

Caldew Lea Primary School
Autumn Term 2023
Year ½ Medium Term Planning

Teachers: E Keen, R Hayton & L Whalley

History – Autumn Term 1
Year 2 – The Gunpowder Plot- Why do we remember the 5th November?

	Prior Knowledge	Learning Question	National Curriculum	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	EYFS Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Who was Guy Fawkes?	Events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none"> – Guy Fawkes was captured with 36 barrels of gunpowder by the king's guards on the 5th November 1605. – He was a catholic who felt strongly about his religion and wanted to remove King James I (the protestant monarch) from the throne. 	Knowledge and Interpretation	Guy Fawkes Gunpowder Catholic	Circle Guy Fawkes in an illustration of the plotters and annotate where he lived on a simple timeline. Answer true and false questions about Guy Fawkes' life. Reading support and guided teacher groups available. Challenge: Sort items used and not used by Guy Fawkes and discuss life. Y1 – verbal explanations as to why things could and could not be used by Guy Fawkes. Y2 – written explanation using because – sentence stems available for SEND.
Week Two	Understand the past through settings, characters and events encountered in books read in class and storytelling.	What caused the Gunpowder Plot?		<ul style="list-style-type: none"> – It was caused by religious conflict between Catholics (members of Catholic Church) and protestants (Christians who are not Catholic) – Under the rule of James I, Catholics were treated unfairly. The plotters were all Catholic and wanted King James removed from the throne. 	Historical Enquiry	Catholic Protestant Plot King	https://www.bbc.co.uk/teach/class-clips-video/history-ks1-why-did-the-gunpowder-plot-happen/zv462v4 Watch the video above and use the source to answer questions relating to the Gunpowder Plot. Y1 – multiple choice answers Y2 – written answers Widgit answer cards available, teacher guided group and reading support. Children to then answer the question – why did the plotters want to kill King James? (Written response) Word banks available and teacher scribe if needed. Challenge: Using a picture source of the plotters can children name 8 out of the 13 plotters?
u		What happened during the Gunpowder Plot?		<ul style="list-style-type: none"> – A letter was sent to Lord Monteagle, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and gunpowder. 	Chronological understanding	Gunpowder Conspiracy Plot Discovered	https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-during-the-gunpowder-plot/zfdntrd Children are to sequence the events of the Gunpowder Plot Y1 – create a storyboard – fill in gaps in captions. Y2 – create a storyboard with written captions. Images of the plot with captions to sequence available, word bank and teacher guided group. Sequencing cards available to support with ordering of events. Challenge – Can you add speech bubbles to this image of the plotters? What would they be saying?
Week Four		Why did the King want to capture Thomas Percy?		<ul style="list-style-type: none"> – Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved. – Thomas Percy was the king's bodyguard who rented the cellar under the Houses of Parliament. 	Historical Enquiry	Plotting House of Parliament Bodyguard	Read and interpret the king's proclamation. Children are to draw and label a picture of Thomas Percy based on the description before using the source to answer true or false questions. Teacher guided group and reading support available. Widgit word mat available to support with labelling – some can place labels around drawing. Challenge – What questions would you ask Thomas Percy?
Week Five		What do sources tell us about the Gunpowder Plot?		<ul style="list-style-type: none"> – They tell us that it was an act of treason – It was planned for a long time in advance – We know the motivations of the plot . 	Historical Enquiry Knowledge and Interpretation	Treason Motivation Event	Teaching the Gunpowder Plot Using Images At KS1 Keystage history Children are given statements linked to The Gunpowder Plot. Can they match the source to the statement. Reading support available and guided group work. Scope for confident pupils to match multiple sources to statements and less confident to match on source to each statement.

							Challenge – One of these sources is inaccurate. Which one and how do you know?
Week Six		Why and how do we remember the Gunpowder Plot today?		– King James I ordered that people should celebrate his survival on the 5th November. To this day, people still light bonfires and burn ‘Guys’ (puppets made of straw, named after Guy Fawkes) to celebrate.	Knowledge and Interpretation	Bonfire night Remember	Children are to write a paragraph explaining how and why we celebrated Bonfire Night. Word banks available and teacher guided group for support. Multiple choice questions available for SEND with visual prompts. Challenge 1 – Do you think The Gunpowder Plot deserves to be remembered? Challenge 2 – Creating a diamond 9 of significant events including The Gunpowder Plot

