

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

	Week 1 – Who am I? 6th Sept 2017	Week 2 – My family 11th Sept 2017	Week 3 How family life has changed in the last 100 years? 18th Sept 2017	Week 4 How play has changed in the last 100 years? 25th Sept 2017	Week 5 How school has changed in the last 100 years? 2nd Oct 2017	
Maths	<p>Objective: To measure how tall we are. Outcomes:</p> <p>Sensory: (22-36 Months) To begin to use the language of size. Support: (30-50 Months) To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Core: (40-60 Months) To orders two or three items by length or height Extension (S9) Begin to measure objects using non-standard units of measurements LOtC: To have objects to sort by size in outdoor classroom</p> <p>Suggested Activities To measure how tall you are. To draw around a child http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/help/eh_popup_k.html&grade=K&title=Compare,+Order,+and+Measure+Length&tm=tmfa0113e</p>	<p>Objective: To measure our hands and feet. Outcomes:</p> <p>Sensory: (22-36 Months) To begin to use the language of size. Support: (30-50 Months) To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall' Core: (40-60 Months) To orders two or three items by length or height Extension: (S10) Begin to measure objects using standard units of measurements. LOtC: To measure how tall outside bench is using large duplo.</p> <p>Suggested Activities: To measure our hands and feet and order them from shortest to tallest. To use the language of 'small' and 'big' to describe different objects in the classroom.</p>	<p>Objective: To look at time in relation to months and years. Outcomes:</p> <p>Sensory: (16-26 Months) He/she associates a sequence of actions with daily routines. Support: (22-36 Months) He/she understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Core: (S8) Show awareness of time through some familiarity with the names of the week Extension: (S10) Use language relating to times of the day and days of the week LOtC: To create calender in outside class room.</p> <p>Suggested Activities: To create a months of the year chart and put on people's birthdays and important events. To discuss how many months there are in a year. To discuss how many weeks in a month. To discuss how many days in a week.</p>	<p>Objective: To be familiar with the months of the year. Outcomes:</p> <p>Sensory: (22-36 Months) He/she understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Support: (40-60 Months) He/she uses everyday language related to time. Core: (S9) Shows understanding of the sequence of the days of the week. Extension: (S10) Begin to recognise the names of the months of the year LOtC: To mark months of the year on Hopscotch in outside classroom.</p> <p>Suggested Activities: To learn the months of the year rhyme. To learn the days of the week song and work out what number day it is each day. To discuss yesterday and today.</p>	<p>Objective: To look at different times of the day e.g morning afternoon, before break, after break Outcomes:</p> <p>Sensory:(22-36 Months) He/she anticipates specific time-based events such as mealtimes or home time. Support: (40-60 Months) He/she uses everyday language related to time. Core: (S9) Show awareness of the language relating to times of the day. E.g. morning/afternoon Extension: (S10) Use language relating to times of the day and days of the week LOtC: To have different times displayed in outside classroom.</p> <p>Suggested Activities: To put times to visual timetable. Discuss what time we get up, have breakfast wash etc. To discuss what day it is and during the day is it morning or afternoon. What did we do this morning?</p>	
		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: To look at O'clock and half past. Outcomes:</p> <p>Sensory:(22-36 Months) He/she</p>	<p>Objective: To look at quarter past and quarter to. Outcomes:</p> <p>Sensory:(22-36 Months) He/she</p>	<p>Objective: To measure different vegetables Outcomes:</p> <p>Sensory: (22-36 Months) To begin to</p>	<p>Objective: To create simple addition number sentences. Outcomes:</p> <p>Sensory (22-36 Months) Selects a</p>	<p>Objective: To estimate two different amounts and check by counting. Outcomes:</p> <p>Sensory: (22-36 Months) Recites some</p>

