

Medium Term Planning

Hawks (Y1/2) Autumn Term 2 2023-24

	Week 1 30.10.23	Week 2 6.11.23	Week 3 13.11.23	Week 4 20.11.23	Week 5 27.11.23	Week 6 4.12.23	Week 7 11.12.23	Week 8 18.12.23 (3 days)
Theme								
History / Geography Castles	Know the main parts of a castle and what they were designed for.	Visit to Rockingham Castle	Identify different types of castle: motte and bailey, Norman and concentric circle.	Compare and contrast different types of castle, describing the improvements that were made in design over time.	Use historical sources to explore the life of Henry VIII.	Understand why Henry VIII built Hampton Court palace instead of living in a traditional castle.	Know that the United Kingdom is made up of four countries and each has a capital.	Use a map to identify the location of castles in all four parts of the United Kingdom.
Science Everyday materials	Distinguish between an object and the material from which it is made.	Identify and name a variety of everyday materials: wood, plastic, glass, metal, water, rock.	Describe the simple physical properties of a range of everyday materials.	Carry out an investigation into which materials are the most waterproof.	Carry out an investigation into which materials are the most absorbent.	Compare and sort materials based on their properties.	Use the learning from this unit to select materials for a specific job.	
Writing	Instructions: 'The Very Last Castle' by Travis Jonker			Diary Writing: 'In the Castle' by Anna Milbourne and Benji Davies			Poetry: Christmas Kennings	
Maths	ADDITION AND SUBTRACTION				SHAPE			
PSHE My emotions	Know the names of a basic range of feelings linked to strength of feeling.	Understand that emotions and actions can have an impact on others, especially when impulsive.	Describe my personal strengths and talents.	Learn some strategies for changing my mood and when it would be helpful to use them.	Know what 'relaxed' means and how it feels.	Understand that I can stand up for myself without being hurtful towards others.		
R.E. Incarnation	Understand that the story of Jesus' birth is told through the gospels and compare accounts.	Retell the story of the birth of Jesus.	Explore images of Jesus as a baby and the symbols associated with him in the Christmas story.	Understand why and how Christmas is such an important celebration for Christians.	Understand how Christians use advent to prepare for the celebration of the birth of Jesus.	Visit the church to look for evidence of Christmas and symbols of Jesus.	Consider all the things we have to be thankful for at Christmas.	
Computing Using technology	Recognise the uses and features of IT.	Identify the uses of IT in school.	Identify IT use beyond school.	Describe how IT helps us in a range of situations.	Explain how to use IT safely and what potential risks might be.	Recognise that you can make choices when using IT.		

MFL 'I am learning French'	Recap vocabulary from Autumn 1		Count up to 10 in French		How old are you?		Christmas in France	
PE Rugby Tots	Sessions planned and delivered by 'Rugby Tots' (external provider)							
PE (Forest School) Outdoor Activities	Become increasingly competent and confident in accessing a broad range of activities designed to extend agility, balance and co-ordination (individually or with others). Describe how their body feels before, during and after an activity.							
Art Printing	Explore and describe 'Castle and Sun' by Paul Klee.	Print using man-made objects in the style of Paul Klee.	Review a finished piece.			Christmas Craft Day		
DT Construction				Explore examples of drawbridges, making simple drawings and labelling parts.	Assemble, join and combine materials to make a working drawbridge.		Evaluate a finished product by assessing how well it works in relation to its purpose.	
Music Singing	To find their singing voice and use their voices confidently, demonstrating an awareness of other performers. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathing songs expressively. Begin to sing with control of pitch (e.g. following the shape of the melody), following pitch movements with their hands and using high, middle and low voices.						Nativity Performances	
Extended writing opportunities (across the curriculum)	History: Description	RE: Recount	Art: Evaluation English: Instructions	Science: Describing investigation results		History: Explanation	English: Poetry	