





Anfield Road Primary School Medium Term Plan Year 1
Autumn Term 2
What do I know about Hot & Cold places?

Curriculum Enhancements:				
Knowsley Safari Park visit				
English				
Genre – Narrative Lost & Found Oliver Jeffers		Genre – Non-Fiction Dorling Kindersley Hot Cold		Author Study - Oliver Jeffers
Phonics – Daily RWI sessions				
Maths				
Number: Addition and Subtraction		Geometry shape		Number: Place Value (within 20)
Foundation Subjects				
History - Famous Scientist/Author	Science – Animals	Geography – physical	Art – 3D	DT – food
Key Question: Who was Beatrix Potter?	Key Question: How many ways are animals covered?	Key Question: Why are some places in the world hot and some cold?	Key Question: Can you sculpt a model from clay?	Key Question: Can I make food that will keep me warm and healthy?
Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge:

<ul style="list-style-type: none"> Who is Beatrix Potter? What did Beatrix Potter do before she wrote books? How did she become famous? Where can you find her work? What do people know about her today? 	<ul style="list-style-type: none"> Can you identify different structures in animals eg: wings, tails, & ears? Can you identify different skin coverings in animals eg: scales, feathers, & fur? Know that some animals eat other animals, some eat plants, and some eat both. Know that different parts of the world have their summer and winter at different times to us. Know animals have senses to explore the world around them. 	<ul style="list-style-type: none"> Use maps and the globe to locate the Equator, the North Pole and the South Pole Know how people have adapted to live in a very hot climate Know how people have adapted to live in a very cold climate Know that in the polar regions it can be dark or light all day What animals would you find in hot and cold places 	<ul style="list-style-type: none"> Manipulate a range of materials to create a shape eg: dough, plasticine Use clay with increasing confidence to roll, push and squeeze. Carve details and shapes into the clay. Pinch clay to create extensions eg: a beak. Use clay to mold a shape. 	<ul style="list-style-type: none"> Know that certain foods are good for us. Talk about and name some common vegetables. Know where they come from – can link to allotment work. Think about foods that are hot and cold. What could we eat to warm us up. Look at soup – what is it. Make soup and taste it.
Key Vocabulary Beatrix Potter Author Illustrator Nature Scientist British Significant person	Key Vocabulary Characteristics Scales hooves claw beak fin	Key Vocabulary North Pole South Pole Equator Camouflage Desert Glacier	Key Vocabulary clay pinch mold roll carve pottery	Key Vocabulary Chop & cut Grate Ingredients Peel Soup Vegetables
Foundation Subjects				
PSHE - Whole School theme – Respect	RE – Christian, Muslim, or Judaism	Music – composition	PE – Gymnastics	Computing - E Safety
Key Question: Who is special to us?	Key Question: How and why do we celebrate special and sacred times?	Key Question: Can you create a story with sounds?	Key Question:	Key Question: Can I create a habitat for my animal?

				
Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge:
<ul style="list-style-type: none"> • What people are in my family/who loves and cares for me? • What do you and your family have in common? • What do the people who are special to us do to make me feel loved and cared for? • Different cultures celebrate their own special occasions. • What to do if something about my family makes me upset or worried. 		<ul style="list-style-type: none"> • Improvise (make up on the spot) simple vocal chants-question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli, eg habitat • Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. 		<ul style="list-style-type: none"> • Algorithms are a series of steps or instructions to achieve a specific goal. • Devices respond to commands. • Talk about devices in the home that are controlled by commands
Key vocabulary Family Care Cultures Celebration Boundaries	Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary: Create Debug Instructions Organise Patterns program