Geography – Autumn Term 2
Year 2 – The United Kingdom

	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	EYFS -Local area names -Towns and villages Y1 1 – from farm to fork – recap uk countries and capitals.	What are the UK countries and capital cities?	Name, locate and identify UK countries and capital cities	*The name of the capital cities are London, Edinburgh, Cardiff, Belfast *Scotland is the most northern country in the UK *Northern Ireland is the smallest country in the UK *The UK is part of Europe	Geographical knowledge Revisit yr 1 Identify the four countries that make up the UK Name the capital cities of England, Wales, \Scotland and N Ireland	Europe Countries London, Edinburgh, Cardiff, Belfast	Children are to locate the countries and capital cities of the UK on a map. Y1 – starting letters given for support Atlases given for support. Teacher guided group available and maps with assisted labels to support SEND. Word cards available to support children with labelling. Challenge: Can you use an atlas to name the key oceans and seas around the UK?
Week Two		What are the differences and similarities between UK country characteristics?	Name, locate and identify UK countries and capital cities and their characteristics	*Scotland and Northern Ireland are cooler and have more rain *England and Wales are warmer and have less rain *All countries have the same language, but different accents	Geographical enquiry Pupils can find out about a locality by using different sources of evidence Can think of questions to ask about a locality	Language currency Weather flags national parks	Compare what is the same and different about countries in the UK using characteristics e.g. *Currency *Language *Weather *Tourism *Flags Y1 – writing frame for support given and prompts to cut and stick Y2 – Expectation for writing independently Guided group available. Fact cards available for support for less confident readers and non-chron reports available for more confident readers. Word bank available for support. Challenge: Can you write some questions that you would ask to a person living in Scotland / Wales / England / Ireland?
Week Three		What are the human & physical features in the UK?	Key human & physical geography	*Human features are things like cities, buildings, harbours, shops etc. *Physical features are natural things such as forest, mountains, rivers, soil and vegetation	Physical Describe some of the physical features of a locality.	Cities villages buildings forest Soil vegetation	What are human and physical features in geography? - BBC Bitesize Activity 1 – children are to sort features into human and physical features. Y1 – sort cards Y2 – written Widgit cards for sorting available for SEND Activity 2 – children are to annotate a map of the UK with key human and physical features. Y1 – pre-selected areas given Y2 – find features independently Word cards available, maps with pre-highlighted features, teacher guided group available for support, atlases available for support. Challenge: Exploring our local area and the human and physical features in Cumbria. How could we improve Cumbria? (Responses linked to human and physical features)
Week Four		Are features different in different areas of the UK?	Refer to key human & physical geography	*Cities tend to have more human features *Country side and villages tend to have more physical features than a city.	Human & physical features Pupils can describe some of the physical features of a locality	Village City country side rural	Cities, towns and villages - BBC Teach Children to compare the features of Cumbria with the features of Greater London. Which has more physical and human features? Y1 – map support – simplified map Atlases and maps available for support, teacher guided group available and word banks to support comparison. Challenge: Where would you prefer to live and why?
Week Five		Can you identify UK landmarks on aerial photographs?	Use aerial photographs to identify UK landmarks	*London has a range of landmarks such as Big Ben, Tower of London, London eye, Buckingham Palace *Edinburgh landmark – Edinburgh castle *Wales landmark – Mount Snowdon *Northern Ireland – The titanic Belfast	Geographical enquiry and skills Pupils can label a diagram or photograph using geographical words.	Landmark aerial	Show children aerial photographs of different cities in the UK. Can they locate landmarks? Complete London as a guided example before children try other cities in small working pairs and groups. Y1 – pre-labelled with arrows Teacher assisted group available, adjusted maps with landmarks pre-highlighted for support and word banks available for support. Challenge: Which landmark would children prefer to visit and why?
Week Six		What are the weather patterns in the UK?	Identify daily and seasonal weather patterns in the United Kingdom	*The UK has a temperate climate *The UK has 4 seasons – spring, summer, autumn & winter	Geographical enquiry and skills Make plausible predictions about what the weather might be like in different parts of the world.	Seasons weather charts temperature rain, cloud, sun, thunder, snow etc.	Activity 1 – Children are to match the weather symbol to the name. Discussion about which weather we tend to get and when. Y1 – match-up cards Y2 – to draw the symbols Activity 2 – Matching weather to the seasons in the UK and making predictions about the weather that we get in each season. Y1 – writing frame given

