



# Harlow Green Primary School

## National Curriculum Medium Term Planning

<b>Year Group: 1</b>	<b>Topic Title/Theme:</b> How to find a dinosaur	<b>Term:</b> Autumn
<b>Entry Point:</b> Dinosaurs Workshop A short presentation aimed at the younger pupils, looking at dinosaurs and fossils. Pupils will be able to handle real fossils, play with model dinosaurs and make fossil rubbings.	<b>Exit Point:</b> Children learn about landmarks of the UK and produce work to show where dinosaur discoveries were made.	<b>Visits/Visitors or Special Arrangements:</b>  Rocks to Schools workshop
<b>Topic Overview:</b> Children will find out about famous people from the past focusing on Mary Anning and her work regarding fossils. They will group and classify animals by type and understand their different diets. Children will create prints around the dinosaur theme in art and will make a negative print using a dinosaur template. Children will then find out about where in the UK dinosaur discoveries have been made and will use maps to learn about different countries of the UK and the four points of a compass.		<b>Outdoor Learning:</b> <ul style="list-style-type: none"> <li>• Digging for fossils</li> <li>• Dinosaur hunt (follow the footprints)</li> </ul>
		<b>Subjects taught on a weekly basis:</b> <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Music</li> <li>• Computing</li> </ul>

### Curriculum Drivers

Growth	Possibilities	Health	Community
<b>compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,</b>	<b>open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,</b>	<b>Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,</b>	<b>Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,</b>
Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	History	History	Art	Art	RE	Science	DT	DT	Geography	Geography	PSE
Animals including Humans	Famous People – Mary Anning - Dinosaurs		Printing (Y1 unit)		Divali	Animals including Humans (Weather and seasons)	Split pin dinosaurs		UK Countries, Capital Cities and Seas Where were dinosaurs found in the UK – England Scotland and Wales		

Science				
<b>National Curriculum</b>	<b>Skills (Rainbow Continuum)</b>	<b>Overall Subject Outcome(s)</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<ul style="list-style-type: none"> <li>Describe simple features with simple vocabulary.</li> <li>Sort data within given criteria.</li> <li>Remember and recall information.</li> <li>Record what they have seen or done in different ways, including drawing and labelled diagrams.</li> </ul>	Group carnivores, herbivores and omnivores in a diagram.	<ul style="list-style-type: none"> <li>Non-fiction books</li> <li>Images of common animals</li> <li>Espresso</li> </ul>	
		<b>Writing Opportunity</b>		
Key Questions / Learning Journey Steps		Activity		
What different animals do you know?		<ul style="list-style-type: none"> <li>Look at pictures of different animals and begin to classify them.</li> </ul>		
How are the animals similar and different?		<ul style="list-style-type: none"> <li>Group animals according to different criteria.</li> </ul>		
What do animals eat?		<ul style="list-style-type: none"> <li>Introduce chn to herbivore, carnivore and omnivore</li> <li>Play sorting game on espresso</li> <li>Sort animals on a diagram – carnivore, herbivore, omnivore</li> </ul>		
Growth	Possibilities	Health	Community	
Children to develop a growing awareness of our natural world and how humans interact within it.	Children can become meteorologists/ environmentalists.	Children will begin to understand the need and importance for looking after the human body.	Children to develop an understanding of looking after everything in their school grounds.	
<b>Relevant RRSA Article</b>	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.			

HISTORY			
<b>National Curriculum</b>	<b>Skills (Rainbow Continuum)</b>	<b>Overall Subject Outcome(s)</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories from the past.</li> <li>Know some of the main events and people studied in a topic.</li> <li>Begin to use very simple time lines to order events.</li> </ul>	Draw a picture and write a simple sentence about Mary Anning.	<ul style="list-style-type: none"> <li>Items for a paleontologist dig (chisel, bones, camera, bones, paintbrushes, etc.).</li> <li>Sandtray</li> <li><i>Stone Girl, Bone Girl</i> book</li> <li>Fossils</li> <li>Toy dinosaurs</li> <li>Fiction and non-fiction books</li> <li>Clay</li> </ul>
		<b>Writing Opportunity</b>	
Key Questions / Learning Journey Steps		Activity	
What do you know about dinosaurs?		<ul style="list-style-type: none"> <li>Go on a dinosaur hunt to find facts.</li> <li>Name some of the toy dinosaurs.</li> </ul>	
How have we found out information about dinosaurs?		<ul style="list-style-type: none"> <li>Look at fossils</li> <li>Make a fossil</li> <li><b>Rocks to school workshop</b></li> </ul>	
Who was Mary Anning?		<ul style="list-style-type: none"> <li>Dig for clues about her life</li> <li>Read <i>Stone Girl, Bone Girl</i></li> <li>Watch videos – YouTube and BBC Bitesize</li> <li>Draw a picture and write a simple sentence about Mary Anning.</li> </ul>	
Growth	Possibilities	Health	Community
Children to develop an understanding of how their actions can have a positive impact on the wider world.	Children can become paleontologists regardless of gender.	Children to understand that they should be positive about themselves and others.	Children to understand that that their actions can have a positive impact on the community.
<b>Relevant RRSA Article</b>	Article 8: You have the right to an identity.		