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

<p>anticipates specific time-based events such as mealtimes or home time.</p> <p>Support: (S9) Show awareness of the language relating to times of the day. E.g. morning/afternoon</p> <p>Core: (S10) Use language relating to times of the day and days of the week</p> <p>Extension: (S11) Tell the time to the hour and 1/2 past and draw hands on a clock face to show these times.S10)</p> <p>LOtC: Trip to King's Lynn museum Playing What's the time Mr Wolf?</p> <p>Suggested Activities: http://www.timemonsters.com/resources/resources.html Using Analogue clock to look at O'clocks. Using Analogue clock to look at half past.</p>	<p>anticipates specific time-based events such as mealtimes or home time..</p> <p>Support: (40-60 Months) He/she measures short periods of time in simple ways.</p> <p>Core: (S11) Tell the time to the hour and 1/2 past and draw hands on a clock face to show these times.S10)</p> <p>Extension: (S12)Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show the time.</p> <p>LOtC: What's the time Mr Wolf? Drawing a clock on outside play ground?</p> <p>Suggested Activities: http://www.timemonsters.com/resources/resources.html To revisit O'clock and half past To introduce quarter to and quarter past using analogue clock.</p>	<p>use the language of size.</p> <p>Support: (40-60 Months) To orders two or three items by length or height</p> <p>Core: (S9) Begin to measure objects using non-standard units of measurements</p> <p>Extension: (S11) Measure and begin to record the following; length and height, mass and weight, capacity and volume, time (hours, minutes and seconds)</p> <p>LOtC: To order outside items by size and measure using large duplo.</p> <p>Suggested Activities: to explore different fruit and veg and order by size. Then measure to see how tall, wide and deep they are. Discuss whether they are 2D or 3D shapes. To sort the veg by lightest and heaviest comparing too. Weighing the heaviest and lightest to compare.</p>	<p>small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>Support: (30-50 Months) Uses some number names and number language spontaneously.</p> <p>Core: (S7) Recognise numerals1 to 5 represents a constant number or amount.</p> <p>Extension:(S9) Given a number – identify one more/one less to 20 in a range of situations. E.g. objects, lines etc.</p> <p>LOtC: Having café dishing out play cakes and food on a plate then children to ask for one more.</p> <p>Suggested Activities: To choose a number from 1 to 10 then roll a dice and add that number to it using a number line or cubes or fingers. Write as a number sentence in maths books.</p>	<p>number names in sequence.</p> <p>Support: (30-50 Months) knows that numbers identify how many objects are in a set.</p> <p>Core: (S8) Estimate a small number up to 10 and check by counting Extension: (S9) Estimate a small number up to 20 and check by counting LOtC: To divide children up outside and estimate how many on each side of the classroom.</p> <p>Suggested Activities: To compare two groups of compare bears and say which has the most and least. Estimate how many then check by counting them. Estimate how many chairs are in the room, how many tables, trays, how many objects in a tray, how many people are in the room etc.</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 - 18th Dec 2017</p>	<p style="text-align: center;">Home Learning</p>
<p>Objective: To take one less from a given number</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) Knows that a group of things change in quantity when something is added or taken away.</p> <p>Support: (30-50 Months) Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Core: (S8) In practical situations respond to 'add one' and 'take one</p>	<p>Objective: To look at repeated addition</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) Begins to make comparisons between quantities.</p> <p>Support: (30-50 Months) Matches numeral and quantity correctly.</p> <p>Core: (S9) Use repeated addition to solve practical problems.</p> <p>Extension: (S9) Count in multiples of 10 to 100.</p>	<p>Objective: To divide a number of objects between 2 then four people</p> <p>Outcomes:</p> <p>Sensory: (30-50 Months) Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Support: (30-50 Months) Compares two groups of objects, saying when they have the same number.</p> <p>Core: (S9) In practical situations share out groups of objects.</p>	<p>Objective: To divide a number of objects between 2 then four people</p> <p>Outcomes:</p> <p>Sensory: (30-50 Months) Uses some number names and number language spontaneously.</p> <p>Support: (30-50 Months) Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Core: (S10) Solve one step problems involving division, by calculating the answer using concrete objects and pictorial representation (sharing).</p>	<p>Time monster</p> <p>Days of the week activities.</p> <p>Looking at different O'clocks throughout the day.</p> <p>Sharing out sweets/fruit between you and your child.</p> <p>Making Christmas decorations.</p> <p>Making cakes.</p> <p>Measuring the height of your child. Comparing the different sizes of objects in</p>

