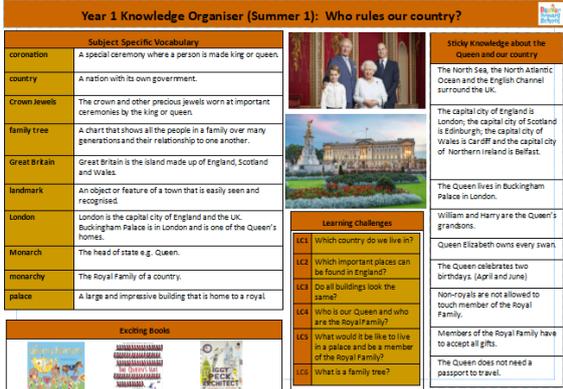


Medium Term Planning Format		
Cohort	Year 1	
Enquiry Question (QUESTIONING)	Who rules our country?	
Enquiry Driver	Geography	
Enquiry Enhancer	D&T	
Main Enquiry Theme	Locational knowledge (Queen and country)	
National Curriculum Objective	<p><u>Geography</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. <p><u>Design and Technology</u></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> Can I name and locate the four countries in the UK, with their capital cities? Can I name the three main seas that surround the UK? Can I talk about the main features of each of the countries that make up the UK? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> Can I make a structure/model using different materials? Can I talk about my product and say how/why I have chosen particular finishing techniques? Can I make my model stronger if it needs to be? Can I talk with others about how I want to construct my product? Can I select appropriate resources and tools for my building projects? Can I make simple plans before making objects e.g. drawings/arranging pieces of construction before building? <p>(The children will design and make their own palace)</p>	

<p>Main Text</p>	<ul style="list-style-type: none"> The Queen's Knickers by Nicolas Allan The Queens's Hat by Steve Antony 														
<p>Main Writing Genre</p>	<p>Non- chronological report (Fact file)</p>	<p>The children will produce fact files about the Royal Family.</p>													
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Watch a video of the Queen's coronation.</p>														
<p>Subsidiary Enquiries</p>	<table border="1" data-bbox="491 734 1369 1093"> <tr> <td>LC1</td> <td>Which country do we live in?</td> </tr> <tr> <td>LC2</td> <td>Which important places can be found in England?</td> </tr> <tr> <td>LC3</td> <td>Do all buildings look the same?</td> </tr> <tr> <td>LC4</td> <td>Who is our Queen and who are the Royal Family?</td> </tr> <tr> <td>LC5</td> <td>What would it be like to live in a palace and be a member of the Royal Family?</td> </tr> <tr> <td>LC6</td> <td>What is a family tree?</td> </tr> </table>			LC1	Which country do we live in?	LC2	Which important places can be found in England?	LC3	Do all buildings look the same?	LC4	Who is our Queen and who are the Royal Family?	LC5	What would it be like to live in a palace and be a member of the Royal Family?	LC6	What is a family tree?
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<p>Reflection of Learning (SHARING)</p>	<p>Re-enact the Queen's coronation and celebrate with a tea party.</p>														
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> The North Sea, the North Atlantic Ocean and the English Channel surround the UK. The capital city of England is London; the capital city of Scotland is Edinburgh; the capital city of Wales is Cardiff and the capital city of Northern Ireland is Belfast. The Queen lives in Buckingham Palace in London. William and Harry are the Queen's grandsons. Queen Elizabeth owns every swan. The Queen celebrates two birthdays. Non-royals are not allowed to touch members of the Royal Family. Members of the Royal Family have to accept all gifts. The Queen does not need a passport to travel. 														
<p>Knowledge Mat</p>															

Other curriculum areas which are to be taught discretely:	
Religious Education	<p><u>What can we learn from stories of the Prophet?</u></p> <ul style="list-style-type: none"> • Can I give examples of how stories about the Prophet show what Muslims believe about Muhammad? • Can I give examples of how Muslims use stories about the Prophet to guide their beliefs and actions? (e.g. care for animals, treat people equally) • Can I give examples of how Muslims put their beliefs about prayer and about Allah into action? (e.g. by daily prayer, by using subha beads) • Can I think, talk about and ask questions about Muslim beliefs and ways of living? • Can I give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too?
PSHCE	<p><u>Looking after me</u></p> <ul style="list-style-type: none"> • When should I wash my hands? • Why are teeth important? • What should I do with money? <p><i>(see Talking Points curriculum for the full programme breakdown)</i></p>
Music	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 5 - Your imagination</p>
Physical Education	<p><u>Striking and Fielding Activities</u> (small games based around rounder's, softball, baseball and cricket)</p> <ul style="list-style-type: none"> • Can I stop the ball with basic control? • Can I send a ball in the direction of another? • Can I take part in sending and receiving? • Can I throw, catch and bounce in different ways when standing or on the move? • Can I aim at a large target? • Can I use and vary simple tactics? • Can I begin to strike a ball with my hands? • Can I start to develop new skills relevant to specific invasion / net & wall / striking & fielding games?
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 5 - E-Safety and Programming and Control</p>
Science	<p><u>Animals, including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <ul style="list-style-type: none"> • Can they name the parts of the human body that they can see? • Can they identify the main parts of the human body and link them to their senses? • Can they name the parts of an animal's body? • Can they name a range of domestic animals?

	<ul style="list-style-type: none"> • Can they classify animals by what they eat using the terms carnivore, herbivore and omnivore? • Can they compare the bodies of different animals? 		
Additional Links	British Values	Outdoor Learning	Community
	Learning about our Royal family.		
	Citizenship (Beever Pledge)	Global Neighbours	Home Learning
			Planning and designing a castle using junk modelling.