							Activity 3 – Placing the UK on a world map and then equator to understand that it has a temperate climate. Y1 – equator pre-drawn just to label Y2 – to draw the equator Weather word mats available for support, teacher guided group and season scaffold available Challenge: Creating a weather forecast for the UK.
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Religious Education – Autumn Term 1							
Religion: Christianity – Is it possible to be kind to everyone all of the time?							
	Prior Knowledge	Learning Question/Key Questions	Substantive Knowledge	Disciplinary Knowledge (personal)	Vocabulary	Task/Adaptations/Tweaks/Challenges	
Week One	Links which build learning further up school: <ul style="list-style-type: none"> Yr3 Spring 1: Jesus' healing miracles. Yr 5 Summer 2: What is the best way for a Christian to show commitment to God. 	What does it mean to be kind?	<ul style="list-style-type: none"> Being kind can be both rewarding and challenging. 	Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind?	<ul style="list-style-type: none"> Kind 	Children will write a definition of kindness before adding the below. Year 1 – After an initial definition has been written, children will add an opinion to whether they believe they are kind or not. Year 2 – Adding detail to their definition, children will write an explanation to if they think it is easy to be kind. Why/why not? Modelled example will be worked on as a class, before a guided group is set up to support alongside work bank and questioning. Can children think of an example of when someone has shown kindness toward them?	
Week Two		Is it easy to be kind to people you don't know or dislike? How can you 'Love your neighbour' as yourself?	<ul style="list-style-type: none"> One of Jesus most important teachings was 'Love your neighbour as yourself'. 	Know the story of The Kind Man (The Good Samaritan - Luke 10: 25-37)	<ul style="list-style-type: none"> Parable Samaritan Levite Pharisee 	After listening to 'The Good Samaritan' story children will apply ideas from the parable to explain how they 'love thy neighbour'. The Good Samaritan (Luke 10:25-37) - YouTube Year 1 – Children will draw a representation of how they plan to 'love thy neighbour' with a simple, accompanying sentence to explain the image. Year 2 – Why? Using the conjunction 'because' children will add additional detail to explain why they will do this and how this show love towards others, including if they believe it is easy to be kind to people you don't know or dislike. Widget word bank to support with spelling of key terms, with a guided teacher group available.	

					Independent use of word mat will be expected by all children.
Week Three	How did Jesus' show kindness to someone he didn't know?	<ul style="list-style-type: none"> Jesus healing the paralysed man (Luke 5:17 - 26). 	Know a story/ stories from the bible which shows how Christians believe we should treat others.	<ul style="list-style-type: none"> Bible 	<p>As a class, we will listen to the story below. Jesus Heals a Paralyzed Man (Luke 5:17-26) - YouTube We will then discuss what we have heard, focussing specifically on how Jesus showed kindness to someone he didn't know.</p> <p>Year 1 – Children will sequence the story of Jesus and the paralysed man. They will do this chronologically using the provided images and accompanying sentences.</p> <p>Year 2 – After sequencing the story of Jesus and the paralysed man, children will write a caption to support each image.</p> <p>A guided group with questioning will be used to support children with words and sound mats available. Our video will be displayed throughout our session to support in the sequencing of images.</p> <p>Independent reading of captions/sentences will be encouraged.</p> <p>How did characters (priest/Jesus/paralysed man) feel at different points throughout the story?</p>
Week Four	Can you make up a story of when it was difficult to show someone kindness, but they overcame this?				
Week Five	Is it possible to be kind to everyone all the time?	<ul style="list-style-type: none"> Recognise the work of charities/ organisations/ Christians and how their day-to-day life is affected by Jesus' teachings. 		<ul style="list-style-type: none"> Charity 	<p>Thinking about a selection of charities and organisations (Oxfam, Save the Children, Unicef) and Christians, we will explore how they show kindness and if this is done consistently to everyone.</p> <p>Year 1 – Children will draw a representation of how one of the charities show kindness.</p> <p>Year 2 – Children will write an explanation to how one of the three show kindness. Are they kind to everyone all the time?</p> <p>Questioning and a guided adult group will be available to children. A class discussion will take place to support children in their thinking.</p> <p>How is this charity/organisation/Christian kind to everyone all the time? Are they?</p>

Week Six		What does it mean to be kind?	<ul style="list-style-type: none"> We can take steps to become kinder people. 	<p>Can you be a better friend?</p> <p>Do you think you are kind, or is this something you could work on?</p>	<ul style="list-style-type: none"> Friendship Kind Improve 	<p>Thinking about what we have learnt in our previous sessions, children will pull on their knowledge to write an explanation, answering our key question - what does it mean to be kind? Does this differ from the explanation written in lesson 1?</p> <p>All children will then complete an end of unit assessment answering our overarching question.</p> <p>Year 1 – Children must include one example in their explanation. This can be from their lives or a bible story. This will be the individual's choice.</p> <p>Year 2 – Children will include two examples in their explanation; one from their own lives and one from a bible story that we have heard.</p> <p>A word mat will be provided to support children with key spellings and when thinking of ideas. Questioning will also be used to support the latter. Images will be provided to support SEND in creating their explanation.</p> <p>How can we become a kinder person? Children will provide a verbal or written explanation to this depending on year group.</p>
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Religious Education – Autumn Term 2
Religion: Christianity - Why do Christians believe God gave Jesus to the World?