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

	<p>away' from a number of objects.</p> <p>Extension: (S10) Given a number – identify one more/one less to 20 in a range of situations. E.g. objects, lines etc.</p> <p>LOtC: To count the 2D shapes, have one more one less to work out.</p> <p>Suggested Activities: To have up to 10 objects then asked to pass one to a friend. How many do you have left?</p>	<p>LOtC: Trip to Gressenhall Having café dishing out play cakes and food between different plates.</p> <p>Suggested Activities: To decorate cakes and divide them in half. How many decorations on each half. Extension group to look at halving 3 cakes and writing it as repeated addition number sentence in books. To have grapes to share between four friends write as repeated addition number sentence.</p>	<p>Extension: (S10) Solve one step problems involving division, by calculating the answer using concrete objects and pictorial representation (sharing).</p> <p>LOtC: to post cards in different outside post boxes how side. How many cards in each post box.</p> <p>Suggested Activities: To sort numbered envelopes into order then post into different houses how many in each house. To write Christmas cards for friends then give out. How many per person? How many Christmas decorations of each colour?</p>	<p>Extension: (S10) Solve one step problems involving division, by calculating the answer using concrete objects and pictorial representation (sharing).</p> <p>LOtC: To be delivering presents to different people outside.</p> <p>Suggested Activities: To sort Christmas presents into different size and shapes how many of each size or shape. How many Christmas biscuits of each colour. Making Christmas decorations, how many decorations on each part of the decoration</p>	<p>your house.</p>
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Science	<p>Objective: To look at similarities and differences between us and our peers.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To learn that he has similarities and differences that connects him to, and distinguishes him from, others.</p> <p>Support: (30-50 Months) To show some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Core: (S5) They match objects and materials in terms of single features or</p>	<p>Objective: Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To learn that he has similarities and differences that connects him to, and distinguishes him from, others.</p> <p>Support: (30-50 Months) To recognise and describe special times or events for family or friends. (S6) Recognise distinctive features of</p>	<p>Objective: Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) In pretend play, they imitate everyday actions and events from his own family and cultural background, e.g. making and drinking tea.</p> <p>Support: (30-50 Months) To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Objective: Sc2/3.1b compare how things move on different surfaces.</p> <p>.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To notice detailed features of objects in his environment.</p> <p>Support: (30-50 Months) To comment and ask questions about aspects of his familiar world such as the place where he lives or the natural world. Core: (S6) Make generalisations, predictions and connections eg. wheeled vehicles will roll down a slope.</p>	<p>Objective: Sc2/3.1b compare how things move on different surfaces.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To notice detailed features of objects in his environment.</p> <p>Support: (30-50 Months) To talk about some of the things he has observed such as plants, animals, natural and found objects. Core: (S6) Make predictions about everyday observable events, eg. ice cream will melt.</p> <p>Extension: (S9) Contribute to performing</p>

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

<p>properties, for example, loudness, pitch, brightness or colour. Extension: (S9) Recognise that they 'hear' because sound enters their ears. LOtC: To play duck, duck, goose. After looking to see the differences between the two birds.</p> <p>Suggested Activities: Looking at yourself in a mirror and identify your features, eye and hair colour etc. Then looking a friend and comparing similarities and differences between you. Sensory - To identify ears nose and mouth on yourself.</p>	<p>objects, and each other. Extension: (S9) Recognise that they 'see' because light enters their eyes.</p> <p>LOtC: To paint a portrait of yourself or a friend on easel in outside classroom.</p> <p>Suggested Activities: Sensory to identify ears nose and mouth on a picture or a friend. To look at pictures of your families and a class picture to see similarities and differences in people in the photos.</p>	<p>Core: (S6) Recognise that applying forces will have predictable results. Extension: (S9) Know that pushes and pulls can move things.</p> <p>LOtC: To have heavy and light objects to push and pull outside. Is it easy to push/pull uphill or downhill? To create an obstacle course for vehicles outside.</p> <p>Suggested Activities: Sensory to have drinks in pretend tea set and real one, how do they feel? Does the drink taste different? To explore pushing and pulling different objects which is easier which is harder? What happens to the object?</p>	<p>Extension: (S9) Begin to ask questions. LOtC: To set up an obstacle in Rabbits playground what is easy to push pull your vehicle along what was difficult.</p> <p>Suggested Activities: To move the vehicles along a table. On the mat, through a water tray. Up a slope, along a bean bag. Create a pictogram to show which surface or material was the easiest to move your vehicle through.</p>	<p>simple tests. LOtC: To have custard, set jelly, sandpaper and road marked out outside. What is the easiest substance to move your vehicle through?</p> <p>Suggested Activities: To set up an obstacle course in class and predict which substance/surfaces you think your vehicle will find it easiest to go through. Discuss your results with your friends.</p>
<p style="text-align: center;">Week 6 How life has changed in King's Lynn in last 100 years. 9th Oct</p>	<p style="text-align: center;">Week 7 Diwali 16th Oct Harvest Festival – 19th October</p>	<p style="text-align: center;">Week 8 The Enormous Turnip 30th October</p>	<p style="text-align: center;">Week 9 Boy 6th Nov</p>	<p style="text-align: center;">Week 10 In Egyptian Times 13th Nov</p>
<p>Objective: Sc2/3.1b compare how things move on different surfaces. Outcomes:</p> <p>Sensory: (22-36 Months) To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Support: (30-50 Months) To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.S4)</p> <p>Core: (S6) Recognise some objects are attracted to magnets. Extension: (S9) Sort hard and soft objects, stretchy and stiff objects, bendy and not bendy objects. LOtC: Using a magnet picking out metal objects out of the oats/sand.</p> <p>Suggested Activities:</p>	<p>Objective: Sc2/3.1b compare how things move on different surfaces. Outcomes:</p> <p>Sensory: (22-36 Months) To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Support: (30-50 Months) To show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Core: (S6) Begin to make generalisations or connections between everyday events or concepts, eg. push and object to make it go faster.</p> <p>Extension: (S8) Begin to distinguish between an object and the material from which it is made. LOtC: Create a slope into water tray, how fast with different size sea animals</p>	<p>Objective: Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Outcomes:</p> <p>Sensory: (22-36 Months) To notice detailed features of objects in his environment.</p> <p>Support: (30-50 Months) To talk about some of the things he has observed such as plants, animals, natural and found objects. Core: (S6) Closely observe changes that occur, eg. when materials are heated.</p> <p>Extension: (S9) Observe changes over time. LOtC: To create soup in mud kitchen.</p> <p>Suggested Activities:</p>	<p>Objective: Sc2/3.1b compare how things move on different surfaces. Outcomes:</p> <p>Sensory: (22-36 Months) To notice detailed features of objects in his environment.</p> <p>Support: (30-50 Months) To talk about some of the things he has observed such as plants, animals, natural and found objects. Core: (S7) Suggest how to find out whether an object will sink or float. Observe closely the changes caused by different forces. Extension: (S10) Group a variety of everyday materials based on simple physical properties.</p> <p>LOtC: Water tray outside variety of objects to test if they float or sink.</p>	<p>Objective: Sc2/3.1b compare how things move on different surfaces. Outcomes:</p> <p>Sensory: (22-36 Months) To notice detailed features of objects in his environment.</p> <p>Support: (40-60 Months) To look closely at similarities, differences, patterns and change. Core: (S7) Demonstrate simple properties of movement such as fast and slow. Extension: (S10) Can state simple results from a test, eg. 'It changed colour, it got hot, it went faster'.</p> <p>LOtC: To have gloop and water outside predict which one will travel down the slope fastest.</p>

