

Churchill Park School
Mid Term Plan – Key Stage 1 – Who Am I?

	Week 1 Who am I? 6 th Sept 2017	Week 2 My family 11 th Sept 2017	Week 3 How family life has changed in the last 100 years? 18 th Sept 2017	Week 4 How play has changed in the last 100 years? 25 th Sept 2017	Week 5 How school has changed in the last 100 years? 2 nd Oct 2017
English	<p>Objective: I can communicate with others about myself.</p> <p>Success Criteria:</p> <p>Sensory: I can communicate with other peers using gestures and verbal responses.</p> <p>Support: I can communicate using one and two word answers about myself.</p> <p>Core: I can use vocabulary focused on myself and my family. (30-50 CLS 29)</p> <p>Extension: I can ask others questions about themselves to gather information (S6 S&L)</p> <p>LOtC: Talk to new friends in other classes.</p> <p>Suggested Activities: Select photos of themselves and others by name. Match names to their photo. Write about themselves, draw a picture.</p>	<p>Objective: To look at how we fill in family trees.</p> <p>Success Criteria:</p> <p>Sensory: I can communicate with other peers using gestures and verbal responses/PECS.</p> <p>Support: I can communicate using one and two word/symbols answers about myself.</p> <p>Core: I can use vocabulary focused on myself and my family. (30-50 CLS 29)</p> <p>Extension: I can look at family trees as a different form of writing (S8)</p> <p>Suggested Activities: Use Oxford reading tree book to look at Biff and Chips family. Stick pictures of the family into a simple family tree. Extend: think of own families. Can you draw a picture.</p>	<p>Objective: To explore non-fiction.</p> <p>Success Criteria:</p> <p>Sensory: I am interested in books (16-26 reading)</p> <p>Support: I know information is shown in non-fiction books (30-50 reading)</p> <p>Core: I enjoy non-fiction books (40-60 reading)</p> <p>Extension: I show awareness of non-fiction (S8 transcription).</p> <p>LOtC: visit to library</p> <p>Suggested Activities: Look at books on family life now and in the past.</p>	<p>Objective: To play and talk about games from the past 100 years.</p> <p>Success Criteria:</p> <p>Sensory: I can copy familiar expressions in games (16-26 speaking)</p> <p>Support: I can use simple sentences (22-36 speaking)</p> <p>Core: I use talk to represent roles and play from 100 years ago. (40-60 speaking)</p> <p>Extension: I can maintain a conversation about games (S7)</p> <p>LOtC:</p> <p>Suggested Activities: To play with others games from the past 100 years.</p>	<p>Objective: To discuss differences in school life in the past.</p> <p>Success Criteria:</p> <p>Sensory: I am beginning to put two words together (16-26 speaking)</p> <p>Support: I am beginning to hold a conversation on schools (22-36) speaking</p> <p>Core: I can build up my vocabulary related to the past and present (speaking 30-50m)</p> <p>Extension: I can maintain a conversation about schools. (S7)</p> <p>LOtC: Trip to museum?</p> <p>Suggested Activities: Look and compare pictures. Walk around our school.</p>

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<p>Objective: To write up our trip to King’s Lynn.</p> <p>Success Criteria:</p> <p>Sensory: I can communicate about our trip.</p> <p>Support: I can use colourful semantics with prompt to form sentences.</p> <p>Core: I can make meaningful marks related to our trip.</p> <p>Extension: I can say what I want to write and copy write this.</p> <p>LOtC: Trip to King’s Lynn</p> <p>Suggested Activities:</p> <p>Write up/colourful semantics our trip.</p>	<p>Objective: To discuss different religious celebrations.</p> <p>Success Criteria:</p> <p>Sensory: I can communicate with other peers using gestures and verbal responses.</p> <p>Support: I can communicate using one and two word answers about celebrations.</p> <p>Core: I can use vocabulary focused on myself and my family. (30-50 CLS 29)</p> <p>Extension: I can ask others questions about themselves to gather information (S6 S&L)</p> <p>LOtC: church</p> <p>Suggested Activities:</p> <p>Involved in the celebrations. DIscuss what is happening. COlourful semantics on related pictures.</p>	<p>Objective: To look at story structure.</p> <p>Success Criteria:</p> <p>Sensory:I am interested in stories and read from front to back.</p> <p>Support: I am beginning to be aware of story structure. (30-50)</p> <p>Core: I know the structure of stories and can sequence.</p> <p>Extension: I can look at familiar stories and their structure (S7)</p> <p>Suggested Activities:</p> <p>Split up the story. Put in order.</p>	<p>Objective: To make up our own story using cave paintings as prompts.</p> <p>Success Criteria:</p> <p>Sensory:I can communicate single words (speaking 8-20)</p> <p>Support: I can use simple sentences (22-36 speaking)</p> <p>Core: I can use talk to communicate ideas about my story (40-60 speaking).</p> <p>Extension: I can dictate a story (S7 Writing)</p> <p>Suggested Activities:</p> <p>Cave paintings (link to humanities)</p> <p>Make a story from the drawings.</p>	<p>Objective: To draw pictures on papyrus to represent a story.</p> <p>Success Criteria:</p> <p>Sensory:I can make marks</p> <p>Support: I can mark marks and am beginning to hold my pencil correctly.</p> <p>Core: I can use marks to represent my ideas.</p> <p>Extension: I can write letter forms on my papyrus. (S6 Writing)</p> <p>Suggested Activities:</p> <p>To make egyptian papyrus. Mix an equal amount of School Glue and water in a flat bowl. Tear a brown paper bag into strips. Lay a paper towel on the newspaper. Dip strips one at a time in the glue mix. Lay them on the paper towel with their edges overlapping. Press the strips smooth. Arrange more strips going across the first layer. Press smooth. Air-dry your paper.</p> 
<p style="text-align: center;">Week 11 How to be a Viking 20th Nov 2017</p>	<p style="text-align: center;">Week 12 Victorian Traditions 27th Nov 2017</p>	<p style="text-align: center;">Week 13 Snow White 4th Dec 2017</p>	<p style="text-align: center;">Week 14 Christmas 11th December</p>	<p>Home Learning</p>
<p>Objective: To look at story characters.</p> <p>Success Criteria:</p> <p>Sensory:I am interested in</p>	<p>Objective: To look at story settings.</p> <p>Success Criteria:</p> <p>Sensory:I am interested in</p>	<p>Objective: To create our own Grimm story.</p> <p>Success Criteria:</p> <p>Sensory:I am beginning to</p>	<p>Objective: To look at different forms of writing at Christmas.</p> <p>Success Criteria:</p>	<ul style="list-style-type: none"> • Read stories • Look at writing around us. • Encourage drawing and mark making. • Build up quality communication.