	Prior Knowledge	Learning Question / Key Questions	Substantive Knowledge	Disciplinary Knowledge (personal)	Vocabulary	Task/Adaptations/Tweaks/Challenges
Week One	<p>Builds on Year 1:</p> <ul style="list-style-type: none"> Autumn 2 Christmas enquiry. Year 2 Autumn 1 reference loving your neighbour as yourself. 	<p>God gave Jesus the World to save it. Does it need to be saved?</p>	<ul style="list-style-type: none"> Christians believe that God sent Jesus to save the world. 	<p>What problems does the world face?</p>	<ul style="list-style-type: none"> Save Rescue Solve 	<p>After listening to the below story – George Saves the World by Lunchtime, we will discuss what it means to ‘save something’. Can children think of what may need saving in today’s world? Why? George Saves The World By Lunchtime by Jo Readman, read by Mrs Dilnot - YouTube</p> <p>Year 1 – After taking part in our class discussion, children will choose one thing that they believe needs saved and draw a pictorial representation. This could be the environment, conflict or anything else that they may have thought of with the help of the story and discussion.</p> <p>Year 2 – Children will not draw but write the above, explaining why.</p> <p>A word mat will be provided to all children to support in spelling with a guided teacher group available. Adults will question children to support with thinking and ideas.</p> <p>Can children provide an additional example to how their chosen idea needs saved? For example, I think the environment needs save because We could to do this.</p>
Week Two		<p>Does the World/do people need to be saved/rescued/ helped?</p> <p>Who/What needs help?</p>	<ul style="list-style-type: none"> We need help to solve problems. 	<p>How can the world's problems be solved?</p>	<ul style="list-style-type: none"> Save Rescue Solve Help 	<p>Thinking about our previous lesson, we will discuss if the world/people need to be saved/rescued/helped and why/why not?</p> <p>Year 1 –In small groups, children will choose one thing that they believe needs saved/helped/rescued. They will then produce a short presentation to persuade others of their cause.</p> <p>Year 2 – Children will do as above but they must add additional detail to their explanation and reasoning. A list of key vocabulary will be provided to children for them to use in their thinking.</p> <p>Images will be available to all children to support in their thinking and discussion.</p>

						<p>Adult support will be provided to create our 'steps to success' on what makes a good presentation.</p> <p>Can children create an additional resource (image/banner/song/slogan) to support in their persuasion?</p>
Week Three		<p>How to Christians prepare/look forward to Christmas?</p> <p>Why is Christmas important to Christians?</p>	<ul style="list-style-type: none"> • Christians believe that Jesus is God in human form, so he has God's love and power. • Christians believe God sent his son as a very different type of King to that which the Jewish people were expecting. 		<ul style="list-style-type: none"> • Advent • Agape • Trinity • Incarnation 	<p>As a class, we will spend time creating a mind map/brainstorm to consider how Christians prepare for and look forward to Christmas. Is this different to how we spend the time leading up to Christmas? Do we all celebrate Christmas?</p> <p>Year 1 – Completing a sorting activity, children will stick images into one of two sections on the provided table. One side will show what Christians do to prepare for Christmas with the other being representations of things that will not happen. Some may relate to other Christian holidays.</p> <p>Year 2 – Children will discuss in small groups how Christians prepare and look forward to Christmas. They will then write a short explanation, describing why they believe Christmas is important to Christians.</p> <p>Adult questioning to support thinking, some may take place in a guided group. Templates and images can be made larger for sight/motor skill support.</p> <p>Can children use previous learning to mention Jesus in their explanation? Why might Christmas be important to Christians when thinking about Jesus and his birth?</p>
Week Four	<p>British Values:</p> <ul style="list-style-type: none"> • Mutual respect • Tolerance of different faiths and beliefs. 	<p>What was Jesus' teaching through his actions?</p> <p>How can showing love 'save' people?</p>	<ul style="list-style-type: none"> • Recall stories from the Bible such as the paralysed man (yr 2 term 1) and the story of Zacchaeus. 		<ul style="list-style-type: none"> • Teachings • Paralysed 	<p>As a class, we will listen and discuss two Bible stories – the story of Zacchaeus and Jesus heals.</p> <p>Jesus Heals a Paralyzed Man (Luke 5:17-26) - YouTube</p> <p>Zacchaeus - YouTube</p> <p>Thinking about both, we will share ideas on what Jesus was trying to teach throughout each. How do you know this? We will then focus specifically on how Jesus taught the people to love and how this can 'save' people.</p>

