



# MEDIUM TERM PLAN

TOPIC: Down on the farm

CLASS: Seedlings

TERM: Autumn

<p>Visit/Visitors and Real life opportunities':</p> <p>Dependent on government guidelines in Autumn term 2020:</p> <ul style="list-style-type: none"> <li>• Walk around local area.</li> <li>• Headteacher/ old pupils talking about the school history</li> <li>• Local farmer in.</li> <li>• Visit a farm.</li> <li>• Food bank charity visitor and raise awareness ready for harvest festival.</li> </ul>	<p>Class Novel:</p> <p>Ed's Egg You're too small! Are we there yet?</p>	<p>Learning Environment:</p> <ul style="list-style-type: none"> <li>• Area with maps, photos etc about Alburgh and Australia and the school logo.</li> <li>• Role play props for farming or a farm shop.</li> <li>• Small world – farm.</li> <li>• School vegetable patch opportunities.</li> </ul>	<p>Local/Topical Element:</p> <ul style="list-style-type: none"> <li>• Study of local area.</li> </ul>
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<p>Drama:</p> <p><i>Range of drama activities based on exploring ideas through texts, for example:</i></p> <p><i>Ed's Egg</i> <i>Whatever Wanda Wanted</i></p>	<p>Philosophy concepts:</p> <ul style="list-style-type: none"> <li>• Care</li> <li>• Change</li> <li>• Community</li> <li>• Belonging</li> </ul> <p>Key question: What does 'home' look like?</p>	<p>Outdoor Opportunities:</p> <ul style="list-style-type: none"> <li>• walk around local area.</li> <li>• following and plotting maps.</li> <li>• Outdoor learning activities across subjects.</li> </ul>	<p>SMSC Provision:</p> <ul style="list-style-type: none"> <li>• Exploring Australia's culture.</li> <li>• Understanding the world and culture around them.</li> </ul>
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<p>Science:</p> <ul style="list-style-type: none"> <li>• Observe and describe weather associated with the seasons and how day length varies (ongoing).</li> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (ongoing).</li> </ul>	<p>Geography:</p> <ul style="list-style-type: none"> <li>• Use world maps and atlases and globes to identify the UK and its countries.</li> <li>• Name and locate the four countries in the UK and surrounding sea.</li> <li>• Name, locate and identify the characteristics for the four countries and capital cities in the UK and surrounding seas.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• Use aerial images and other models to create simple plans and maps using symbols.</li> <li>• Use simple fieldwork and observational skills to study the immediate environment and use basic geographical vocabulary.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting Non-European country (Australia) and UK.</li> <li>• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</li> <li>• Use basic geographical vocabulary.</li> </ul> <p>(Including Geographical skills from general aims in the National Curriculum)</p>	<p>History:</p> <ul style="list-style-type: none"> <li>• Taught about significant historical events, peoples, places in their own locality.</li> </ul>
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<p>Art and Design:</p> <ul style="list-style-type: none"> <li>To develop technique for colour and pattern through aboriginal art.</li> <li>Learn about a range of <b>artists</b>, describing differences between different practises and disciplines and making links to their own work.</li> <li>To use drawing to develop and share their ideas, experiences and imagination.</li> </ul>	<p>Design Technology:</p> <ul style="list-style-type: none"> <li>Design purposeful, functional and appealing products for themselves and other users based on design criteria. <ul style="list-style-type: none"> <li>Use a range of tools and materials to complete practical tasks.</li> <li>Explore and evaluate against existing products.</li> <li>Explore and use mechanisms in their products.</li> </ul> </li> </ul>	<p>Music:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes – dependent on government guidance.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<p>Languages:</p> <p>Not in KS1.</p>	<p>RE:</p> <p>Following the Emanuel Project:</p> <p>Why is belonging to God and the church family important to Christians?</p> <p>Why is learning to do good deeds so important to Jewish people?</p>	<p>PE:</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing, catching and begin to apply these.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Develop confidence to excel in a broad range of physical activities.</li> </ul>
	<p>PSHE:</p> <p>Following Jigsaw programme and 'stepping back into school' resource including aspects such as:</p> <ul style="list-style-type: none"> <li>I can identify some of my hopes and fears for this year</li> <li>I understand the rights and responsibilities for being a member of my class and school.</li> <li>I understand the rights and responsibilities for being a member of my class.</li> <li>I can listen to other people and contribute my own ideas about rewards and consequences.</li> <li>I understand how following the learning charter will help me and others learn.</li> <li>I recognise the choices I make and understand the consequences.</li> <li>To explore my school and home routines together, beginning to understand why routines are helpful to us.</li> <li>To identify a variety of good and not so good emotions and build a vocabulary to describe my feelings.</li> <li>To recognise: <ul style="list-style-type: none"> <li>My own feelings.</li> <li>The feelings of others around me.</li> <li>Understand that my feelings and emotions are normal.</li> <li>Explore a range of helpful strategies to manage and nurture of emotions.</li> </ul> </li> <li>To identify and name kind things to do;</li> <li>Identify and name the feelings I experience when I am kind to others.</li> </ul>	<p>Computing:</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content .</li> <li>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet.</li> <li>Recognise common uses of technology beyond school.</li> <li>Understand what algorithms are, how they are implemented as programs or digital devices and that programs execute by following precise and unambiguous instructions.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To encourage pupils to identify the different emotions and feelings they have experienced during the coronavirus pandemic and to begin developing effective self-regulating strategies to support them with managing such feelings.</li><li>• To introduce mindfulness.</li><li>• To recognise my personal strengths and what strategies I find helpful to calm and relax.</li></ul> |  |
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Objectives linked to termly topic / *Objectives to be taught as a non-topic based, standalone lesson*