



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 1 Spring 2

#### Dinosaur Planet

##### Art & Design: *Dinosaurs*

- To be able to use pencils to create lines of different thickness in drawings.
- To observe closely thinking about shapes, texture and pattern.
- To mix paint to get the desired colour.
- To be able to lighten and darken colours.
- To cut, roll and coil materials.
- To manipulate clay to mould into a dinosaur shape.

##### Music: *Latin*

Each unit in the Year 1 the music curriculum covers the following skills:

- To begin to recognise style.
- To find the pulse
- To recognise instruments.
- To begin to understand how pulse, rhythm and pitch work together to create music.
- Begin to learn that improvisation is when you make up your own tune and rhythm.
- To start to learn that composition is creating very simple rhythms and melodies.
- To sing songs and speak chants and rhymes.
- To work together in a group.
- To perform what I have learnt to an audience.

##### Computing: *We are TV Chefs*

- To investigate recipes and TV cookery programmes.
- To write a set of instructions (algorithms) for a sandwich.
- To develop a set of instructions (algorithm) for a recipe.
- To present and record a recipe.
- To film our recipe videos.
- To edit and review our recipe videos to see how they can be made better.

##### E-safety

- To know what is meant by personal information and keep it private.
- To identify where to go for help and support with concerns.

##### PHSE and Relationships Education: *Good to be Me*

- To be able to talk about similarities and differences between people.
- To be able to compare likes and dislikes.
- To show that I understand how to show respect for others.

##### Safeguarding:

- To know that all humans need rest, exercise and healthy food.

##### RE:

- To identify my special place.
- To know what happens in a church.
- To identify key features of a church.
- To recognise the Christian church as a family.
- To know which communities I belong to.
- To identify different types of worship.
- To know why times of rest are important.
- To know the story of Jesus' death and resurrection.



##### PE:

##### Indoors: *Gymnastics (balancing - points and patches)*

- To explore different ways of balancing on different parts of the body safely using 3 or 4 points of contact (point).
- To explore different ways of balancing on different parts of the body which are not arms or legs (patch).
- To understand what makes a good balance (6 elephants).
- To link two balances together for an audience.
- To copy sequences and repeat them.
- To be able to talk about what I did well.

##### Outdoor: *Games (kicking)*

- To be able to pass and kick in different ways.
- To be able to move my body and feet to receive a pass.
- To stop the ball by moving my body and my feet.
- To be able to move a ball using my feet whilst walking.
- To begin to kick the ball with both feet choosing my favourite foot.
- To be able to kick a ball (using the inside of the foot) and hit a target.
- To kick a ball to a team mate in a game.

##### History: *Dinosaurs*

- To understand the job of an archaeologist and begin to ask questions about dinosaurs.
- To sort out the continents in the world today and mark where different dinosaur fossils have been found.
- To compare modern and prehistoric landscapes using the words 'before', 'after' and 'a long time ago'.
- To understand how we know that dinosaurs existed.
- To know what Mary Anning became famous for and how her finds help us understand about life on Earth.
- To share my findings using historical vocabulary.
- To ask questions about what might have happened to the dinosaurs and suggest answers to why they became extinct.

##### Geography:

No focus this half term.

##### D&T: *Dinosaur puppet*

- To explore a range of different puppets.
- To practice different joining skills.
- To plan and design my dinosaur puppet.
- To make a dinosaur puppet using the equipment safely.
- To evaluate my puppet and say what went well and what I could improve.

##### Science: *Animals, including Humans*

- To be able to name the main parts of the human body.
- To know which part of the body is associated with each sense.
- To be able to observe closely, using simple equipment.
- To be able to record data in a table.
- To be able to identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals.
- To know the different ways that animals can be recognised.
- To use websites and books to find out more about animals.
- To sort animals into different groups and talk about why they are grouped this way.
- To be able to name animals that are herbivores, carnivores and omnivores and record this using a diagram.
- To be able to name and label different parts of an animal.