					<p>Year 1- Thinking about our two Bible stories, children will complete a Venn diagram comparing our two stories. Here, they will think about what Jesus was teaching and if it was the same or different in each tale.</p> <p>Year 2- With an image that represents one of the two bible stories, children will explain what they believe to be Jesus' teaching throughout.</p> <p>A word mat will be available alongside both Bible stories. Stories will be available in a children's bible.</p> <p>Why? Why do you think Jesus was trying to teach the people about or? Children will pull on knowledge of their focus parable and explain why they think Jesus was teaching us about love/patience/hope etc ...</p>
Week Five		Why do you think God gave Jesus to the World?	<ul style="list-style-type: none"> • Jesus came to teach everyone to love one another and be kind to each other to make the world a better place. • 'Love your neighbour as yourself' (Mark 12: 28-31). 		<ul style="list-style-type: none"> • God • Jesus • Bible • Parable <p>After briefly recapping the Nativity story to revisit how/where Jesus was born, we will discuss why we think God gave Jesus to the world. Here, we will discuss our focus Bible stories from earlier in the unit and year and what we know about Jesus showing love and kindness to others.</p> <p>Year 1- Using a provided template, children will write why they believe God gave Jesus to the world. Here, they will write in the first person as if they were God explaining his decision to send his son to Earth.</p> <p>Year 2 - Children will complete the above, completing an additional section which will be provided. This will ask children to again write in the first person as God suggesting what he may have told Jesus to teach the world.</p> <p>A guided adult group and questioning will be available to support children. Widgets and pictorial representations will be displayed to support children in their thinking.</p> <p>Can children independently recall our bible stories and use this knowledge to write their opinion?</p>

Week Six		How do I show love to the World?	<ul style="list-style-type: none"> We can take actions to make the world a better place. 	Can you demonstrate what you could do to help the world be a better place?	<ul style="list-style-type: none"> Love God Jesus 	<p>Each child will make a 'pledge' to describe how they plan to show love to the world. This can be related to any aspect of the world or community in which we live. They will then write how they are going to do this. For example, I am going to help the world. I will recycle. All children will then complete our end of unit assessment.</p> <p>Year 1 – Using a template provided, children will choose an image (widget) to represent how they can show love to the world. They will then explain how they plan to do this.</p> <p>Year 2 – After deciding how they would like to show love to the world, children will write a letter to persuade. Here, they should explain why they think this should be shown love and why they believe others should do follow in their footsteps.</p> <p>A word mat will be available to all children with a guided group taking place. Images to support reading and writing with adult questioning throughout.</p> <p>Independent recall of features of letter writing – can children pull on previous learning?</p>
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**PSHE – Autumn Term 1
Family and Relationships**

	Prior Knowledge	Learning Questions/ Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task/Adaptations/Tweaks/Challenges
Week One	<p>Y1 Family and Relationships:</p> <ul style="list-style-type: none"> Understand that families can include a range of people. Understand who their friends are and what people like to do with friends. Describe what people might look like if they are feeling: angry, scared, upset or worried. Identify ways of responding to this by either offering help or giving them space. Understand the skills needed to work together in a group. Understand that friendships can have problems and learn ways to overcome these problems. Understand how the actions of others can affect people. Explain what a stereotype is. 	<p>How do families offer stability and love?</p>	<p>PoS Refs: R6, R7, R8, R9, R24</p> <p>PSHEA</p>	<ul style="list-style-type: none"> To begin to understand the role of the family in their lives. To understand what a family is. To explain how families care for children. 	<ul style="list-style-type: none"> To know that families can be made up of different people. To know that families may be different to my family. 	<ul style="list-style-type: none"> Family Relation Care Support Love 	<p>Mixed-Age Y1/2 RSE & PSHE What is Family? - Kapow Primary</p> <p>After a class discussion on what love and stability are, a definition of each will be coined and displayed on the board.</p> <p>Year 1 – Children will be asked to draw a picture of themselves and their family, labelling each person and writing a positive trait or phrase about how each show love and stability. An example would be a child drawing a picture of a sibling and then labelling the illustration with their name and the word ‘caring’.</p> <p>Year 2 – Children will be asked to draw themselves and their family around them as above. They will then be asked to select one person who is special to them and who looks after them. They will then write a list to describe the things that this person does to look after them. Children should be encouraged to think of what the special person does to help care/love for them and respect them both in terms of the physical aspects (e.g., washing, giving hugs) and emotional aspects (e.g., listens to their worries).</p> <p><i>A word mat will be provided to all children to support in the spelling of key terms. Questioning will be used to support children in their thinking when defining key terms. Representations of family members will be provided to support SEND.</i></p> <p><i>How do you show love and stability to your family? Children will be asked to give one way in which they support a member of their family.</i></p>
Week Two	<ul style="list-style-type: none"> Understand how the actions of others can affect people. Explain what a stereotype is. 	<p>Are all families the same?</p>	<p>PoS Refs: R6, R7, R8, R9, R24</p> <p>PSHEA</p>	<ul style="list-style-type: none"> To begin to understand the range of families they may encounter now and, in the future. To understand that families can be made up of different people. To understand different types of families should be respected. 	<ul style="list-style-type: none"> To know that families can be made up of different people. To know that families may be different to my family. 	<ul style="list-style-type: none"> Family Love Care Different Same Similar 	<p>Mixed-Age Y1/2 Lesson 4 (Cycle A): Families are all different (kapowprimary.com)</p> <p>As a class, we will read ‘The Family Book’ by Todd Parr, discussing:</p> <ul style="list-style-type: none"> What different types of family are there? <p>THE FAMILY BOOK CHILDREN'S BOOK READ ALOUD STORYTIME READ ALOUD BOOKS - YouTube</p> <p><i>Stonewall - Different families same love poster</i> will then be displayed on the board, asking children to describe what they can see. Adults to stress that although all the families are different,</p>