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	<p>story characters (16-26 reading)</p> <p>Support: I can communicate my favourite story characters (22-36 reading)</p> <p>Core: I can describe story characters (30-50 reading)</p> <p>Extension: I can participate with character discussions (S9 comp)</p> <p>Suggested Activities:</p> <p>Look at the characters in the story. How they look, described etc.</p>	<p>story settings (16-26 reading)</p> <p>Support: I can communicate my favourite story settings (22-36 reading)</p> <p>Core: I can describe story settings (30-50 reading)</p> <p>Extension: I can participate with discussions on settings (S9 comp)</p> <p>Suggested Activities:</p> <p>Look at different stories this term and their settings.</p>	<p>choose 2 or more symbols to communicate a story picture. (22-36)</p> <p>Support: I can explain what is happening in my story (30-50)</p> <p>Core: I can communicate my own story in sentences and record (40-60)</p> <p>Extension: I can dictate a story and begin to copy words (S7 Writing)</p> <p>Suggested Activities:</p> <p>Write story. Plan, writing, colourful semantics *Assessment</p>	<p>Sensory: I am interested in writing (16-26 reading)</p> <p>Support: I know the difference between text and pictures (30-50 reading)</p> <p>Core: I know information is relayed in print (30-50 reading)</p> <p>Extension: I show awareness of non-fiction (S8 transcription).</p> <p>LOtC: post office</p> <p>Suggested Activities:</p> <p>Write a letter, a card, a wish list.</p>	
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History and Geography	<p>Objective: To look at my life and place in school.</p> <p>Success Criteria:</p> <p><i>Sensory:</i> I can show interest in myself and my family (16-26 UW P&C)</p> <p><i>Support:</i> I can identify my friends and family (22-36 UW P&C)</p> <p><i>Core:</i> I can show interest in the life of someone familiar to me (30-50 UW P&C)</p> <p><i>Extension:</i> I can communicate the difference between myself and others now and in the past (S6)</p> <p>Suggested Activities:</p> <p>Link to English</p> <p>Write a book about myself using pictures and photos.</p>	<p>Objective: To look at my present family life.</p> <p>Success Criteria:</p> <p><i>Sensory:</i> I can show interest in myself and my family (16-26 UW P&C)</p> <p><i>Support:</i> I can identify my friends and family (22-36 UW P&C)</p> <p><i>Core:</i> I can show interest in the life of someone familiar to me (30-50 UW P&C)</p> <p><i>Extension:</i> I can communicate about my life now and in the past (S6)</p> <p>Suggested Activities:</p> <p>Look at familiar people, why are they important to you. Draw pictures/ take photos.</p>	<p>Objective: To look and discuss family life now and in the past.</p> <p>Success Criteria:</p> <p><i>Sensory:</i> I show interest in pictures and stories (16-26 UW P&C)</p> <p><i>Support:</i> I show interest in the lives of others (30-50 UW P&C)</p> <p><i>Core:</i> I am noticing differences in old and new (ELG UW)</p> <p><i>Extension:</i> I can look at differences between life now and in the past (S7)</p> <p><i>LOtC:</i> library?</p> <p>Suggested Activities:</p> <p>Look at library artefacts.</p>	<p>Objective: To look and discuss play now and in the past.</p> <p>Success Criteria:</p> <p><i>Sensory:</i> I show interest in pictures and stories (16-26 UW P&C)</p> <p><i>Support:</i> I show interest in the lives of others (30-50 UW P&C)</p> <p><i>Core:</i> I can identify old and new (ELG UW)</p> <p><i>Extension:</i> I can look at differences between life now and in the past (S7)</p> <p><i>LOtC:</i> playground</p> <p>Suggested Activities:</p> <p>Look at library artefacts.</p>	<p>Objective: To look at how schools in the last 100 years compare to ours.</p> <p>Success Criteria:</p> <p><i>Sensory:</i> I can notice features of schools (22-36)</p> <p><i>Support:</i> I am developing an understanding of changes over time in schools (30-50 UW)</p> <p><i>Core:</i> I note that schools are different if they are old or new. (ELG UW)</p> <p><i>Extension:</i> I can look at similarities between life now and in the past (S7)</p> <p><i>LOtC:</i> Walk around our school</p> <p>Suggested Activities:</p> <p>Look at a school in the past and compare to ours. Technology etc. Look at library artefacts.</p>
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	<p>Objective: To look at different housing from the past to present in our local town.</p> <p>Success Criteria:</p> <p><i>Sensory:</i> I can notice features of</p>	R.E. Week	<p>Objective: To look at farms on maps.</p> <p>Success Criteria:</p> <p><i>Sensory:</i> I can explore maps (16-26 UW TW)</p>	<p>Objective: To look at stone age life.</p> <p>Success Criteria:</p> <p><i>Sensory:</i> I enjoy stories about others (16-26)</p>	R.E. week