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

<p>To explore magnets and how they attract and repel the wooden cars with magnets on the back. <i>Sensory what can you pick up with your magnet out of a group of objects of different materials.</i></p>	<p>travel down the slope into the water. Predict what you think will be the fastest. Suggested Activities: To look at cars made from a variety of different materials. Which will roll down the slope faster? Use stop watch to time. Record results on bar graph. <i>Sensory to move the cars around a simple assault course.</i></p>	<p>To make vegetable soup. Look at and touch the vegetables as you are peeling and chopping them. Then compare texture and size and taste once they are cooked. <i>Sensory - Explore the taste, smell and texture of the uncooked then cooked vegetables.</i></p>	<p>Suggested Activities: To collect different toys from around classroom. Predict whether you think they will float or sink. Complete experiment then record results on sheet.</p>	<p>Suggested Activities: To break up jelly cubes and roll them down a slope. Then heat up the jelly cubes and mix with water. Predict whether you think it will make the jelly go down the slope faster or slower? <i>Sensory - Explore the differences between jelly cubes and squares of chocolate, taste texture and smell.</i></p>
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<p>Objective: To explore how different toys move. Outcomes: <i>Sensory: (22-36 Months) To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</i> <i>Support: (30-50 Month) To talk about some of the things he has observed such as plants, animals, natural and found objects.</i> <i>Core: (S7) Explore and experiment with objects made from familiar materials.</i> <i>Extension: (S10) Know about objects that move by different means - wind, water, wind up etc.</i> <i>LOtC: Look at the different toys in outside classroom. How do we make them move</i> Suggested Activities: To explore a variety of wind up and mechanical toys. What do you have to do to make them move?</p>	<p>Objective: <i>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i> Outcomes: <i>Sensory: (22-36 Months) To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</i> <i>Support: (30-50 Months) To talk about why things happen and how things work.</i> <i>Core: (S7) Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</i> <i>Extension: (S9) Sort hard and soft objects, stretchy and stiff objects, bendy and not bendy objects.</i> <i>LOtC: To look at compacted sand and soil how easy is it to bend and manipulate. Making sand and soil castles.</i> Suggested Activities: To explore different objects which objects look solid but will bend and twist and which ones will not? Jelly, potato, carrot, playdough etc.</p>	<p>Objective: <i>Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</i> Outcomes: <i>Sensory: (22-36 Months) To enjoy playing with small-world models such as a farm, a garage, or a train track .</i> <i>Support: ((30-50 Months) To talk about why things happen and how things work.</i> <i>Core: (S7)Begin to make suggestions for planning and evaluating work, eg. 'Was that right or wrong' 'Did it work?'. Extension: (S9) State if a test was successful.</i> <i>LOtC: To experiment with different materials to wrap things up outside.</i> Suggested Activities: To choose materials to create boxes for Christmas treats to go home.</p>	<p><i>Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</i> Outcomes: <i>Sensory: (22-36 Months) To enjoy playing with small-world models such as a farm, a garage, or a train track .</i> <i>Support: ((30-50 Months) To talk about why things happen and how things work.</i> <i>Core: (S7)Begin to make suggestions for planning and evaluating work, eg. 'Was that right or wrong' 'Did it work?'. Extension: (S10) Independently use the words transparent and opaque, shiny and dull, rough and smooth.</i> <i>LOtC: To wrap up toys for Santa in Santa's workshop outside.</i> Suggested Activities: To choose different materials including wrapping paper to wrap up different presents to place under the Christmas tree.</p>	<p>To discuss different items in the home and what they are made of. Discuss what materials would be good to use for drinking out of wearing etc? To experiment with floating and sinking toys. To have an obstacle course inside or outside to move your cars or toys along.</p>