							<p>they all love each other and care for each other.</p> <p>Year 1 – Working in pairs, children will receive an image of a family from the poster. With this, they should discuss and answer our key questions. Here, they will compare the image to their own families.</p> <p>Year 2 - Working in pairs, children will receive an image of a family from the poster. With this, they should discuss and answer our key questions. They should provide detailed answers, comparing the image to their own families.</p> <p>Children can work with a partner or in an adult led group to discuss their own experience, family and how it differs or is like the family from the poster.</p> <p>Children should be challenged to give more detailed answers to the questions and to consider whether they are stereotyping when making assumptions about the families. What does 'stereotype' mean?</p>
Week Three	How do I respond when others display different feelings?	PoS Refs: R23, R24, R25 PSHEA	<ul style="list-style-type: none"> To recognise how others show feelings in different ways and how to respond. To know that not everyone feels the same. To describe what someone else might be thinking. To describe what someone else might be feeling. To describe what emotions might look like on the outside. 	<ul style="list-style-type: none"> To understand that some problems in friendships might be more serious and need addressing. 	<ul style="list-style-type: none"> Feeling Emotion Choice Report Understanding 	<p>Mixed-Age Y1/2 RSE & PSHE: Other People's Emotions - Kapow Primary</p> <p>As a class, we will think of and name a number of emotions before focussing on sadness. Here, we will discuss how you can tell if someone is feeling sad. Throughout, the adult will note down on the board what this would look like and how someone might be behaving.</p> <p>Year 1 – Each child will receive a copy of our handout. Here, they will fill out the thought bubbles for somebody feeling sad. They can use the ideas from the class discussion to support.</p> <p>Year 2 – Children will complete the above before thinking about how they could help if someone was feeling sad.</p> <p>All ideas from our class discussion will be displayed throughout to support children in their activity. A guided, adult group will be created if needed with a word bank available to all children.</p> <p>What helps you to feel better if you're feeling sad? Children should suggest one method used to help them feel better when sad. This could support others in the future.</p>	
Week Four	When I am feeling sad in a friendship, what can I do?	PoS Refs: R23, R24, R25 PSHEA	<ul style="list-style-type: none"> To begin to understand that some friendships might make us feel unhappy and how to deal with this. To understand that friendships are not always positive. To explain what to do if a friendship is making them feel unhappy. To know who in school can help with friendship problems. 	<ul style="list-style-type: none"> To know some problems which might happen in friendships. 	<ul style="list-style-type: none"> Happy Unhappy Healthy friendships Unhealthy friendships Relationships 	<p>See KAPOW attention grabber (lesson 7) for introductory activity/game. Mixed-Age Y1/2 RSE & PSHE: Friendship Problems - Kapow Primary</p> <p>As a class, we will then listen to our focus story before discussing the key questions below -</p>	

							<ul style="list-style-type: none"> • How might Esther be feeling? • How might Harriet be feeling? • Why might Ali and Camilla have behaved as they did? <p>Year 1 - In groups of four, children will work together to act out what happened in the story. Photographs should be taken as evidence.</p> <p>Year 2 – Working in small groups, children will think about what might come next in the story. They will then independently write this next step.</p> <p>Children should use the key questions below to support their thinking -</p> <ul style="list-style-type: none"> • How can you show how Esther and Harriet are feeling? • How can you act out what Ali and Camilla did? • How can you show these emotions? <p>Children will be asked if any group would like to share their role play with the rest of the class? All children will be challenged to verbally describe a greater depth of understanding about the feelings and motivations of each character. Adults to scribe.</p>
Week Five	Why do we have manners and what is courtesy?	PoS Refs: R23, R24, R25 PSHEA	<ul style="list-style-type: none"> • To begin to understand the conventions of courtesy and manners. • To understand that manners are important. • To explain where they might need to show extremely good manners. • To understand why manners and behaviour change in some situations. 	<ul style="list-style-type: none"> • To understand what good manners are. 	<ul style="list-style-type: none"> • Manners • Behaviour • Please • Thank you • Taking turns • Table manners • Quiet • Respect • Considerate 	<p>KS1 Yr 2 RSE PSHE Lesson 5: Introduction to Manners - Kapow Primary</p> <p>Bring the children together for the start of the lesson using the language you normally would but do not use any manners. For example, say to the children, “sit down,” “move to that chair,” etc. Keep this going for a few minutes and then ask the children if they have noticed anything about the way you are speaking to them. When they realise you have not used any manners ask them how they feel about being spoken to like this. Ask the children what kinds of words might be used to show good manners. Examples might include saying ‘thank you,’ ‘please,’ ‘excuse me’ and/or ‘may.’</p> <p>As a class, we will then discuss and define ‘manners and ‘courtesy’.</p> <p>Year 1 – In pairs or small groups, children will be provided with our handout. This will include an image which represents a situation. Thinking about the image included, children must think about how they would show good manners here. They will write their ideas down below the image.</p> <p>Year 2 – After the above has been completed and checked, children will be</p>	