Art			
<b>National Curriculum</b>	<b>Skills (Rainbow Continuum)</b>	<b>Overall Subject Outcome(s)</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>Explore different drawing and painting tools.</li> <li>Use primary colours</li> <li>Explore a simple pattern</li> <li>Design and make images and artefacts</li> </ul>	Make a negative print using a dinosaur template.  <b>Writing Opportunity</b> Chn to label the dinosaur they have made.	<ul style="list-style-type: none"> <li>Primary colours (paint and printing ink)</li> <li>Dinosaur templates</li> <li>Newspaper</li> <li>Black/white paper or card</li> </ul>
Key Questions / Learning Journey Steps		Activity	
What are primary colours?		<ul style="list-style-type: none"> <li>Print dinosaur shapes using primary colours.</li> </ul>	
How can we produce a negative print of a dinosaur?		<ul style="list-style-type: none"> <li>Make a negative print using a dinosaur template.</li> </ul>	
What else can we use to print with?		<ul style="list-style-type: none"> <li>Print using a clay block technique (previously made fossils - see history)</li> </ul>	
Growth	Possibilities	Health	Community
Children to become independent artists and learn from their mistakes.	Children should be aware that art can take many different forms.	Children to recognize the importance of creative talents.	Children will have the opportunity to showcase their artwork in the school community.
<b>Relevant RRSA Article</b>	Article 29: Your education should help you use and develop your talents and abilities.		

RE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<b>Gateshead Agreed Syllabus for RE 2018 (Appendix1)</b>  <b>Narrative</b> <ul style="list-style-type: none"> <li>The Ramayan – the story of Prince Rama Sita and Lakhsman</li> </ul> <b>Principal Beliefs (Texts)</b> The Ramayana  <b>The Calendar</b> The festival of Diwali	<b>ARE Expectations (Gateshead agreed syllabus for RE 2018)</b>  <b>Explore</b> <ul style="list-style-type: none"> <li>Recall some religious stories relevant to the faith they are learning about</li> </ul> <b>Engage</b> <ul style="list-style-type: none"> <li>Puppet show of Rama and Sita</li> </ul> <b>Reflect</b> <ul style="list-style-type: none"> <li>To know that there is more than one religious tradition or faith community</li> </ul>	Combining text and photograph to produce a recount of the Diwali celebration.	<ul style="list-style-type: none"> <li>The story of Rama and Sita</li> <li>Clay</li> <li>Decorative items</li> <li>Fake candles</li> <li>Diwali foods</li> </ul>
		<b>Writing Opportunity</b> Recount of the Diwali celebration.	
Key Questions / Learning Journey Steps		Activity	
What do followers of these religions believe?		Share the story of Rama and Sita. <ul style="list-style-type: none"> <li>Respond to the story (drama, picture with caption, puppets)</li> </ul>	
What occasions do followers of this religion celebrate?		Festival of Diwali <ul style="list-style-type: none"> <li>Look at customs associated with Diwali – cleaning the house, special clothes etc.</li> <li>Look at the God Lakshmi</li> <li>Make diva lamps out of clay</li> <li>Make and taste Diwali foods (Diwali celebration)</li> <li>Label photo/recount of celebration</li> </ul>	
Growth	Possibilities	Health	Community
Develop an understanding of what people in different religions and cultures believe and how they celebrate.	Explore different religions.	To experience how it feels good to celebrate together.	Be respectful of different religious communities.
<b>Relevant RRSa Article</b>	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities		