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<p>the buildings in King's Lynn. (22-36)</p> <p>Support: I am developing an understanding of changes over time in King's Lynn houses (30-50 UW)</p> <p>Core: I note that the houses in King's Lynn are different if they are old or new. (ELG UW)</p> <p>Extension: I can look at differences and similarities between houses now and in the past (S7)</p> <p>LOtC: Walk around King's Lynn old and new parts/ gaol house museum.</p> <p>Suggested Activities: Go on a King's Lynn walk and look at differences. Gaol house museum.</p>		<p>Support: I can notice features on a map (22-36 UW TW)</p> <p>Core: I can talk about features of a map (ELG)</p> <p>Extension: I can look at features of a map, man made and natural (S5)</p> <p>LOtC: allotment visit</p> <p>Suggested Activities: Google maps Local maps</p>	<p>Support: I can show interest in different ways of life (30-50 P&C)</p> <p>Core: I know the difference and similarities between my life and those in the stone age. (ELG)</p> <p>Extension: I can respond to stories about people in the past (S7)</p> <p>Suggested Activities: Cave painting hunting and gathering</p>	
<p style="text-align: center;">Week 11 How to be a Viking 20th Nov 2017</p>	<p style="text-align: center;">Week 12 Victorian Traditions 27th Nov 2017</p>	<p style="text-align: center;">Week 13 Snow White 4th Dec 2017</p>	<p style="text-align: center;">Week 14 Christmas 11th December</p>	<p style="text-align: center;">Home Learning</p>
<p>Objective: To look at how children learned through stories in Viking times.</p> <p>Success Criteria:</p> <p>Sensory: I enjoy stories about others (16-26)</p> <p>Support: I can show interest in different ways of life (30-50 P&C)</p> <p>Core: I know the difference and similarities between my life and Viking children.(ELG)</p>	<p>Objective: To spend the day as a victorian.</p> <p>Success Criteria:</p> <p>Sensory: In pretend play I can imitate victorian life (22-36)</p> <p>Support: I can show interest in different ways of life (30-50 P&C)</p> <p>Core: I know the difference and similarities between my life and Victorians. (ELG)</p>	<p>Objective: To look at traditions of Germany at Christmas time related to Grimm.</p> <p>Success Criteria:</p> <p>Sensory:I enjoy pictures about other people (16-26 P&C)</p> <p>Support: I can show interest in different ways of life (30-50 P&C)</p> <p>Core: I know that I have different traditions (ELG P&C).</p>	<p>R.E. week</p>	<ul style="list-style-type: none"> • Share stories about your family. • Look at photos and family trees. • Look at old and new items.

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	<p>Extension: I can respond to stories about people in the past (S7)</p> <p>Suggested Activities:</p> <p>Thor stories and activities</p>	<p>Extension: I can look and sort old and new objects (S7)</p> <p>LOtC: Visit to gressenhall</p> <p>Suggested Activities:</p>	<p>Extension: I can communicate about German Christmas (S7)</p> <p>LOtC: Christmas market stall?</p> <p>Suggested Activities:</p>		
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Art Painting	<p>Objective: To respond to music through line, shape and colour.</p> <p>Success Criteria:</p> <p>Sensory: I can show an interest in music while experimenting with colour and marks (22-36 M&M)</p> <p>Support: I can respond to music and explore shape and colour (30-50 M&M)</p> <p>Core: I can experiment with colours in reaction to music (40-60 M&M)</p> <p>Extension: I can imitate the use of drawing through music using initial prompts from an adult. (S6)</p> <p>LOtC: Outside art tuff tray</p> <p>Suggested Activities: Listen to music and respond by drawing as the music moves you. Repeat but with paints of different colours.</p>	<p>Objective: To respond to the work of Wassily Kandinski through the use of lines, shapes and colours.</p> <p>Success Criteria:</p> <p>Sensory: I can use shape to represent a response to music (22-36 BI)</p> <p>Support: I can capture my response to music using shapes like Kandinski (30-50 BI).</p> <p>Core: I can use shape to express my feelings towards pieces of music (40-60 BI)</p> <p>Extension: I can practice my new skill with less support (S6)</p> <p>LOtC: Outside art tuff tray</p> <p>Suggested Activities: Show students artists works and focus on line, shape and colour. Listen to music as last week but get pupils to pick shapes to stick/print that feels like the music is interpreted.</p>	<p>Objective: To investigate and use the visual elements of line, colour and space in painting.</p> <p>Success Criteria:</p> <p>Sensory: I can imitate drawing simple shapes and lines (22-36 PD)</p> <p>Support: I can draw line and circle patterns (30-50 PD)</p> <p>Core: I can use a pencil correctly and accurately (40-60 PD)</p> <p>Extension: I can use simple actions to create patterns with handwriting (S6)</p> <p>LOtC: mark making tables</p> <p>Suggested Activities: Handwriting patterns (at least 4) using pens/pencils.</p>	<p>Objective: To investigate and use the visual elements of line, colour and space in painting.</p> <p>Success Criteria:</p> <p>Sensory: I can imitate drawing simple shapes and lines (22-36 PD)</p> <p>Support: I can draw line and circle patterns (30-50 PD)</p> <p>Core: I can use a pencil correctly and accurately (40-60 PD)</p> <p>Extension: I show confidence in using Kandinski process to create art (S7)</p> <p>LOtC:</p> <p>Suggested Activities: Using 4 patterns from last week pupils copy larger using chalk and then paint over the top using careful control.</p>	<p>Objective: To investigate and make responses using the visual elements of shape.</p> <p>Success Criteria:</p> <p>Sensory: I am beginning to represent a story through shape with support (22-36 BI)</p> <p>Support: I can capture a response to a story using shape (30-50 BI)</p> <p>Core: I can represent my feelings on the story using shape in art (ELG BI)</p> <p>Extension: I can work in 2D to represent a story chapter (S7).</p> <p>Suggested Activities: Story (such as Wilberforce the frog) Create stepping stones for the journey, model then pupils make their own. (choose black paper for a dark journey).</p>
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	Objective: To investigate and make responses using the visual elements of pattern.	Objective: To look at the abstract artist anthony frost.	Objective: To construct a surface in the style of Anthony Frost.	Objective: To discuss the abstract art we created last week and compare to other artists.	Objective: To select and develop ideas from Anthony Frost images.