							<p>asked about the difference between two of the pictures where there are different expectations, such as being out for dinner and at the playground. Can they name 3 or more? Adults should record children's responses.</p> <p>Adults will ask some additional questions such as:</p> <ul style="list-style-type: none"> • How loudly you might speak in the situation? • Who else might be there and how they would expect you to behave? <p>Children will be asked to look at the situations in more detail, for example recognising that different grandparents might have different expectations or that the type of cafe or restaurant might make a difference.</p>
Week Six	What jobs are available to me when I get older?	PoS Refs: R23, R24, R25 PSHEA	<ul style="list-style-type: none"> • To develop an understanding of stereotypes and how these might affect job/career choices. • To understand that assumptions are sometimes made about whether a job is more suited to a male or female. • To explain what a gender stereotype is. • To begin to challenge a gender stereotype using examples. 	<ul style="list-style-type: none"> • To understand some stereotypes related to jobs. 	<ul style="list-style-type: none"> • Male • Female • Stereotype • Career • Job • Gender • Judge • Appearance 	<p>KS1 RSE PSHE Lesson 7: Gender stereotypes careers - Kapow Primary</p> <p>To begin, we will watch the video link noted in the 'Attention Grabber' section of our KAPOW lesson before asking children to TTYP to discuss what they would like to do when they grow up. As children share their ideas, an adult will note these on the board.</p> <p>Each child will receive a printout of one of our job cards, making sure that more than one child has the same job to see if they make the same decision. Children will then be invited to look at their card and stand along a concept line on the floor according to whether they think the person doing this job would be a man or a woman or either. Each point will be marked on the carpet. We will then discuss if why we have stood in our place and whether it is only men/woman can do this job. Why/why not?</p> <p>We will then watch the below video before completing our task. "Redraw the Balance- Inspiring the Future.org"</p> <p>Year 1 – Children will draw a representation of someone doing a job that is not usually associated with their gender. They should write a caption to describe their image.</p> <p>Year 2 – After completing the above, children will write a definition of 'stereotype'. This will be supported by adult questioning and will help with future learning.</p> <p>Children will be given magazines and/or books to help them to identify a job for their picture.</p>	

								Children will be challenged to identify ways in which they can address and challenge stereotypes. They should write a sentence to describe this.
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PSHE – Autumn Term 2
Health and Wellbeing

	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task/Adaptations/Tweaks/Challenges
Week One	<p>Yr1 Health and Wellbeing:</p> <ul style="list-style-type: none"> Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like. Describe situations which may provoke certain feelings. Describe their own qualities and strengths and recognise something they want to get better at. Describe their bedtime routine, explaining why sleep is important. Explain how rest and relaxation affects our bodies, including mental functions. Identify examples where they could use relaxation to help manage difficult emotions. Understand that germs can be spread via our hands. Know how to wash their hands properly. 	How does being active help me?		<p>Exercise affects the body:</p> <ul style="list-style-type: none"> Strengthens your muscles and bones – helping you balance and stay strong. Keeps your heart healthy. Helps to stop you from getting ill. Lifts your mood. Helps your thinking and memory. Helps your breathing. Helps your body to digest food. 	<ul style="list-style-type: none"> To understand the importance of exercise to stay healthy. 	<ul style="list-style-type: none"> Sport Activity Physical Exercise Health Feeling 	<p>As a class, we discuss and note down all the active things we do in a week. Here, we will think about what are the effects of exercise on the body?</p> <p>Pupils will then be taken outside or into a large space, such as the school hall, where stations will be set up with play equipment.</p> <p>Year 1 – With the above, children will think of an activity which supports an active, healthy lifestyle. Year 2 – With the above, children will consider how exercise releases hormones in the body which allow us to feel a certain way.</p> <p>Adult questioning and modelling will take place if children struggle to think of their own activities.</p> <p>Children will be asked to think about how they can recognise if an activity is energetic or not. Does the exercise:</p> <ul style="list-style-type: none"> Warm-up their body? Make their heartbeat faster? Make them feel out of breath?
Week Two		How can I calm down when I am anxious?		<p>Relaxation affects the body:</p> <ul style="list-style-type: none"> Allows your body to repair itself Restores your energy Makes you more alert Helps your memory Helps you to learn and concentrate Helps your immune system – can stop you from getting ill 		<ul style="list-style-type: none"> Exercise Relax Relaxation Breath 	<p>To introduce anxiety and what it means to be anxious, we will listen to ‘What if, Pig?’ before discussing how pig was supported to move on from this feeling. We will then relate this to our own, personal feelings.</p> <p>What If, Pig? By Linzie Hunter Storytime Read Aloud - YouTube</p> <p>Year 1 – Choosing one image from a selection, children will describe how this could support in calming down when anxious. Year 2 – Pulling on their personal experiences, children will choose a time when they may have felt anxious, writing this down. They will then be asked to describe the techniques used which helped them to calm down during this time.</p> <p>A word mat will be provided to all children alongside an adult-led group. Ideas from our initial discussion will also</p>