Science			
<b>National Curriculum</b>	<b>Skills (Rainbow Continuum)</b>	<b>Overall Subject Outcome(s)</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>Remember and recall information.</li> <li>Record what they have seen or done in different ways, including drawing and labelled diagrams.</li> </ul>	Make a weather diary. A labelled diagram of the human body.	<ul style="list-style-type: none"> <li>Non-fiction books</li> <li>Espresso</li> <li>Weather resources</li> <li>Clothes for different types of weather</li> </ul>
		<b>Writing Opportunity</b>	
		Labelling the human body. Writing captions for a weather diary.	
Key Questions / Learning Journey Steps		Activity	
What are the different parts of the human body?		<ul style="list-style-type: none"> <li>Sing head shoulders, knees and toes.</li> <li>Label a diagram/picture of the human body.</li> <li>Draw around our bodies.</li> </ul>	
How does the weather change across a week/year?		<ul style="list-style-type: none"> <li>Observe daily weather changes.</li> <li>Record what they have seen using pictures and a simple sentence.</li> <li>Watch weather clips on espresso.</li> </ul>	
What happens in the different seasons?		<ul style="list-style-type: none"> <li>Discuss each season and what changes as a result.</li> <li>Look at trees from all seasons.</li> <li>Children to create artwork showing how trees change across the year.</li> </ul>	
		<ul style="list-style-type: none"> <li>Discuss each season and what changes as a result.</li> <li>Draw a picture representing each season.</li> <li>Complete the sentence 'My favorite season is...'</li> </ul>	
		<ul style="list-style-type: none"> <li>Discuss each season and what changes as a result.</li> <li>Begin season spin.</li> <li>Read Seasons Come, Seasons Go (Tree).</li> </ul>	
Growth	Possibilities	Health	Community
Children to develop a growing awareness of our natural world and how humans interact within it.	Children can become environmentalists.	Children will begin to understand the need and importance for looking after the human body.	Children to develop an understanding of looking after everything in their school grounds.
<b>Relevant RRSA Article</b>	Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.		

DT			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Evaluate their ideas and products against design criteria</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they want to do using pictures and words</li> <li>Join two materials together</li> <li>Know how some moving objects work</li> </ul>	Design, make and evaluate a dinosaur with moving parts	<ul style="list-style-type: none"> <li>Card</li> <li>Split pins</li> <li>Templates</li> <li>Lolly sticks</li> <li>Coloured pencils</li> <li>Design sheet</li> <li>Evaluation sheet</li> <li>iPad</li> </ul>
		<b>Writing Opportunity</b>	
		Describe what they want to do using pictures and words	
Key Questions / Learning Journey Steps		Activity	
How do these objects move?		<ul style="list-style-type: none"> <li>Look at different moving objects (e.g. puppets)</li> </ul>	
How can I make a picture move?		<ul style="list-style-type: none"> <li>Look at moving pictures.</li> <li>What is making the picture move?</li> <li>Children to choose their own moving picture design and colour in.</li> <li>Cut out moving picture.</li> <li>Attach object to slider.</li> </ul>	
What will your dinosaur look like?		<ul style="list-style-type: none"> <li>Design a split pin dinosaur and label.</li> <li>What will you need?</li> <li>How will it move?</li> </ul>	
How will you make your pop up dinosaur?		<ul style="list-style-type: none"> <li>Make split pin dinosaur.</li> </ul>	
What do you think of your dinosaur? How could you improve your dinosaur?		<ul style="list-style-type: none"> <li>Evaluate split pin dinosaur</li> <li>Say what is good about it.</li> <li>What would you do next time?</li> </ul>	
Growth	Possibilities	Health	Community
Children will learn to become independent fine motor skills.	Children should be willing to have a go and understand how to improve and how to develop resilience if things go wrong.	Children will become reflective and begin to evaluate their own and others work.	Children to show empathy and begin to realise how they can help others.
<b>Relevant RRSA Article</b>	Article 12: You have the right to give your opinion and for adults to listen and take it seriously.		

Geography			
<b>National Curriculum</b>	<b>Skills (Rainbow Continuum)</b>	<b>Overall Subject Outcome(s)</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of close and far away</li> <li>Marks some locations on a map of the UK (Y)</li> <li>Identify features on a map (Y)</li> </ul>	<ul style="list-style-type: none"> <li>Label a map of the UK, with names of countries, capital cities and major seas</li> <li>Locate the British Isles in an atlas</li> <li>Locate Lyme Regis on a map of the UK</li> </ul>	<ul style="list-style-type: none"> <li>Atlases</li> <li>Espresso</li> <li>Large map of UK (per class)</li> </ul>
		<b>Writing Opportunity</b>	
		Label a map of the UK including the names of the countries, capital cities and major seas. Place names begin with capital letters.	
Key Questions / Learning Journey Steps		Activity	
Where do we live?		<ul style="list-style-type: none"> <li>Look at a map of the UK</li> <li>Label the countries.</li> </ul>	
How are the countries different?		<ul style="list-style-type: none"> <li>Look at the flags</li> <li>Children to colour a flag for England, Wales and Scotland.</li> </ul>	
What is a capital city?		<ul style="list-style-type: none"> <li>Look at the capital cities of the countries within the UK</li> <li>Label the capital cities.</li> </ul>	
What does it mean to be English?		<ul style="list-style-type: none"> <li>Look at London landmarks (e.g. Big Ben, Buckingham Palace, Houses of Parliament, River Thames)</li> <li>Children to draw a London Landmark and label with a simple sentence – <i>This is the...</i></li> </ul>	
What landmarks are there in London?		<ul style="list-style-type: none"> <li>Chn to create a booklet containing four landmarks of London with labels.</li> <li>Complete tagline: It is great.</li> </ul>	
Growth	Possibilities	Health	Community
Differences between countries make us unique and important.	Children should be able to broaden their horizons through travel.	Children should be proud to be British.	Children should understand what it means to be British.
<b>Relevant RRSA Article</b>	Article 7: You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).		