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<p>Success Criteria:</p> <p>Sensory: I am beginning to represent buildings through patterns with support (22-36 BI)</p> <p>Support: I can capture a response to buildings using pattern (30-50 BI)</p> <p>Core: I can represent my feelings on local buildings using pattern in art (ELG BI)</p> <p>Extension: I can create patterns using techniques I have already learnt with confidence (S7)</p> <p>LOtC: Visit to King's Lynn/ patterns over photos taken.</p> <p>Suggested Activities: Create patterns that link to the buildings of King's Lynn.</p>	<p>Success Criteria:</p> <p>Sensory: I can look at colour and shape in Frost's artwork. (22-36 M&M)</p> <p>Support: I can look at how Frost uses shape to represent objects (30-50 M&M)</p> <p>Core: I can look at and explore the art of Anthony Frost (40-60 M&M)</p> <p>Extension: I can look at abstract art (S7)</p> <p>Suggested Activities: Look at images and their shapes and colours. Find the shapes in the pictures.</p>	<p>Success Criteria:</p> <p>Sensory: I can experiment with marks and texture (22-36 M&M)</p> <p>Support: I am beginning to be interested in textured surfaces. (30-50 M&M)</p> <p>Core: I can experiment to create different textures (40-60 M&M)</p> <p>Extension: I show confidence in creating a textured surface (S7)</p> <p>LOtC: texture outside</p> <p>Suggested Activities: Recap artist Frost and his images. Then cut out shapes from a range of paper/fabrics and stick onto a piece of cardboard to create a textured surface. *Adult show how to prime using white emulsion over student's surfaces.</p>	<p>Success Criteria:</p> <p>Sensory: I can communicate which is my favourite artwork (8-20 speaking)</p> <p>Support: I can use simple sentences to say what I like about abstract art (22-36 speaking)</p> <p>Core: I can give explanations for why I like certain artwork (30-50 speaking)</p> <p>Extension: I can make comments on a range of abstract art (S9).</p> <p>Suggested Activities: Look at last weeks art work. Communicate about it. Compare to other abstract artists that work with shape.</p>	<p>Success Criteria:</p> <p>Sensory: I can experiment with colour and texture like Frost (22-36 M&M)</p> <p>Support: I can explore how colour and texture can be changed and combined (30-50 M&M)</p> <p>Core: I am beginning to understand that different media can be combined to make different effects by using paint and texture. (40-60 M&M)</p> <p>Extension: I can creatively explore the techniques of Frost (S9).</p> <p>Suggested Activities: Look at their cardboard pictures. Look at primary colours that Anthony Frost uses and how he uses paint straight from the bottle. Pupils are to paint over the top of their textured shapes using the bottles of primary colour paint.</p>
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<p>Objective: To investigate visual elements of line, colour and space using Anthony Frost as a starting point.</p> <p>Success Criteria:</p>	<p>Objective: To use a story as a starting point for imaginative work.</p> <p>Success Criteria:</p>	<p>Objective: To use a story as a starting point for imaginative work.</p> <p>Success Criteria:</p>	<p>Objective: To complete my imaginative art and discuss.</p> <p>Success Criteria:</p> <p>Sensory: I can communicate which</p>	