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

		Sensory - To explore the feel, taste and squishiness of each object.			
P.H.S.E	Week 1 Who Am I? 6th Sept	Week 2 My Family 11th Sept	Week 3 How family life has changed in last 100 years 18th Sept	Week 4 How play has changed in last 100 years 25th Sept	Week 5 How school life has changed in last 100 years
	<p>Objective: To consider myself as a person</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To demonstrate a sense of self as an individual, e.g. He wants to do things independently, says "No" to adult.</p> <p>Support: (30-50 Months) To show some of the things that make him unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Core: (40-60 Months) To describe yourself in positive terms and talk about your abilities.</p> <p>Extension: ((S8) Be sensitive to the needs and feelings of others and show respect for themselves and others.</p> <p>LOtC: Play head, shoulders knees and toes.</p> <p>Suggested Activities: To explore facial features, identify - eyes, nose, mouth and ears. To draw a self-portrait. To name body parts. To know my name and discuss things I like/dislike doing.</p>	<p>Objective: To talk about my immediate family</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To begin to learn that some things belong to him, some things are shared, and some things belong to other people.</p> <p>Support: (30-50 Months) To remember and talk about significant events in their own experience.</p> <p>Core: (40-60 Months) To enjoy joining in with family customs and routines.</p> <p>Extension: (S8) Show a basic understanding of what is right and wrong in familiar situations.</p> <p>LOtC: Have home area set up in outside classroom. Table set with plates, etc.</p> <p>Suggested Activities: To look at family pictures be able to identify who is in your family. Draw a picture of you and your family. Discuss whether or not you have any pets.</p>	<p>Objective: To discuss my family life and compare it to family life 100 years ago.</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To use a familiar adult as a secure base from which to explore independently in new environments, e.g. He ventures away to play and interact with others, but returns for a cuddle or reassurance if he becomes anxious.</p> <p>Support: (30-50 Months) To show an interest in different occupations and ways of life.</p> <p>Core: (40-60 Months) To initiate conversations, attends to and takes account of what others say.</p> <p>Extension: (S8) Join in a range of activities in small or large groups.</p> <p>LOtC: Have home area set up in outside classroom. Table set with plates, etc.</p> <p>Suggested Activities: To discuss what your family life is like and compare and contrast to family life 100 years ago.</p>	<p>Objective: To look at games we play inside and outside and compare how they have changed.</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To be able to gradually engage in pretend play with toys (supports child to understand their own thinking may be different from others).</p> <p>Support: (30-50 Months) To play in a group, extending and elaborating their play ideas, e.g. building up a role-play activity with other children.</p> <p>Core: (40-60 Months) To explain their own knowledge and understanding, and asks appropriate questions of others.</p> <p>Extension: (S8) Understand the need for rules in games, and show an awareness of how to join in different situations.</p> <p>LOtC: To play hopscotch, spin the hoop and skipping games outside</p> <p>Suggested Activities: To look at old games and computer games. Play marbles, snakes and ladders, pin the tail on the donkey etc.</p>	<p>Objective: To experience life in a Victorian classroom.</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To use a familiar adult as a secure base from which to explore independently in new environments, e.g. He ventures away to play and interact with others, but returns for a cuddle or reassurance if he becomes anxious.</p> <p>Support: (30-50 Months) To show an interest in different occupations and ways of life.</p> <p>Core: (40-60 Months) To explain their own knowledge and understanding, and asks appropriate questions of others</p> <p>Extension: (S8) Support others in behaving appropriately in school now and how school was 100 years ago.</p> <p>LOtC: To play hopscotch, spin the hoop and skipping games outside.</p> <p>Suggested Activities: To compare life in a Victorian classroom to our classroom. How is the seating, teacher, uniform, lessons, different.</p>
	Week 6 How life in King's Lynn has	Week 7 Diwali/Harvest Festival	Week 8 The Enormous Turnip	Week 9 Boy	Week 10 In Egyptian Times