PSE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education	N/A	Children will Learn about the importance of effective teeth cleaning and good dental hygiene and the importance of a healthy lifestyle. They will also begin to understand what a 'Bully' is and that bullying is wrong.	<ul style="list-style-type: none"> <li>See Dimensions individual lesson resources.</li> </ul>
		<b>Writing Opportunity</b>	
		Letter from the ugly duckling List making	
Key Questions / Learning Journey Steps		Activity	
Who are your family?		<ul style="list-style-type: none"> <li>Introduce your family in circle time.</li> <li>Say who you live with.</li> <li>Draw your house.</li> </ul>	
What makes you happy?		<ul style="list-style-type: none"> <li>PSE Core 1 Unit 4 Ln 1 Happiness - Smile!</li> </ul>	
How can we keep our teeth clean?		<ul style="list-style-type: none"> <li>PSE Core 1 Unit 2 Ln 1 Dental Hygiene - Brushing Up!</li> <li>PSE Core 1 Unit 2 Ln 2 Dental Hygiene - Bright White</li> <li>PSE Core 1 Unit 2 Ln 3 Dental Hygiene - Top Teeth</li> </ul>	
How can we stop germs? How can we keep ourselves clean?		<ul style="list-style-type: none"> <li>PSE Core 1 Unit 2 Ln 4 Washing Hands - Meet Grub!</li> <li>PSE Core 1 Unit 2 Ln 5 Keeping Clean - Bath-time</li> </ul>	
What is bullying? Have you ever been called a name?		<ul style="list-style-type: none"> <li>PSE Core 2 Unit 2 Ln 1 Definition - A Bully is...</li> <li>PSE Core 2 Unit 2 Ln 2 Unkindness - Blame Game</li> <li>PSE Core 2 Unit 2 Ln 3 Behaviour - Bullying is...</li> <li>PSE Core 2 Unit 2 Ln 4 Behaviour - + and -</li> <li>PSE Core 2 Unit 2 Ln 5 - Behaviour - Help Me!</li> </ul>	
Growth	Possibilities	Health	Community
Children will begin to accept how there are many ways to live and how the differences make us unique and important.	Chn will understand the importance of doctors and dentists and how they help us.	Chn will begin to have a growing awareness of how to look after themselves.	Chn will understand the importance of doctors and dentists. They will begin to understand how to deal with negative behavior.
<b>Relevant RRSA Article</b>	<b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.		

PE				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>Enjoy participation</p> <p>Move a ball using simple throwing techniques</p> <p>Explore different ways of moving a ball</p> <p>Play simple ball games involving kicking, catching or throwing</p> <p>Comment on others' actions</p> <p>Suggest simple improvements</p> <p>Talks about how their body feels during activity</p> <p>Understand that physical activity is good for them</p>	<p>Children will develop game playing skills involving throwing and catching.</p>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Hoops</li> <li>• Beanbags</li> <li>• Quoits</li> <li>• Balls</li> <li>• chalk</li> </ul>	
		<p>Writing Opportunity</p>		
		<p>N/A</p>		
Key Questions / Learning Journey Steps		Activity		
How can we play games safely?		<ul style="list-style-type: none"> <li>• Warm up: stretching</li> <li>• Sing head, shoulders, knees and toes</li> <li>• Hokey cokey</li> <li>• Simon say's</li> <li>• Creep up on the teacher</li> </ul>		
How can we find a space?		<ul style="list-style-type: none"> <li>• Warm up: stretching and walking at an increased pace</li> <li>• Main: cat game – jelly cat, running cat</li> <li>• Cool down: stretching</li> </ul>		
How can we balance a beanbag?		<ul style="list-style-type: none"> <li>• Pat different parts of the body e.g. pat your head.</li> <li>• Move around the space – move, freeze, turn</li> <li>• Balance a beanbag (see lesson plan)</li> <li>• Cool down: stretching</li> </ul>		
How can we make a beanbag move?		<ul style="list-style-type: none"> <li>• Pat different parts of the body e.g. pat your head.</li> <li>• Main: throw, catch, push with foot, kick</li> <li>• Game: throw beanbag into hoops</li> <li>• Game: aim at a cone</li> </ul>		
How can we move a quoit?		<ul style="list-style-type: none"> <li>• Warm up: move, freeze, turn</li> <li>• Main: balance a quoit on different parts of the body</li> <li>• Cool down: stretch</li> </ul>		
How can we make our ball roll in different ways?		<ul style="list-style-type: none"> <li>• Warm up: traffic lights</li> <li>• Main: roll, throw/ catch individually and with a partner</li> <li>• Throw against a fence/wall and catch</li> <li>• Cool down: stretching</li> </ul>		
Growth	Possibilities	Health	Community	
<p>Chn will become more confident when throwing and catching a ball. Chn will understand how different equipment can be moved / balanced in different ways.</p>		<p>Chn will understand the importance of exercise and how it can have a positive impact on their health and mental wellbeing.</p>		
<p><b>Relevant RRSA Article</b></p>				