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	<p>Sensory: I can experiment with colour and texture like Frost (22-36 M&M)</p> <p>Support: I can explore how colour and texture can be changed and combined (30-50 M&M)</p> <p>Core: I am beginning to understand that different media can be combined to make different effects by using paint and texture. (40-60 M&M)</p> <p>Extension: I can finish my piece of abstract work completing a pattern of collecting my art and tools. (S8)</p> <p>LOtC:</p> <p>Suggested Activities:</p> <p>To finish abstract art/create a class mural.</p>	<p>Sensory: I am beginning to represent a story using mixed media (22-36 BI)</p> <p>Support: I can capture a response to a story using mixed media (30-50 BI)</p> <p>Core: I can represent my own ideas on a story using mixed media (ELG BI)</p> <p>Extension: I can work in 2D to represent a story (S7)</p> <p>Suggested Activities: Use mixed media and mixing/painting techniques learnt to create image based on story.</p>	<p>Sensory: I am beginning to represent a story using mixed media (22-36 BI)</p> <p>Support: I can capture a response to a story using mixed media (30-50 BI)</p> <p>Core: I can represent my own ideas on a story using mixed media (ELG BI)</p> <p>Extension: I can gather materials to complete artwork on snow white story (S8)</p> <p>Suggested Activities: Use mixed media and mixing/painting techniques learnt to create image based on story.</p>	<p>is my favourite artwork (8-20 speaking)</p> <p>Support: I can use simple sentences to say what I like about our art (22-36 speaking)</p> <p>Core: I can give explanations for why I like our artwork (30-50 speaking)</p> <p>Extension: I can talk about my own work (S7)</p> <p>LOtC: Look at art of others on displays.</p> <p>Suggested Activities: Complete art work.</p>	
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P.E.	<p>Objective: To roll a ball to a partner.</p> <p>Success Criteria:</p> <p>Sensory: I show control in holding and rolling a ball (22-36 PD)</p> <p>Support: I can move with confidence to roll and catch rolling balls (30-50 PD)</p> <p>Core: I can show control when rolling a ball (40-60 PD)</p> <p>Extension: I show control and coordination when rolling a ball (S8 PE)</p> <p>LOtC: outside games.</p> <p>Suggested Activities:</p> <p>Travelling in different directions - vary speed.</p> <p>Anticipate the direction and speed of a small ball - stopping a rolling ball.</p> <p>With a partner - roll a ball for accuracy. Aiming for space between partner's legs - and later at a target.</p> <p>Roll a ball for partner to react and collect as quickly as possible.</p>	<p>Objective: To develop agility, accuracy and reaction time with hoop and ball related tasks.</p> <p>Success Criteria:</p> <p>Sensory: I can jump with pleasure, some support needed (30-50 PD)</p> <p>Support: I can move with confidence when jumping and hop on one foot (30-50 PD)</p> <p>Core: I experiment with different ways of moving and negotiate space related to hoop games (40-60 PD)</p> <p>Extension: I am aware of space and can jump with accuracy and negotiate hoop tasks.</p> <p>LOtC: Playground games</p> <p>Suggested Activities:</p> <p>Anticipate the direction and speed of a large ball.</p> <p>Jumping in different directions in and out of hoops - try variations on hop-scotch sequences to develop body awareness.</p> <p>Roll a ball to partner whilst keeping one</p>	<p>Objective: To develop accuracy when rolling a ball.</p> <p>Success Criteria:</p> <p>Sensory: I show control in holding and rolling a ball (22-36 PD)</p> <p>Support: I can move with confidence to roll and catch rolling balls (30-50 PD)</p> <p>Core: I can show control when rolling a ball (40-60 PD)</p> <p>Extension: I show control and accuracy when rolling a ball (S8 PE)</p> <p>LOtC: Ball games</p> <p>Suggested Activities:</p> <p>Spatial Awareness</p> <p>Roll a ball whilst travelling around the teaching space - with a partner.</p> <p>Develop accuracy - bowl a ball through a variety of targets.</p> <p>Basic competitive challenges - point scoring for accurate rolling.</p>	<p>Objective: To bowl a ball with a partner.</p> <p>Success Criteria:</p> <p>Sensory: I am beginning to bowl (22-36 PD)</p> <p>Support: I can bowl with confidence towards a target (30-50 PD)</p> <p>Core: I can show increasing control when bowling and work in a pair (40-60 PD/PSHE)</p> <p>Extension: I can work closely in pairs to bowl (S8 PE)</p> <p>LOtC: Outside games</p> <p>Suggested Activities:</p> <p>Developing accuracy in bowling.</p> <p>Bowling a variety of balls into and at targets. Partners could be introduced to make this a more mobile activity.</p> <p>Competitive challenges.</p>	<p>Objective: To develop skill and accuracy with balls</p> <p>Success Criteria:</p> <p>Sensory: I can use a large ball (22-36 PD+)</p> <p>Support: I can roll and catch a ball accurately (30-50 PD)</p> <p>Core: I can show increasing control using a small ball to accurately hit a target. (40-60 PD)</p> <p>Extension: I can play skittle and keep score (S9 PE)</p> <p>LOtC: Outside games</p> <p>Suggested Activities:</p> <p>Bowling and rolling balls in different directions.</p> <p>Focus on speed and accuracy - where do we roll the ball for easy control (timing and weighting).</p> <p>Work with targets - develop to skittle ball style challenges.</p>

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	foot inside the hoop.			
Week 6 –How life has changed in King’s Lynn in last 100 years. 9th Oct 2017	Week 7 – Diwali (19/10/17)/Harvest Festival 16th Oct 2017	Week 8 The Enormous Turnip 30th Oct 2017	Week 9 Boy 6th Nov 2017	Week 10 In Egyptian Times 13th Nov 2017
<p>Objective: I can develop team work in ball games.</p> <p>Success Criteria:</p> <p>Sensory: I am interested in others games and beginning to join in. (22-36 PSED MR)</p> <p>Support: I can play in a group (30-50 PSED MR)</p> <p>Core: I can play ball games cooperatively (40-60 PSD MR)</p> <p>Extension: I can work closely with others, share and wait my turn (S8).</p> <p>LOtC: Outside games</p> <p>Suggested Activities: Bowling and rolling balls in different directions.</p> <p>Focus on speed and accuracy - where do we roll the ball for easy control (timing and weighting).</p> <p>Develop team-work skills and co-operation with others.</p> <p>What roles do people have?</p>	<p>Objective: To develop a preference in a ball game.</p> <p>Success Criteria:</p> <p>Sensory: I can play with a ball game that interests me (22-36).</p> <p>Support: I am confident to talk to others during a ball game (ELG PSED SC)</p> <p>Core: I am confident to try and request games (ELG PSED SC)</p> <p>Extension: I can select appropriate equipment for a game of my choice (S9).</p> <p>LOtC: Outside games</p> <p>Suggested Activities: Pupils choice of game.</p>	<p>Objective: To throw and catch a ball.</p> <p>Success Criteria:</p> <p>Sensory: I can catch a large ball (30-50 PD)</p> <p>Support: I show increasing control when throwing and catching a ball (40-60 PD)</p> <p>Core: I show good control when throwing and catching (ELG PD).</p> <p>Extension: I show developing control and coordination when throwing a ball (S8).</p> <p>LOtC: Outside games</p> <p>Suggested Activities: Catching and throwing small and large balls with a partner.</p> <p>Increase the distance for more able children.</p> <p>Throwing bean-bags into targets.</p> <p>Experiment with under-arm and over-arm throwing.</p>	<p>Objective: To run and negotiate space, change direction.</p> <p>Success Criteria:</p> <p>Sensory: I can run skillfully and negotiate space (30-50 PD)</p> <p>Support: I negotiate space successfully (40-60 PD)</p> <p>Core: I negotiate space safely (ELG PD)</p> <p>Extension: I am aware of space, myself and others (S8)</p> <p>LOtC: Outside games</p> <p>Suggested Activities: Developing agility</p> <p>Running - change direction on signal.</p> <p>North, East, South, West game.</p> <p>Running and freezing on signals.</p>	<p>Objective: To run in a race.</p> <p>Success Criteria:</p> <p>Sensory: I run freely and with pleasure adjusting my speed. (30-50 PD)</p> <p>Support: I can adjust my speed when racing (40-60 PD)</p> <p>Core: I run confidently and safely in a race (ELG PD)</p> <p>Extension: I can run in simple races and am beginning to follow rules and keep score (S9).</p> <p>LOtC: Outside games</p> <p>Suggested Activities: Running Races</p> <p>Running as individuals.</p> <p>What is a race? Who is the winner?</p> <p>Relays in pairs/small groups - collecting objects.</p> <p>Shuttle runs - add obstacles and objects for variety.</p>