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

changed in last 100 years. 9 th Oct	19 th Oct	30 th Oct	6 th Nov	13 th Nov
<p>Objective: To consider how people worked together and helped each other in King's Lynn 100 years ago.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To form a special friendship with another child.</p> <p>Support: (30-50 Months) To show an interest in different occupations and ways of life.</p> <p>Core: (40-60 Months) To look closely at similarities, differences, patterns and change.</p> <p>Extension: (S9) Begin to share their views & opinions.</p> <p>LOtC: To go for a walk in town compare to pictures of town from 100 years ago.</p> <p>Suggested Activities: To look at ordinance survey maps of King's Lynn 100 years ago and compare it to how it looks now. Look on google maps.</p>	<p>Objective: To learn a Harvest Festival song to sing as a class.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To seek out others to share their experiences.</p> <p>Support: (30-50 Months) To welcome and value praise for what they have done.</p> <p>Core: (40-60 Months) To enjoy joining in with family customs and routines.</p> <p>Extension: (S9)Cooperate with others.</p> <p>LOtC: To have vegetables to order and sort and pretend to harvest in outside classroom. Make a tractor or combine harvester out of large boxes.</p> <p>Suggested Activities: To look at the Harvest celebrations and their origins.</p> <p>Learn a harvest song and its' actions.</p>	<p>Objective: To work together to create and 3D Enormous Turnip collage.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To seek out others to share their experiences.</p> <p>Support: (30-50 Months) To select and use activities and resources with help.</p> <p>Core: (30-50 Months) To select and use activities and resources with help.</p> <p>Extension: (S9)Cooperate with others.</p> <p>LOtC: To role-play enormous Turnip story in outside classroom</p> <p>Suggested Activities: To collect materials from local park for collage.</p> <p>To work collaboratively to create collage.</p>	<p>Objective: To discuss the advantages we have of attending school over 'Boy' who didn't.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To express own feelings such as sad, happy, cross, scared, worried.</p> <p>Support: (30-50 Months) To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Core: (30-50 Months) To developing an understanding of growth, decay and changes over time.</p> <p>Extension: (S9) Begin to share their views & opinions.</p> <p>LOtC: To role-play being a caveman in outside classroom.</p> <p>Suggested Activities: To consider what life was like for the 'boy' and compare it to what our lives are like.</p>	<p>Objective: To look at ancient Egyptian customs how did they treat their children?</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To express own feelings such as sad, happy, cross, scared, worried.</p> <p>Support: (30-50 Months) To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Core: (30-50 Months) To developing an understanding of growth, decay and changes over time.</p> <p>Extension: (S9) Recognise the effect of their behaviour on other people. Consider how they would have been expected to behave in Egyptian times.</p> <p>LOtC: To build a pyramid out of junk modelling in outside classroom and paint.</p> <p>Suggested Activities: To discuss how we treat each other and our parents and what family life was like in ancient Egypt.</p>
<p style="text-align: center;">Week 11 How to be a Viking 20th Nov</p>	<p style="text-align: center;">Week 12 Victorian Traditions 27th Nov</p>	<p style="text-align: center;">Week 13 Snow White 4th Dec</p>	<p style="text-align: center;">Week 14 Christmas 11-18th Dec</p>	<p style="text-align: center;">Home Learning</p>
<p>Objective: To discuss how the Vikings helped each other.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To show affection and concern for people who are special to them.</p> <p>Support: (30-50 Months) To show an</p>	<p>Objective: To explore a Victorian Christmas</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To seek out others to share their experiences</p> <p>Support: (30-50 Months) To remember and talk about significant events in their own experience.</p>	<p>Objective: To discuss how Snow White and the Dwarfs helped each other.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To show affection and concern for people who are special to them.</p> <p>Support: (30-50 Months) To</p>	<p>Objective: To discuss how my family will be celebrating Christmas.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To expresses his own preferences and interests.</p> <p>Support: (30-50 Months) To recognises and describes special times or events</p>	

