

HISTORY:

Significant places and events in their own locality

How lives have changed including homes.
Changes of structures and buildings.
Differences in job roles to modern day.
Visit to a real castle (e.g. Conisbrough Castle)

Year 1

To analyse evidence and question its reliability and source

Pupils can gain knowledge from different sources of evidence and begin to think why one source might be better than another.

To ask historically valid questions

WA-Pupils can ask questions independently. These may be very general and closed e.g. did they wear different clothes? Did the children go to school?

To identify what has changed and stayed the same since a particular time or event

WA-Pupils can say how things have changed by identifying the similarities and differences between the current history topic and the child's life e.g., washing dolly in Victorian era different to washing machines.

To build a chronological narrative

WA-Pupils can place the time period on a chronological framework in relation to their own life and family e.g. I come to school in a car but they didn't have cars.

SNAITH PRIMARY SCHOOL

Medium Term Planning Term 1 Medieval Magic 2021-2022



Year 2

To analyse evidence and question its reliability and source

WA-Pupils are aware of different sources of evidence and use them to draw inferences. Pupils understand that different people interpret evidence differently.

To ask historically valid questions

WA-Pupils can ask some simple open questions that are valuable lines of research.

To identify what has changed and stayed the same since a particular time or event

WA- Pupils can identify differences and similarities between the time period, their own lives and another time period they have studied.

To build a chronological narrative

WA-Pupils can place the time period among others they have studied giving basic reasons why e.g. 1666 they had different transport to the 1960s.

ENGLISH:

Fiction:

- Narrative – beginning, middle, end
- Setting description

Non-Fiction:

- Recount
- Information writing
- Diary

Poetry:

- List
- Acrostic

SCIENCE:

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 changes by squashing, bending, twisting and stretching.

COMPUTING:

Photo / Video

Year 1

Using iPad camera, iPad camera roll, Doodle drawing:

- I can take photos and videos using a device.
- I know where photos and videos are saved.
- I can discuss which pictures and videos look better than others.
- I can use paint/drawing app to create a digital image

Year 2

Using iPad camera, iPad camera roll, Pic-collage, Doodle drawing:

- I can take pictures and select certain ones to create a Pic-collage.
- I can evaluate and explain why some pictures are better than others.
- I can edit a photo (crop, edit, mark-up)
- I can select and use tools to create a digital image by controlling the pen and use a range of colours and pen styles.

Presentations

Year 1

Using Pic-collage (possibly on the IWB as a class)

- I can add labels to an image (P)
- I can order images to create a simple storyboard (P)
- I can sequence a series of pictures to explain my understanding of a topic (P)

Year 2

Using Book Creator

- I can add voice labels to an image.
- I can add a voice recording to a storyboard.
- I can add speech bubbles to an image to show what a character thinks.
- I can import images to a project from the web and camera roll.

Digital Literacy / E-Safety

Year 1

- Understand that personal information should be kept private and not put online.
- I can recognise that there may be people online that make me feel sad or upset.
- I can explain why it is important to be considerate and kind to people online.
- I can describe how to behave online in ways that does not upset others.
- I recognise that information online can be copied.
- I can use the internet to find things.
- I can recognise examples of information that is personal to me (where I live, family name, my school).
- I can explain how passwords can be used to protect information and devices.

Year 2

- Can identify where to go for help if concerned about the internet.
- I can describe ways in which people might make themselves look different online.
- I can give examples of how things might make me feel sad, worried, uncomfortable or frightened.
- I understand how online bullying can make someone feel.
- I can give examples of ways I could communicate with people over the internet.
- I understand that information put online can last for a long time.
- I can use keywords in search engines.
- I can explain the difference between 'made up' things and 'real things'.
- I can describe why other people's work belongs to them.
- I can recognise that content on the internet may belong to other people (copyright).

DESIGN AND TECHNOLOGY:

Textiles:

- To know and comment on the different textures of fabrics and some of their properties.
- To name wool, string and thread, knowing the different purpose of each.

Year 1

To be able to:

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

Year 2

To be able to:

- Produce a simple running stitch to join two pieces of fabric together, ideally binka / loosely woven fabric (needles prepared).
- Weave material to create a simple product e.g. a place mat with wipeable materials or to add embellishment e.g. ribbon to fabric for a bag, etc.
- Embellish textiles by sticking on accessories (e.g. eyes, sequins, feathers, etc.) and adding fabric pen/paint.

To experiment with fabrics to create products under the direction of an adult:

- Puppet
- Bag
- Pencil case
- Simple woven e.g. placemats



RELIGIOUS EDUCATION:

1.1 – Looking at Me, Looking at You.

What makes us special?

- Explore through faith stories what religions say about the value of each individual.
- Observe and / or participate in religious ceremonies connected with important times in life.

Resources:

- **Religions:** Christianity (Baptism) / Sikh (Naam Karan)
- **Book focus:** Non-Fiction-Sikh Book
- **Religious Stories:** Christmas Story (see other documentation)
- **Religious festivals/ceremonies:** Christmas Story (see other documentation)

Year 1

- Recognise what makes a person unique (Explore what makes the children special – features, abilities, beliefs)
- Say how faith members are the same and how they are different (To investigate early childhood ceremonies from two different faiths (Christianity/Sikhism) – identify similarities and differences)
- Retell faith stories about caring for others say why religious people celebrate an important life event.
- Name religious ceremonies connected with important times of life (The Nativity – Jesus' birth)
- Talk about religious symbols and artefacts in an important religious ceremony (Symbols that are owned, worn and carried – (faith) symbols that show who we are Harvest / Christmas symbols. Symbols / logos of clubs, school, teams).

Year 2

- Talk Compare themselves to others (Think about whom they are special to - family, friends and how they are the same/different)
- Talk sensitively about people of different faiths
- Say why they think people of faith may help others (Harvest / Sukkot – food for the needy, giving to charity)
- Talk about their important life events (Discuss christenings, birthdays, Christmas, weddings and why they are important)
- Say what they think matters most in a religious ceremony
- Say why symbols and artefacts are important at certain times of life (Discuss what symbols and artefacts are used in a Christian infant baptism and a Sikh Naam Karan)

Art:

3D modelling/ sculpture

(Malleable: Clay / Salt dough / Plasticine)

Year 1:

- To manipulate malleable materials for a purpose (e.g. a small animal).
- To use techniques such as rolling, cutting, moulding and carving.

Year 2:

- To manipulate malleable materials and combine with contrasting materials (e.g. a hedgehog with stick spikes).
- To use techniques such as rolling, cutting, moulding, carving, pinching and twisting.

MUSIC:

Musical knowledge

1. Charanga: Het You!
2. Charanga: Rhythm in the way we walk and the Banana rap

Performing

- I can make sounds.
- I can change sounds.
- I can play instruments with other children.
- I can use my voice to speak, chant and speak.
- I can listen to musical instructions and act on them (stop and start)

Composing

- I can tell you about the sounds I have made.
- I can echo and copy short rhythms (clapping games).

Listening & Appraising

- I can recognise sounds around me.
- I can move to music to show whether the music makes me feel happy or sad.