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<p style="text-align: center;">Week 11 How to be a Viking 20th Nov 2017</p>	<p style="text-align: center;">Week 12 Victorian Traditions 27th Nov 2017</p>	<p style="text-align: center;">Week 13 Snow White 4th Dec 2017</p>		<p style="text-align: center;">Home Learning</p>
<p>Objective: To develop basket ball/netball skills.</p> <p>Success Criteria:</p> <p>Sensory: I can catch a large ball during a ball game (30-50 PD)</p> <p>Support: I show increasing control when throwing and catching during a ball game (40-60 PD)</p> <p>Core: I show good control when throwing and catching in a game (ELG PD).</p> <p>Extension: I am developing my control when throwing a ball in a net.</p> <p>LOtC: Outside games</p> <p>Suggested Activities:</p> <p>Rolling and bowling.</p> <p>Rolling a ball to a partner - underarm.</p> <p>Roll a number of balls to a partner - who collects and places in a hoop.</p> <p>Compete - how many balls in hoop or how much time to get 3 balls in hoop?</p> <p>Bowling through a hoop. How do we</p>	<p>Objective: To develop jumping to complete jumping athletic games.</p> <p>Success Criteria:</p> <p>Sensory: I jump in a variety of ways with confidence (30-50 PD).</p> <p>Support: I experiment with different ways of jumping and land appropriately (40-60 PD)</p> <p>Core: I show good coordination when jumping in a variety of ways (ELG PD)</p> <p>Extension: I can complete a jump in different ways (S9).</p> <p>LOtC: Outside play</p> <p>Suggested Activities:</p> <p>Jumping</p> <p>Practice jumping high and long.</p> <p>How do we use our body to help height and length?</p> <p>Jumping over objects - can children do this without knocking objects over?</p> <p>Standing jumps In 2's - Who can jump the furthest?</p>	<p>Objective: To complete races using different methods of travel.</p> <p>Success Criteria:</p> <p>Sensory: I race with pleasure and confidence. (30-50 PD)</p> <p>Support: I can negotiate space when playing racing games (40-60 PD)</p> <p>Core: I race confidently and safely with good coordination (ELG PD)</p> <p>Extension: I can play simple racing games with some prompt on rules (S9)</p> <p>LOtC: Outside games</p> <p>Suggested Activities:</p> <p>Practice a variety of races;</p> <p>Hopping, skipping, side-stepping.</p> <p>Individual races and small team races. Reinforce what it means to be the winning team. How do we determine who wins?</p>		

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	Week 1 Who am I? 6 th Sept 2017	Week 2 My family 11 th Sept 2017	Week 3 How family life has changed in the last 100 years? 18 th Sept 2017	Week 4 How play has changed in the last 100 years? 25 th Sept 2017	Week 5 How school has changed in the last 100 years? 2 nd Oct 2017
Spanish	<p>Objective: To say hello and good morning, good afternoon http://www.bbc.co.uk/schools/primarylanguages/spanish/</p> <p>Outcomes: Support: To listen words and respond by signing or speaking in Spanish (22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To be able to follow and respond to video prompts.(NC1 Listen and respond appropriately – spoken language) LOtC: Adults to say ‘Hola, Buenos dias and Buenos tardes’</p> <p>Suggested Activities: ‘Hola’ – hello ‘buenos dias’ – good morning ‘buenos tardes – good afternoon To watch video clips then go round the class saying hallo and good afternoon to each child.</p>	<p>Objective: To introduce ‘how are you?’ http://www.bbc.co.uk/schools/primarylanguages/spanish/</p> <p>Outcomes: Support: To listen words and respond by signing or speaking in Spanish(22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To be able to follow and respond to video prompts. .(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to say ‘Hola, Buenos dias and Buenos tardes’, que tal, and Bien, gracias. - I’m fine, thanks in outside classroom</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish To watch video clips then go round the class saying hallo and good afternoon to each child. Then ask each child how they are. Supporting them to respond.</p>	<p>Objective: To introduce ‘I’m not well – and you’ http://www.bbc.co.uk/schools/primarylanguages/spanish/</p> <p>Outcomes: Support: To listen words and respond by signing or speaking in Spanish(22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To be able to follow and respond to video prompts.(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: : Adults to say ‘Hola, Buenos dias and Buenos tardes’, - que tal, and Bien, gracias. - I’m fine, thanks in outside classroom and I’m not well</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish To watch video clips then go round the class saying hallo and good afternoon to each child. Then ask each child how they are. Supporting them to respond.</p>	<p>Objective: To introduce numbers 1,2,3 http://www.bbc.co.uk/schools/primarylanguages/spanish/</p> <p>Outcomes: Support: To repeat numbers with one to one support. (22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To be able to follow and respond to video prompts.(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to say ‘Hola, Buenos dias and Buenos tardes’, que tal, and Bien, gracias. - I’m fine, thanks in outside classroom and I’m not well and to start to use numbers in outside classroom.</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish, then ask each child how they are. To watch video clips then go round the class saying numbers 1 then 2 then 3</p>	<p>Objective: To introduce numbers 4,5,6 http://www.bbc.co.uk/schools/primarylanguages/spanish/</p> <p>Outcomes: Support: To repeat numbers with one to one support. (22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To be able to follow and respond to video prompts.(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to say ‘Hola, Buenos dias and Buenos tardes’, que tal, and Bien, gracias. - I’m fine, thanks in outside classroom and I’m not well and to start to use numbers in outside classroom.</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish, then ask each child how they are. To watch video clips then go round the class saying numbers 1 then 2 then 3, 4, 5,</p>