Music				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to different moods of music in different ways</li> <li>Create and choose sounds in response to different starting points</li> <li>Use their own voices in many different ways</li> <li>Cop and perform simple rhythm patterns</li> </ul>	To learn a rap song To perform with actions and rhythm	<ul style="list-style-type: none"> <li>Charanga</li> </ul>	
		To learn about reggae music Perform a song in the style of reggae		<b>Writing Opportunity</b>
		NA		
Key Questions / Learning Journey Steps		Activity		
How is this song performed?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>Hey You!</i></li> <li>Use your body to find the pulse</li> </ul>		
How are they similar? How are they different?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>Me, Myself and I</i></li> <li>Compare and contrast to <i>Hey You!</i></li> </ul>		
How would you describe the pulse?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>Fresh Prince of Bel Air</i></li> <li>Clap out the pulse</li> </ul>		
How does the music make you feel?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>Rapper's Delight</i></li> <li>Use correct musical language to describe the song</li> </ul>		
How would you move your body in time to the music?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>U Can't Touch This</i></li> <li>Think of actions to perform the song</li> </ul>		
How can perform the song well?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>It's Like That</i></li> <li>Perform <i>Hey You!</i> to an audience</li> </ul>		
How is this song performed?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>Rhythm In the way we walk</i></li> <li>Use your body to find the pulse</li> </ul>		
What instruments can you here?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>The Planets</i> by Gustav Hoist</li> <li>Learn about different instruments in the orchestra</li> </ul>		
How would you describe the pulse?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>Tubular Bells</i> by Mike Oldfield</li> <li>Clap out the pulse</li> </ul>		
How does the music make you feel?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>The Banana Rap</i></li> <li>Use correct musical language to describe the song</li> </ul>		
How would you move your body in time to the music?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>Happy</i> by Pharrel Williams</li> <li>Think of actions to perform the song</li> </ul>		
How can perform the song well?		<ul style="list-style-type: none"> <li>Listen and appraise – <i>When I'm 64</i> by The Beatles</li> <li>Perform <i>Banana Rap</i> to an audience</li> </ul>		
Growth	Possibilities	Health	Community	
To develop an awareness of different styles of music. To become a well-rounded musician.	To overcome insecurities and be willing to have to go.	Children to understand how music can express feelings and emotions in different ways.	Children to collaborate together and take pride in a musical performance in front of their community.	
Relevant RRSA Article	Article 17: You have the right to get information that is important to your wellbeing.			

