

# Halfway Nursery Infant School

## Topic Medium Term Plan

Term: Autumn 1

Year Group: 1

### Topic Title: "What can I see through my window?"

Concept: Culture and Community

<p><b>ENRICHMENT:</b> Include Super Starter and Fantastic Finish information, along with any other trips, visitors or experiences.</p>	<p>Super Starter:  <span style="background-color: yellow;">"Family community picnic"</span> during "transition" days children to be reminded of topic and meaning of community – they will make invitations for their parents to attend the super starter. Children and parents to bring picnic foods they like, family photos, family stories, anything that is important to them in their "family community" that they would like to share with us.</p> <p>Fantastic Finish: Culture day – school event.</p>
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<p><b>DRIVER 1:</b> Geography</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore and discover the interesting features of the local environment</li> <li>• Explain what makes a locality special</li> <li>• Recognise observe describe and record physical and human features</li> <li>• Describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley.</li> <li>• Recognise different types of weather and climate.</li> <li>• Express their own views about features of the environment.</li> <li>• Explore and discover where different foods come from.</li> <li>• Describe some places which are not near the school</li> </ul> <p><b>Steps to Success:</b>                  I can explore my local area.                  I can draw a map of Halfway.                  I can draw a picture of my favourite place in Halfway and explain why I like it.                  I can compare Halfway and Africa using their key features.</p>	<p><b>DRIVER 2:</b> History</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects.</li> <li>• Give a plausible explanation about what an object was used for in the past.</li> <li>• Put up to three objects in chronological order (recent history).</li> </ul> <p><b>Steps to Success:</b>                  I can order the key events of my life so far at Halfway Nursery Infant School.                  I can discuss toys and games played at school and sort these into "new" and "old" objects.</p>	<p><b>DRIVER 3:</b> R.E</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify how religion is expressed in different ways</li> <li>• Use religious words and phrases to identify some features of religion</li> <li>• Ask and respond sensitively to questions about their own and others' experiences and feelings.</li> </ul> <p><b>Steps to Success:</b>                  I know that Christians celebrate harvest.                  I know that Christians use harvest to give thanks for their food.                  I understand it is important to be thankful; I can say what I am thankful for and I can listen to others give thanks.</p>
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WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
<p><b>LC:</b> "What can I see where I live?"</p>	<p><b>LC:</b> "What can I see in Halfway?"</p>	<p><b>LC:</b> "What can I see from a car?" (Farm - Harvest)</p>	<p><b>LC:</b> "What can I see from a train?" (Seaside)</p>	<p><b>LC:</b> "What can I see from a plane?" (?)</p>	<p><b>LC:</b> "What could I see from a time machine?"</p>	<p><b>LC:</b></p>
<p><b>1.</b>  <b>L.O:</b> Develop understanding of community and belonging.  <b>S.C:</b> I can name communities I belong to.                      Say what communities they belong to and record (e.g. family, rainbow fish/hungry caterpillar class, football teams.)</p> <p><b>2.</b>  <b>L.O:</b> Draw and describe key features of a place.  <b>S.C:</b> I can show what I can see from my house.                      Chi to draw the view from their</p>	<p><b>1.</b>  <b>L.O:</b> Explore and discover the interesting features of the local environment.  <b>S.C:</b> I can create a map of my local area.                      Draw a map of Halfway.</p> <p><b>2.</b>  <b>L.O:</b> Explain what makes a locality special  <b>S.C:</b> I can choose my favourite part of my local area and explain why.                      Create an ipad news report</p>	<p><b>1.</b>  <b>L.O:</b> Explore and discover where different foods come from.  <b>S.C:</b> I can say where different foods come from.                      Complete a physical sorting activity with hoops, sorting food into how it is made/where it comes from – photograph/snapshot for evidence.</p> <p><b>2.</b>  <b>L.O:</b> Use religious words and phrases to identify some features of religion.  <b>S.C:</b> I can say what I am thankful</p>	<p><b>1.</b>  <b>L.O:</b> Recognise observe describe and record physical and human features  <b>S.C:</b> I can decide if features of the seaside are physical or human.                      Focus on seaside. Discuss key features and correct terms (beach, sea, lighthouse, pier, shops). Create two lists "physical" and "human".</p> <p><b>2.</b>  <b>L.O:</b> Begin to identify the main differences between old and</p>	<p><b>1.</b>  <b>L.O:</b> Describe some places which are not near the school.  <b>S.C:</b> Recognise differences between an African rural village and Halfway. Show children a range of images (mud huts, water wells, etc) and ask a range of probing questions – e.g. who lives here? Is this like your house? Discuss as a group.                      Chn to build a chosen house (snapshot)</p> <p><b>2.</b>  <b>L.O:</b> Recognise different types of weather and climate.</p>	<p><b>1.</b>  <b>L.O:</b> Give a plausible explanation about what an object was used for in the past  <b>S.C:</b> I can say what I think an object might have been used for.</p> <p>Look at old toys with T and discuss what it may have been used for, what is its name etc? Then T to help chn to research correct use on ipads/ use videos to show.</p>	<p><b>1.</b>  <b>L.O:</b>  <b>S.C:</b></p> <p><b>2.</b>  <b>L.O:</b>  <b>S.C:</b></p> <p style="text-align: center;"><i>"Fantastic Finish!"</i></p>