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<p>Week 6 –How life has changed in King’s Lynn in last 100 years. 9th Oct 2017</p> <p>Objective: To learn numbers, ‘7,8,9,10’ http://www.bbc.co.uk/schools/primarylanguages/spanish/ Outcomes: Support: To repeat numbers with one to one support(22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To be able to follow and respond to video prompts.(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: : Adults to say ‘Hola, Buenos dias and Buenos tardes’, que tal, and Bien, gracias. - I’m fine, thanks in outside classroom and I’m not well and to start to use numbers</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish, then ask each child how they are. To watch video clips then go round the class saying numbers 1 then 2 then 3, 4, 5, 6,7,8,9,10</p>	<p>Week 7 – Diwali (19/10/17)/Harvest Festival 16th Oct 2017</p> <p>Objective: To learn song, ‘1,2,3,4,5’ in Spanish http://www.bbc.co.uk/schools/primarylanguages/spanish/ Outcomes: Support: To repeat numbers with one to one support(22-36 CLL S 19 Uses gestures sometimes with talk) Core: To sing song with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To sing song.(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to say ‘Hola, Buenos dias and Buenos tardes’, que tal, and Bien, gracias. - I’m fine, thanks in outside classroom and I’m not well and to start to use numbers</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish, then ask each child how they are. To introduce 1,2,3,4,5, song using the Spanish numbers.</p>	<p>Week 8 The Enormous Turnip 30th Oct 2017</p> <p>Objective: To revisit, ‘hallo, good morning, good afternoon, and how are you?’ http://www.bbc.co.uk/schools/primarylanguages/spanish/ Outcomes: Support: To say ‘hola’ with support(22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To be able to follow and respond to video prompts.(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to say ‘Hola, Buenos dias and Buenos tardes’, que tal, and Bien, gracias. - I’m fine, thanks in outside classroom and I’m not well and to start to use numbers</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish, then ask each child how they are.</p>	<p>Week 9 Boy 6th Nov 2017</p> <p>Objective: To introduce ‘my name is’ http://www.bbc.co.uk/schools/primarylanguages/spanish/ Outcomes: Support: To say ‘hola’ with support(22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To listen and respond in Spanish with support.(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to say ‘Hola, Buenos dias and Buenos tardes’, que tal, and Bien, gracias. To ask children their names.</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish, then ask each child how they are. To watch video clips then go round the class saying ‘my name is’.</p>	<p>Week 10 In Egyptian Times 13th Nov 2017</p> <p>Objective: To introduce ‘what’s your name?’ http://www.bbc.co.uk/schools/primarylanguages/spanish/ Outcomes: Support: To respond with your name after being asked ‘what’s your name?’ (22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in Spanish with support(30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To listen and respond in Spanish with support.(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to say ‘Hola, Buenos dias and Buenos tardes’, que tal, and Bien, gracias. To ask children their names.</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish, then ask each child how they are. To watch video clips then go round the class saying ‘what’s your name?’ then other child responds with ‘my name is’</p>
<p>Week 11 How to be a Viking 20th Nov 2017</p>	<p>Week 12 Victorian Traditions 27th Nov 2017</p>	<p>Week 13 Snow White 4th Dec 2017</p>	<p>Week 14 Christmas 11th - 18th Dec 2017</p>	<p>Home Learning</p>
<p>Objective: To introduce ‘goodbye’ http://www.bbc.co.uk/schools/primarylanguages/spanish/ Outcomes: Support: To sign or say goodbye with support. (22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in</p>	<p>Objective: To introduce ‘see you soon’ http://www.bbc.co.uk/schools/primarylanguages/spanish/ Outcomes: Support: To say ‘adios’ with support(22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in</p>	<p>Objective: To introduce ‘Merry Christmas’ http://www.bbc.co.uk/schools/primarylanguages/spanish/ Outcomes: Support: To say ‘Merry’ with support(22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in</p>	<p>Objective: To introduce ‘Merry Christmas’ http://www.bbc.co.uk/schools/primarylanguages/spanish/ Outcomes: Support: To say ‘Merry’ with support(22-36 CLL S 19 Uses gestures sometimes with talk) Core: To listen and respond in</p>	