## Computing

Computing			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> <li>Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies.</li> <li>Pupils should be taught to use technology purposefully to create digital content.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to log on to the computer using their school colour and name password.</li> <li>Click and drag with a mouse.</li> <li>Switch on and shutdown a computer independently.</li> <li>Launch an application by double clicking it.</li> <li>Save their work in their folder independently.</li> <li>Type a sentence.</li> <li>Use the shift, space and enter keys.</li> </ul>	<p>I can keep my password private. I can tell you what personal information is. I can use the keyboard or a word bank on my device to enter text. I can save information in a special place and retrieve it again. Children to save a piece of work at the end of the unit to show key skills achieved.</p> <hr/> <p style="text-align: center;"><b>Writing Opportunity</b></p> <p>Children type sentences, linked to topic work.</p>	<ul style="list-style-type: none"> <li>Unit 1.1 Purple Mash – Online Safety &amp; Exploring Purple Mash</li> <li>Purple Mash</li> <li>Microsoft Word</li> <li>Word Pad (this is a simpler version of Microsoft Word) Ikon on desktop</li> <li>Twinkl Planit</li> <li>Word Processing Skills Year 1 Unit</li> <li>Link from overview to detailed lesson plans and resources that can be used.</li> </ul>
Key Questions / Learning Journey Steps		Activity	
Why is it important to have a password to login to the computer?		<ul style="list-style-type: none"> <li>Talk about how we keep our property safe in everyday life. Examples may include locking up your home, bank card pin numbers, locking up your bike at the bike park, putting your swimming kit in a locker etc.</li> <li>Talk about how logging into the computer helps to keep our digital work safe.</li> </ul>	
How do I login to the computer?		<ul style="list-style-type: none"> <li>Demonstrate how to use your login card to log into the computer.</li> <li>Children login themselves.</li> </ul>	
How do I switch on and log in to the computer? How do I log off when I have finished using the computer?		<ul style="list-style-type: none"> <li>Demonstrate how to switch on, log in, log off and shut down the computer correctly.</li> <li>Children do this themselves.</li> </ul>	
How do I use the mouse to drag, double click?		<ul style="list-style-type: none"> <li>Choose a simple game for the children to play for example an espresso game or game from Top marks.</li> <li>Children practice their clicking and dragging skills with the mouse.</li> </ul>	
How do I use the computer keyboard to type text?		<ul style="list-style-type: none"> <li>Look at the giant keyboard on the IWB. Talk about the main parts of the keyboard. Letter keys, enter, space bar. Demonstrate how to use.</li> <li>Children have a go at typing words and using the enter key to start a new line. (no need to save)</li> </ul>	
How do I save my work?		<ul style="list-style-type: none"> <li>Demonstrate how to save work to their area on the computer.</li> <li>Children to type some text, save it.</li> </ul>	
How do I find the work that I have saved?		<ul style="list-style-type: none"> <li>Children learn how to retrieve the document that they saved last lesson. They add to their work and re save.</li> </ul>	
Growth	Possibilities	Health	Community
Children to develop patience when using the computer.	Children will be given the skills to become digitally literate.	To develop the understanding that a password is used to keep their personal information safe.	To understand what it means to use the internet safely.
<b>Relevant RRSA Article</b>	Article 16: You have the right to privacy.		

**Computing Autumn 2 Year 1**

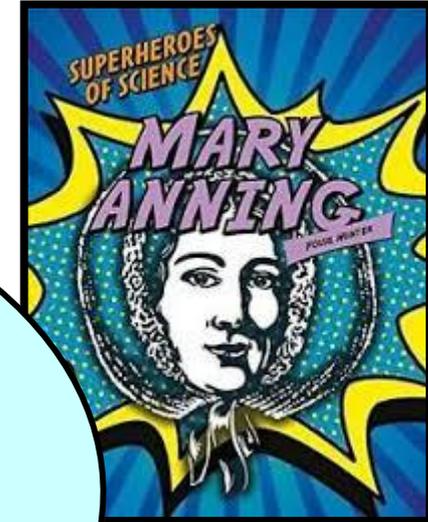
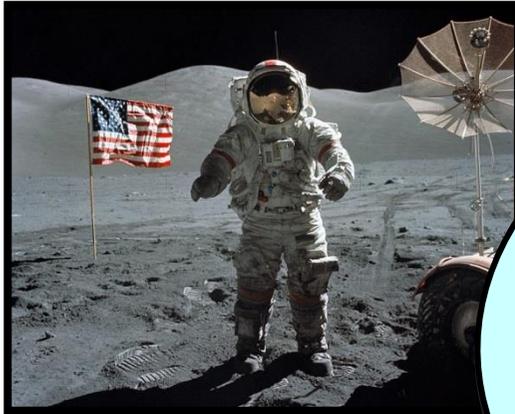
Area of study		Staying safe online	
National Curriculum	Skills	Overall Subject Outcome(s)	Resources
National Curriculum KS1 Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies	I can describe the things that happen online that I must tell an adult about.	Pupils understand that they should stay safe online by choosing websites/apps that are good for them to visit, and avoid sites that are not appropriate for them.  They will learn to tell an adult about anything that worries them online.	Smartie the Penguin.-Themes discussed in this video Pop ups and in app purchasing Inappropriate websites for older children /adults Cyberbullying <a href="https://www.childnet.com/resources/smartie-the-penguin">https://www.childnet.com/resources/smartie-the-penguin</a>
Key Questions / Learning Journey Steps		Activity	
How do I use the internet? How can I make sure that I am safe when I use the internet?		Explain what we mean by going online and using the internet. Talk about the things that your class do online. What devices do they use to access the internet? When do they go online? Are they always with an adult when they go online? Which sites do they tend to go on when they go online? Make a class list of popular games/websites/apps.	
How can I make sure that I am safe when I use the internet? What should I do if I see something that worries me online?		Watch Smartie the Penguin.-Themes discussed in this video Pop ups and in app purchasing Inappropriate websites for older children /adults Cyberbullying Watch the Smartie the Penguin PowerPoint story <a href="https://www.childnet.com/resources/smartie-the-penguin">https://www.childnet.com/resources/smartie-the-penguin</a> Pause at each discussion point and talk through the issues raised, with your class.	
Growth	Possibilities	Health	Community
Children to develop patience when using the computer.	Children will be given the skills to become digitally literate.	To develop the understanding that a password is used to keep their personal information safe.	To understand what it means to use the internet safely.
<b>Relevant RRSa Article</b>	Article 16: You have the right to privacy.		