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<p>bedroom window and label – HA write a simple sentence.</p>	<p>about the important places in halfway.</p>	<p>for at Harvest time. Write a harvest thank you for something they are thankful for.</p>	<p>new <b>S.C:</b> I can identify differences and similarities between two seaside locations.</p>	<p><b>S.C:</b> I can say what clothing I need for the weather in Africa. We are going to visit Handa in Africa. Can you pack a suitcase according to the weather?  Now you have packed the case can you write about what you packed and why?</p>	<p>(SNAPSHOT)  <b>2.</b> <b>L.O:</b> Begin to identify the main differences between old and new <b>S.C:</b> I can investigate toys to decide if they are old or new. Look at toys used at playtime. Ask and answer questions to decide if these are old or new and sort accordingly.</p>	
<p><b><u>LINKS TO LITERACY:</u></b>  Labelling activity (explain one word labelling doesn't need a full stop)</p>	<p><b><u>LINKS TO LITERACY:</u></b>  Sentence writing in "favourite place" activity (capital letters, full stops, finger spaces)  Labelling activity (explain one word labelling doesn't need a full stop)</p>	<p><b><u>LINKS TO LITERACY:</u></b></p>	<p><b><u>LINKS TO LITERACY:</u></b>  (for higher ability groups) List writing – no need for full stops, new line for each item, capital letters at start of each line.</p>	<p><b><u>LINKS TO LITERACY:</u></b>  Link to story in literacy "Handa's surprise".  Sentence writing in description activity (capital letters, full stops, finger spaces)</p>	<p><b><u>LINKS TO LITERACY:</u></b></p> <ul style="list-style-type: none"> <li>• <i>"Ask relevant questions to extend their understanding and build vocabulary and knowledge"</i></li> </ul>	<p><b><u>LINKS TO LITERACY:</u></b>  Sentence writing. Descriptive vocab.</p>
<p><b><u>LINKS TO NUMERACY:</u></b></p>	<p><b><u>LINKS TO NUMERACY:</u></b></p>	<p><b><u>LINKS TO NUMERACY:</u></b>  Categorising / sorting objects by given criteria.</p>	<p><b><u>LINKS TO NUMERACY:</u></b>  Categorising / sorting objects by given criteria.</p>	<p><b><u>LINKS TO NUMERACY:</u></b></p>	<p><b><u>LINKS TO NUMERACY:</u></b>  Developing concept of time.</p>	<p><b><u>LINKS TO NUMERACY:</u></b></p>