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	<p>Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To be able to follow and respond to video prompts.(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to say 'Hola, Buenos dias and Buenos tardes', que tal, and Bien, gracias. - I'm fine, thanks in outside classroom and good bye</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish To watch video clips then go round the class saying hallo and good afternoon to each child. Then ask each child how they are. Supporting them to respond. Then say good bye going round group for each child to respond.</p>	<p>Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To hold a short conversation in Spanish. .(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to say 'Hola, Buenos dias and Buenos tardes', que tal, and Bien, gracias. - I'm fine, thanks in outside classroom and good bye or see you soon.</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon in Spanish To watch video clips then go round the class saying see you soon to each child Supporting them to respond.</p>	<p>Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To hold a short conversation in Spanish. .(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to practice saying 'Merry Christmas' to the children in the outside classroom</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon and see you soon in Spanish. Then go round the class saying 'Merry Christmas.</p>	<p>Spanish with support (30-50 CLL S 30 builds up vocabulary that reflects own experience) Extension: To hold a short conversation in Spanish. .(NC1 Listen and respond appropriately – spoken language)</p> <p>LOtC: Adults to practice saying 'Merry Christmas' to the children in the outside classroom</p> <p>Suggested Activities: To revisit hallo, good morning and good afternoon. To say good morning and good afternoon and see you soon in Spanish. Then go round the class saying 'Merry Christmas.</p>	
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	Week 1	Week 2 My family 11 th Sept 2017	Week 3	Week 4	Week 5
D.T. <i>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</i>	See Food Tech	Objective: To design a house Success Criteria: <i>Sensory: I can mark make and draw my house (22-36 M&M)</i> <i>Support: I can use lines and shapes to represent a house (30-50 M&M)</i> <i>Core: I can experiment with designs for a house (ELG M&M)</i> <i>Extension: I can generate and communicate ideas of designing a house using drawing. (Design S10)</i> <i>LOtC: look at local houses.</i> Suggested Activities: Large drawing paper. Photos of own houses Google maps.	See Food Tech	See Food Tech	See Food Tech
	Week 6	Week 7	Week 8	Week 9 Boy 6 th Nov 2017	Week 10 In Egyptian Times 13 th Nov 2017
	See Food Tech	See Food Tech	See Food Tech	Objective: To build a house for 'boy' to live in. Success Criteria: <i>Sensory: I can experiment with different media and materials (22-36 M&M)</i>	Objective: I can build an Egyptian pyramid and test its strength. Success Criteria: <i>Sensory: I experiment with blocks to create a pyramid (22-36 M&M)</i> <i>Support: I can use different tools</i>

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				<p>Support: I can use various construction materials to create a house for boy.(30-50 M&M)</p> <p>Core: I can construct a structure for Boy to live in, using a variety of resources. (40-60 M&M)</p> <p>Extension: I can use two tools to cut and shape the construction of a house for 'boy' (S9 make).</p> <p>LOtC: Build house that 'boy' lived in.</p> <p>Suggested Activities: Look at houses built in time period of book boy. Build own structure.</p>	<p>for the purpose needed to make a pyramid. (30-50 M&M)</p> <p>Core: I can select appropriate resources and adapt my work to make a sturdy pyramid. (40-60 M&M)</p> <p>Extension: With support I can build a pyramid exploring how they it can be made stronger. (S9 technical)</p> <p>LOtC: Build structure/ pyramids.</p> <p>Suggested Activities: Build an egyptian pyramid. Test how much weight it can hold. How to improve it?</p>
Week 11 How to be a Viking 20th Nov 2017	Week 12 Victorian Traditions 27th Nov 2017	Week 13	Week 14	Home Learning	
<p>Objective: To make a Viking ship that floats.</p> <p>Success Criteria:</p> <p>Sensory: I can use various construction material with support to make a floating Viking ship. (30-50)</p> <p>Support: I can join construction pieces together to build a Viking Ship (30-50)</p> <p>Core: I can select appropriate</p>	<p>Objective: To build a Victorian house.</p> <p>Success Criteria:</p> <p>Sensory: I can use various construction material with support to make a house. (30-50)</p> <p>Support: I can join construction pieces together to build a house p (30-50)</p> <p>Core: I can select appropriate resources and adapt my work to</p>	See Food Tech	See Food Tech	<ul style="list-style-type: none"> • Make and create using different materials. 	

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	<p>resources and adapt my work to make a Viking boat that floats. (40-60 M&M)</p> <p>Extension: With support I can build a Viking ship exploring how they it can be made to float. (S9 technical)</p> <p>LOtC: Sail boats on water.</p> <p>Suggested Activities: Build Viking long boats</p>	<p>make a house. (40-60 M&M)</p> <p>Extension: With support I can build a house exploring how it can be made more stable.(S10 technical)</p> <p>LOtC: Dolls house/ visit holkham</p> <p>Suggested Activities: To make a victorian house as a class.</p>			
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	Week 1	Week 2	Week 3	Week 4	Week 5
R.E.					
36 hrs over 1 year		<p style="text-align: center;">Week 7 – Diwali (19/10/17) Harvest Festival 16th Oct 2017</p>			<p style="text-align: center;">Week 10 In Egyptian Times 13th Nov 2017</p>
		<p>Objective: To compare the celebration of harvest and Diwali.</p> <p>Success Criteria:</p> <p>Sensory: I enjoy pictures and stories about other people and their religions (16-26 P&C).</p> <p>Support: I can learn that I have similarities and differences that connect and distinguish me from others and their lives. (22-36 P&C)</p> <p>Core: I can recognise and describe the celebrations of Harvest and Diwali and why these are special. (30-50 P&C)</p> <p>Extension: I understand the belief behind Harvest and Diwali. (NCC)</p> <p>LOtC: Visit to Church</p> <p>Suggested Activities: Diwali celebration.</p>			<p>Objective: To learn about Egyptian Gods and their beliefs.</p> <p>Success Criteria:</p> <p>Sensory: I enjoy pictures and stories about the ancient Egyptians (16-26 P&C).</p> <p>Support: I can learn that I have similarities and differences that connect and distinguish me from the Ancient Egyptians. (22-36 P&C)</p> <p>Core: I can recognise and describe what the ancient Egyptians believed in and who they worshipped. (30-50 P&C)</p> <p>Extension: I understand the belief behind ancient Egyptians worshipping different Gods and what others believe (NCC)</p> <p>LOtC: Outside space learning</p>

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		Food bank			Suggested Activities: Paint the Gods. Wear masks. Have a feast/celebration
	Week 11	Week 12	Week 13	Week 14 Christmas 11th December	Home Learning
				Objective: What does Christmas mean to Christians today. Success Criteria: Sensory: I can role play what I do in the winter. (22-36 P&C). Support: I can describe the occasion of Christmas. (30-50 P&C) Core: I understand others have different traditions at Christmas. (40-60 P&C) Extension: I know what the meaning behind Christmas is for Christians. (NCC) LOtC: Church Suggested Activities: Exploring traditions. Exploring christingle. Exploring nativity.	<ul style="list-style-type: none"> To discuss our beliefs and the lives of others.