Computing Autumn 2 Year 1			
Word Processing/Digital Literacy			
National Curriculum	Skills	Overall Subject Outcome(s)	Resources
National Curriculum KS1 Pupils should be taught to use technology purposefully to create digital content.	This unit will enable the children to: understand that a programmable toy can be controlled by inputting a sequence of instructions develop and record sequences of instructions as an algorithm program the toy to follow their algorithm debug their programs predict how their programs will work.	In this unit, the children will program a toy (Beebot) to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, then input these as stored programs for the robot. They predict how the robot will move and will debug their programs.	We are Treasure Hunters Rising stars Unit 1.1 Bee Bots Bee bot App
		Writing Opportunity	
		Writing own instructions for the Beebots.	
Key Questions / Learning Journey Steps		Activity	
What is an algorithm? What is programming?		<p>Take the pupils into a large space, such as the school hall or playground. Put treasure (perhaps a box or a bag) at one location and gather the pupils at another location. Set pupils the challenge of deciding on what instructions they'd need to follow to get from where they are to the treasure. Tell them that they can only use 'forwards', 'backwards', 'turn left' and 'turn right' as instructions. One pupil should take on the role of the robot-pirate. Another pupil (the programmer) should read out their instructions to the robot-pirate, who should follow these exactly. Did they get the treasure? Did the programmer change their instructions at all as they saw what was happening, or did they stick exactly to their plan? Repeat the exercise, moving either the treasure or the pupils to a new location. This time, use an audio recorder to capture the programmer's instructions. Ask the other pupils to predict where the robot-pirate will go (they could even stand in the place they think he or she will go), and then play these back to the robot-pirate. Explain that the instructions are called an algorithm. When we enter these into a computer, this is programming.</p>	
Can we create our own algorithm? Did it work as we had planned? How can we fix it? This is called debugging.		<p>Project the treasure map PDF file (from the CD-ROM) onto the IWB. Discuss what the children can see. What do they think the symbols on the map represent? Gather the class around the large map (drawn out on paper or cardboard). Introduce a small toy or figure to the map and explain that the children need to give the figure instructions to move from one point on the map to another, e.g. from the lake to the trees. Talk about what instructions they might give to do this, e.g. forwards, backwards, turn left and turn right. Put a toy figure on the dock, on the large map, and tell the children where it needs to get to. Working as a class, the children should give the figure instructions to move, one step at a time, to its destination. As the figure moves, write each instruction on the IWB. The class may wish to agree a common format for this, either using symbols, words, or both. For example, to move forward one step could be recorded as: 1, Forward 1 or FD1. Once the figure has reached its destination, place it back on the dock and follow the list of instructions that has just been recorded. Ensure that the children understand that using this list of instructions will always mean that, when starting from the dock and facing east, the figure ends up at the same place. Now ask the pupils to write down instructions to move the figure from the dock to a different location, this time writing these down all at once rather than working them out as they go. Explain that they need to think carefully ('use logical reasoning') to work out where the toy will be, and which way it will be facing after each step. Ask the children to follow the instructions that they wrote down. Did they work? If not, the pupils should correct ('debug') these and start again.</p>	

