusing on number and calculation through White Rose Maths.

**English**

During this time the teachers will…

* RWI Phonics assessments
* Writing about themselves
* Listen to the children reading
* Writing lists of what the children can see, hear, touch etc.



**ART cont…**

**Digital**

**Year 1**

* **Use a simple graphics package to create images and select colours** e.g. paint tool on computer to make shapes
* To use digital media to take a photo

**Year 2**

* **Use a simple graphics package to create images and effects with colours and textures** e.g. paint tool on computer using brush, spray and pour colour
* To use digital media to take a photo, specific to a theme

During this project we explore the artists use of colour and discuss which colours are most appropriate to made a realistic scene or to create a specific feeling or condition – a hot sunny day. We may also create some crazy colour pictures to see how they make us feel.

We will be introduced and explore creating our own pointillism pictures.

We will create our own versions of the original artwork.

We will explore the rainbow at the end of the story and how we have seen many rainbows in our local community recently.



**SNAITH PRIMARY SCHOOL**

**Medium Term Planning**

**Autumn**

**My Wonderful World**

**English**

This term we will be basing our planning and teaching on the children’s next steps. We will be exploring a range of picture books, which share the theme of ourselves, our families and our surroundings. We will be looking at what makes us the same and what makes us different and why both are wonderful things.

The books we will cover will include

It’s ok to be different – Todd Parr

The family book – Todd Parr

Mr Big- Ed Vere

The creative choir – David Walliams

Giraffes Can’t dance - Giles Andre

This term we will cover…

* Descriptions about ourselves, our families and friends.
* Creating our own passports
* Making a backpack of our most important things – adding descriptions and justifications of our choices.
* What makes me a good friend
* Write about the things I am good at.
* Recounts – our time at home, as well as more recent recounts like our journey to school.
* Acrostic and list poems
* Descriptions of things that are important to me – my bedroom, my toys.
* Retelling of traditional tales
* Character descriptions
* Story settings

**Geography**

In depth understanding of Snaith and the surrounding locality

**Art**

**3D Modelling -Malleable: Clay, Salt dough, Plasticine**

**Year 1**

* Manipulate malleable materials for a purpose e.g. small animal
* Use techniques such as rolling, cutting, moulding and carving

**Year 2**

* Manipulate malleable materials and combine with contrasting materialsne.g. hedgehogs with stick spikes
* Use techniques such as rolling, cutting, moulding, carving, pinching and twisting

**Art cont…**

**Digital**

**Year 1**

* To use digital media to take a photo

**Year 2**

* To use digital media to take a photo, specific to a theme

**Paint**

**Year 1**

* To hold a paint brush correctly
* To have experience of using different thicknesses of paint e.g. poster paint, powder paint

**Year 2**

* To understand that the thickness of the brush will determine the thickness of the line
* To have experience of using different thicknesses of paint e.g. poster paint, powder paint

**Science**

**Plants**

* Observe and describe how seeds and bulbs grow into mature plants
* Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

**Animals including humans**

* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
* Notice that animals, including humans, have offspring which grow into adults
* Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Everyday Materials**

* 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

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and

**Science cont…**

**Everyday Materials cont..**

* Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

**Seasonal Changes**

* Observe changes across the four seasons
* Observe and describe weather associated with the seasons and how day length varies.

**Scientific enquiry**

**Year 1**

* Ask scientific questions
* Gather and record simple for data to answer some questions e.g. pictures, frequency chart
* Identify and classify - Sort objects into groups
* Observe using simple science equipment e.g. magnifying glasses, photos, sand timer
* Perform simple tests with help
* Observe and talk about what they have found out to try to answer a question as a class
* Use simple science words to explain what they have found

**Year 2**

* Ask scientific questions and use information to answer them.
* Gather and record data to answer questions e.g. bar chart, tally chart, pictogram
* Identify and classify – sort objects through own observationse.g. Independently think of ways to sort objects based on their properties
* Observe closely using simple equipment correctly
* Perform simple tests
* Use observations and ideas to suggest answers to questions
* Use the key vocabulary list to explain what they have found out

**DT**

**Taking inspiration from design**

Y1 - Begin to explore objects and designs to identify likes and dislikes (Eg toys, everyday objects, clothes, accessories)

* Begin to explore and understand how products have been created

Y2 - Explore objects and designs to identify likes and dislikes

* Explore and understand how products have been created

**Textiles** Know: and comment on the different textures of fabrics and some of their properties. Name wool, string and thread, know different purpose of each.

**Year 1**

Be able to:

* **Be able to create a simple blanket stitch using binka/ and large (plastic/blunt) needles – understanding how to handle the needle and the process.**
* Weave, wind fabrics and textiles
* **Embellish to textiles by sticking on accessories**. Eg eyes/sequins/feathers etc

**Year 2**

Be able to:

* **Be able to produce a simple running stitch to join two pieces of fabric together, ideally binka/loosely woven fabric. (needles prepared)**
* **Embellish to textiles by sticking on accessories, adding fabric pen/paint**
* Weave material to create a simple product Eg place mat – with wipeable materials. Or to add embellishment- eg ribbon to fabric, for a bag etc.)



**R.E**

**2.1 Belonging**

**Key question/Programme of Study**

What does it mean to belong?

* Find out about different religious festivals and rituals
* Find out about how a person of faith lives their life
* Explore how values provide rules for living
* Explore the idea of committing to a faith

Year 1

* Identify different groups the children belong to: family, class, uniformed youth organisations, sports teams…
* Compare similarities and differences in religious festivals
* Explain how a person shows religion in their life
* Identify links between religious rules and rules in school and wider society
* Understand that many values come from holy books
* Recognise special rules that religious people follow
* Create a ‘Book of Belonging’ making links between their own experience of belonging and those of a child of faith
* Talk about important promises made by a faith member
* Set up a moral dilemma to get the children thinking about rules and values
* Recognise symbols that show commitment in the life of a religious person

Year 2

* How do they show belonging? Uniforms, badges...
* Suggest reasons why festivals and rituals are important
* Compare the daily life of children from two different faiths
* Recognise the need for values for living
* Make links between some religious rules and rules at school
* Discuss our ‘5 a day’, team colours, Jigsaw ethos
* Say why people of faith make promises
* Think about what it means to belong, promises or commitments made to a particular group or activity; draw on children's own experiences of belonging… (Brownies, Cubs etc)
* Say why symbols of commitment are important to belonging

**Computing**

**Creativity**

**Year 1**

**Ipad**

* Take photos and video using a device
* Know where these are saved and can retrieve them
* Discuss which pictures look better than others

**Year 2**

**Ipad**

* Take pictures and select certain ones to create a PicCollage
* Evaluate and explain why some pictures are better than others
* Record a video
* Know where to find and watch videos in cameral roll
* Use augmented reality to bring a picture to life (Quiver app)

**Coding**

**Year 1**

**Espresso coding** (objectives based on the yr 1 tasks)

* Make an object move on the screen
* Make an object change direction
* Make an object disappear
* Use the above skills to make your own object move

**Year 2**

**Espresso coding** (objectives based on the yr 2 tasks)

* Know that algorithms are a set of instructions
* Make an object do things when keys are pressed
* Make an object move round the screen when keys are pressed
* Make an object move round a tablet screen when a direction is swiped
* Program buttons to move an object round the screen
* Understand where a code has been entered incorrectly (debug)
* Use the above skills to create own game