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

	<p>interest in different occupations and ways of life.</p> <p>Core: (40-60 Months) To explain own knowledge and understanding, and asks appropriate questions of others. Extension: (S9) Describe ways of keeping safe in familiar situations. LOtC: To create a Viking ship using pallets/junk modelling in outside classroom.</p> <p>Suggested Activities: To look at Viking artefacts and their lives compare to how are lives are today. Did they have electricity, running water, toilets etc.</p>	<p>Core: (40-60 Months) To look closely at similarities, differences, patterns and change.</p> <p>Extension: (S8) Show a basic understanding of what is right and wrong in familiar situations. LOtC: To dress up in Victorian clothes to play outside, play Victorian hoop and chasing games.</p> <p>Suggested Activities: What would Victorian children have received for Christmas and birthdays? How did they travel? How are their lives different from ours?</p>	<p>demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Core: (40-60 Months) To understand that the actions of Snow White and the seven dwarfs affected each other and the animals around them. Extension: (S9) Explain different ways that family and friends should care for one another.</p> <p>LOtC: To role-play the story of Snow White and the Seven Dwarfs.</p> <p>Suggested Activities: Discuss - how Snow White felt when her dad died? When she was chased by the huntsman? When she found the dwarfs house? When they let her stay? How the dwarfs initially felt when they found her? Why do the dwarfs have the names they have? What would your dwarf name be? How did they feel when Snow white started to look after them and cook for them for the end of their hard day at work?</p>	<p>for family or friends.</p> <p>Core: (40-60 Months) To enjoy joining in with family customs and routines. Extension: (S9) Identify and name some feelings.</p> <p>LOtC: To sing Christmas Carols and play Christmas music in our outside classroom.</p> <p>Suggested Activities: To discuss how we celebrate Christmas. Where do our presents come from? Why do we like/dislike about Christmas?</p>	
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	Week 1 Who am I? 6 Sept	Week 2 My Family 11th Sept	Week 3 How family life has changed in last 100 years. 18th Sept	Week 4 How play life has changed in last 100 years. 25th Sept	Week 5 How school life has changed in last 100 years. 2nd Oct
Computer Science	<p>Objective: To label the body parts on a person.</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To select familiar objects by name and will go and find objects when asked, or identify objects from a group.</p> <p>Support: (22-36 Months) To seek to acquire basic skills in turning on and operating some ICT equipment. Core: (30-50 Months) To show some of</p>	<p>Objective: To create your own family tree.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To have a sense of his immediate family and relations. Support: (22-36 Months) To express their own preferences and interests. Core: (30-50 Months) To recognise and describe special times or events for family or friends.</p>	<p>Objective: To upload a picture of your family onto your family tree book.</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To begin to learn that some things belong to them, some things are shared, and some things belong to other people. Support: (22-36 Months) To seek to acquire basic skills in turning on and operating some ICT equipment.</p>	<p>Objective: To sort the toys from the toy museum between old and new.</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To select familiar objects by name and will go and find objects when asked, or identify objects from a group. Support: (22-36 Months) To express their own preferences and interests. Core: (30-50 Months) To show skill in</p>	<p>Objective: To explore what classrooms were like 100 years ago.</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To understand simple sentences (e.g. 'Throw the ball.'). Support: (22-36 Months) To notice detailed features of objects in the classroom of 100 years ago. Core: (30-50 Months) To develop an understanding of growth, decay and changes over time.</p>

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

<p>the things that make him unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Extension: (S7) Use ICT to communicate meaning.</p> <p>LOtC: To look at body parts of different pictures of animals outside</p> <p>Suggested Activities: http://www.crickweb.co.uk/ks1science.html - To identify body parts of different children.</p>	<p>Extension: (S7) Gather information from different sources.</p> <p>LOtC: To have home as role-play area outside.</p> <p>Suggested Activities: To complete family tree on Microsoft word - Folder - Family Tree book</p>	<p>Core: ((30-50 Months) To recognise and describe special times or events for family or friends.</p> <p>Extension: (S8) Know that similar information can be found in different formats.</p> <p>LOtC: To have home as role-play area outside.</p> <p>Suggested Activities: To upload a family picture on Microsoft Word Folder - Family Tree Book</p>	<p>making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Extension: (S8) Indicate if personal events and objects belong in the past or present.</p> <p>LOtC: To sort the outside toys into different categories.</p> <p>Suggested Activities: http://www.crickweb.co.uk/ks1science.html - sorting toys using different criteria. http://www.crickweb.co.uk/ks1history.html - to sort toys between old and new.</p>	<p>Extension: (S8) Talk about events from their own past or historical events (eg past school events, Queens's jubilee).</p> <p>LOtC:</p> <p>Suggested Activities: http://www.bbc.co.uk/guides/z39wjxs</p>
<p style="text-align: center;">Week 6 How life in King's Lynn has changed in last 100 years. 9th Oct</p>	<p style="text-align: center;">Week 7 Diwali/Harvest Festival 16th Oct</p>	<p style="text-align: center;">Week 8 The Enormous Turnip 30th Oct</p>	<p style="text-align: center;">Week 9 Boy 6th Nov</p>	<p style="text-align: center;">Week 10 In Egyptian Times 13th Nov</p>
<p>Objective: To look at King's Lynn on line and see life as it has changed over the years.</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To understand simple sentences</p> <p>Support: (22-36 Months) To notice detailed features of objects on the online site of King's Lynn over the years.</p> <p>Core: (30-50 Months) To talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Extension: (S8) Talk about events from their own past or historical events (eg past school events, Queens's jubilee).</p>	<p>Objective: To explore the Harvest photo book.</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To select familiar objects by name and will go and find objects when asked, or identify objects from a group.</p> <p>Support: (: (22-36 Months) To notice detailed features of objects of the Harvest photo book.</p> <p>Core: ((30-50 Months) To talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Extension: (S8) Use common words,</p>	<p>Objective: To sort the animals by size</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To show developing understanding of simple concepts (e.g. big/little).</p> <p>Support: (22-36 Months) To begin to use the language of size.</p> <p>Core: (30-50 Months) To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>Extension: (S9) Begin to measure objects using non-standard units of measurements</p> <p>LOtC: To have animals in their habitats to sort in outside classroom.</p>	<p>Objective: To explore prehistoric life</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Support: (22-36 Months) To notice detailed features of objects of the prehistoric era.</p> <p>Core: (30-50 Months) To comment and asks questions about aspects of their familiar world such as the place where they lives or the natural world.</p> <p>Extension: (S9) Communicate knowledge pictorially.</p>	<p>Objective: To explore life in Ancient Egypt</p> <p>Outcomes:</p> <p>Sensory: (16-26 Months) To be curious about Egyptian people.</p> <p>Support: (30-50 Months) To know that information can be retrieved from computers.</p> <p>Core: (30-50 Months) To use talk to connect ideas. Explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Extension: (S10)</p> <p>LOtC: To create pyramids using large lego.</p>