<p>How does the Beebot work?  Can we programme the Beebot ?  Did the Beebot act as we predicted?  How can we debug it to correct mistakes?</p>	<p>Introduce your chosen programmable toy (Beebots) to the children.  Provide them with some time to experiment with this, discovering how it works for themselves.  Ask the pupils to demonstrate what they've discovered to the class.  Show them what buttons to press to make the toy move one step at a time, if they have not discovered this for themselves.  Allow the children time to take turns doing this (either within a group or in pairs).  Explain that the toy is a computer – it accepts inputs and then produces output according to a stored program.  Ask the children to think of other technologies that also accept input, store programs and produce outputs. Correct any misconceptions.  Show how the robot can be programmed interactively (i.e.one step at a time) to move about the island map.  Ask the pupils to use step-by-step programming to move it from one place to another.  Assign pupils to groups and ask them to set and respond to similar programming challenges themselves, moving the robot from one location to another.  Show the pupils a set of instructions to move from one place to another, and ask them to predict where the robot will end up.  Were they right? How did they work this out?  Working in their groups, the pupils could set and respond to similar challenges themselves, saying a set of instructions and then all making a prediction of where the robot would end up when these instructions were programmed in, one at a time.</p>
<p>Can I predict where the Beebot will end up?  Can I test my predictions?</p>	<p>Gather the children round the large drawn-out map and explain that Captain Blackbeard buried two chests of treasure at different points on the island.  Read the instructions that he wrote to remind himself where he buried the first chest of treasure (see Blackbeard's instructions 1 and 2 on the CD-ROM). Work as a class to follow Blackbeard's instructions – with either yourself, or one or more of the children, moving 'Captain Blackbeard' (a small toy figure) around the map to discover the place where he buried his treasure.  Explain that the programmable toy is going to be a treasure hunter, and if they program it with Blackbeard's instructions it will go to the treasure.  Place the programmable toy on the dock and ask one or more pupils to input Blackbeard's instructions as a complete sequence in one go.  Ask the children where they think the toy will end up.  Show them if they are right. Ask them how they made their predictions.  Repeat with the other set of instructions and/or a different starting point, again asking pupils to predict where the toy will end up when programmed.  One or more children should program the instructions so that the class can test their predictions.  Working in groups and using the treasure map, the children could write a sequence of instructions to a point on the map of their choosing and then other children could first predict, and then test, where the instructions take the programmable toy.  Provide some time for pupils to experiment further with the toy, thinking of more complex programs they could give it and, in each case, making a prediction of how the robot will respond.</p>
<p>Can I write commands for my Beebot to follow?</p>	<p>Divide the class into groups. Give each group a hard-copy version of the treasure map on which you have marked an X (which represents more buried treasure).  You may wish to mark the X in different locations for each group, depending on ability.  Give each group a counter that represents the programmable toy. Ask each group to place the counter on the dock and move it one step at a time until it reaches the X, making a note of each step the counter takes (using a pencil and paper, or a laptop/PC, if appropriate).  The groups should then see whether they can find the treasure using the programmable toy on the large treasure map. First ask them to place the toy on the dock and the X in the square of the large map that relates to the A4-sized hard-copy version of the map.  Ask them to input the sequence of instructions they have noted down and then test whether the instructions lead the toy to the treasure.  Change the starting location and/or the location of the treasure as groups solve each problem successfully, or encourage them to set one another programming challenges, such as moving from one place to another on the map. You can include greater complexity by asking for instructions that visit two or more places, or that avoid particular parts of the map. In each case ask pupils to write their algorithm and then program the robot. They, and the others in their group ,should make and test predictions.</p>

<p>Can I Debug the Beebot to correct mistakes.</p>	<p>Show pupils the map again, and the faulty set of instructions (see <i>Resources</i>).          Explain that the algorithm is meant to move the robot from one point to another, but that you think it might be wrong. Ask pupils to predict what would happen if it was typed in as a program.          Where would the robot end up? Can they suggest any way to fix the program?          Explain that this is called debugging.          Tell the story of Grace Hopper literally 'debugging' one of the early computers by removing an insect from a relay switch (see <i>Resources</i>).          Try one or more of the pupils' suggested corrections for the algorithm, inputting this as the program for the robot. Did it run correctly? Are further changes needed?          Set pupils the challenge of finding and correcting errors in one another's programs for the robot, either by logical reasoning alone or by testing the programs on the robot.          Use a plenary for the pupils to discuss any strategies they've adopted when checking and correcting one another's algorithms and programs.          Ask them to think of occasions when it would be really important that the computer scientists and programmers had made sure there were no mistakes at all in their algorithms or programs. If time permits, show pupils the video of Google's driverless cars (see <i>Resources</i>).</p>		
<b>Growth</b>	<b>Possibilities</b>	<b>Health</b>	<b>Community</b>
<p>Children to develop patience when using the computer.</p>	<p>Children will be given the skills to become digitally literate.</p>	<p>To develop the understanding that a password is used to keep their personal information safe.</p>	<p>To understand what it means to use the internet safely.</p>
<b>Relevant RRSa Article</b>	<p>Article 16: You have the right to privacy.</p>		

# FOOTSTEPS TO INDEPENDENCE



“One small step for man, one giant leap for mankind.”

(Neil Armstrong – Astronaut)

“Creative people are curious, flexible, persistent, and independent with a tremendous spirit of adventure and a love of play.”

(Henry Matisse – Artist)

“Change doesn’t happen overnight - it’s moulded by people who don’t give up.”

(Mary Pearson – Author)