Churchill Park School
Mid Term Plan – Key Stage 1 – Past present and future – Who am I?

<p>LOtC: To re- enact and element of King's Lynn life 100 years ago.</p> <p>Suggested Activities: To look at King's Lynn on line and see life as it has changed over the years.</p>	<p>signs, symbols to indicate the passage of time (now/then, today, yesterday).Answer simple questions about historical stories and artifacts.</p> <p>LOtC: To have fruit and veg to chop in outside classroom.</p> <p>Suggested Activities: http://www.crickweb.co.uk/ks1re.html To discuss Harvest Festival and where the celebration comes from.</p>	<p>Suggested Activities: http://resources.hwb.wales.gov.uk/VTC/the_zoo/eng/Introduction/mainsession1.htm</p>	<p>LOtC: To make caves out of large boxes and junk modelling.</p> <p>Suggested Activities: http://www.bbc.co.uk/nature/prehistoric</p>	<p>Suggested Activities: http://www.bbc.co.uk/education/clips/zjhsb9q</p>
<p>Week 11 How to be a Viking 20th Nov</p>	<p>Week 12 Victorian Traditions 27th Nov</p>	<p>Week 13 Snow White 4th Dec</p>	<p>Week 14 Christmas 11th - 18th December</p>	<p>Home Learning</p>
<p>Objective: What can you find out about the Vikings?</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To show developing understanding of simple concepts</p> <p>Support/Core: (30-50 Months) To know that information can be retrieved from computers.</p> <p>Core: (30-50 Months) To show interest in different occupations and ways of life.</p> <p>Extension: (S9) Communicate about how ICT might be used at home.</p> <p>LOtC: To make a Viking boat using large boxes or junk modelling.</p> <p>Suggested Activities: http://www.bbc.co.uk/education/topics/ztyr9j6</p>	<p>Objective: To explore how toys have changed.</p> <p>Outcomes:</p> <p>Sensory: (22-36 Months) To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Support: (30-50 Months) To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Core: (30-50 Months) To know how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Extension: (S9) Identify one difference between old and new objects.</p> <p>LOtC: To have old and new toys to explore in outside classroom.</p> <p>Suggested Activities: http://www.crickweb.co.uk/ks1science.html -sorting different materials game</p>	<p>Objective: To explore interactive online advent calender.</p> <p>Outcomes:</p> <p>Sensory: (30-50 Months) To know how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Support:(30-50 Months) To know how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Core: (40-60 Months) To use ICT hardware to interact with age-appropriate computer software.</p> <p>Extension: (40-60 Months) To complete a simple program on a computer.</p> <p>LOtC: To have Snow White and the seven dwarfs house in outside classroom.</p> <p>Suggested Activities: To look at daily activities on advent calender.</p>	<p>Objective: To explore interactive online advent calender.</p> <p>Outcomes:</p> <p>Sensory: (30-50 Months) To know how to operate simple equipment, e.g. turns on CD player and uses remote control car.</p> <p>Support: (30-50 Months) To know how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Core: (40-60 Months) To use ICT hardware to interact with age-appropriate computer software.</p> <p>Extension: ((40-60 Months) To complete a simple program on a computer.</p> <p>LOtC: To have Santa's grotto set up outside.</p> <p>Suggested Activities: To look at daily activities on advent calender.</p>	<p>To research things on google. To look at different educational games on Crickweb and Topmarks game.</p> <p>To research your family tree. To find current and old photos of your family.</p> <p>To look at pictures or actual old toys compared to new toys. To discuss what school was like when you went as a child.</p> <p>What was King's Lynn like when you were younger?</p>