							<p>be displayed throughout the session to support children's thinking. Why might people feel anxious? Can you suggest a cause?</p>
Week Three	What are my strengths and goals?		<ul style="list-style-type: none"> Say what I am good at. Say what I want to get better at. I can break down goals into small, achievable steps. I know how to ask for help. 	<ul style="list-style-type: none"> Identifying personal goals and how to work towards them. 	<ul style="list-style-type: none"> Goal Skill Achieve Steps 	<p>Choosing a friend, children will describe three positive qualities that they hold. They should then move onto describing what they, themselves are good and why they think this. Using this, we will discuss goals and goal setting.</p> <p>Year 1 – Children will draw a representation of themselves. Once done, they will surround the image with what they believe to be their strengths. They will then set one goal. What would they like to achieve before the end of Year 1?</p> <p>Year 2 – After drawing a representation of themselves and surrounding the image with their strengths, children will set two goals. These should be two things they would like to achieve by the end of Year 2. How will your strengths help you to achieve these?</p> <p>An adult-led group will be available to children to support in their thinking and learning alongside a word mat of key terms.</p> <p>Why is it important to set goals? What can this help us to do?</p>	
Week Four	How can I relax?		<ul style="list-style-type: none"> Different ways of relaxing. Tensing and relaxing different parts of my body to relax. Laughter can help me relax if I am nervous or have lots on my mind. 	<ul style="list-style-type: none"> Exploring different methods of relaxation. 	<ul style="list-style-type: none"> Relax Relaxation Sleep Rest 	<p>Why do we need to relax? Discuss this question with the class before recapping why rest and relaxation are so important. Do this by asking the children to discuss what happens while they are sleeping or resting as well as how it makes them feel when they have had a good night's sleep. Share ideas.</p> <p>Explain that we are going to look at two different techniques of relaxation, as we might want to relax in different ways at different times.</p> <p>Year 1 – To begin, children will focus on laughter. Children will work in pairs, attempting to make their partner laugh. They could explore methods such as making funny faces, silly noises or telling jokes. Children will judge which methods are the most effective in allowing relaxation.</p> <p>Year 2 - Set the scene by asking the children to close their eyes, make the room dark, make cushions available, ask them to get comfortable – give them a choice about how they want to sit/lie, etc before showing them the GoZen! Video. Following the activity, ask the children to write how they feel, did it help them to relax?</p>	

							<p>Video Link: Progressive muscle relaxation for kids</p> <p>After 10 minutes, children will swap, allowing all to experience both methods of relaxation.</p> <p>Identified children should be positioned closer to the adult so that they can watch as the teacher models what they need to do, using this to complete the task in hand. Questioning will be used to support children. Additional time may be given to allow children to think of methods of relaxation.</p> <p>Children should articulate what relaxation means, demonstrating an understanding that it is not always about being calm and quiet.</p>
Week Five	What is a healthy diet?	<p>A healthy diet consists of a balance of the different food groups.</p> <ul style="list-style-type: none"> • Eat more fruit and vegetables than any other group. • Eat a small amount of sugary food. • Drink lots of water. <p>The effects of an imbalanced diet on the body is:</p> <ul style="list-style-type: none"> • Not eating enough fruits and vegetables, can cause our body to find it more difficult to fend off bugs and illnesses. • Not eating enough starchy carbohydrates such as potatoes, bread and rice can leave us with low energy levels and feeling tired. • Eating too much sugar can cause our teeth to decay and ache. • Eating too much fat can cause us to gain weight. • Not eating enough protein or dairy can cause our body to become weak and brittle. 	<ul style="list-style-type: none"> • Immune system • Healthy diet • Balanced meal • Portion • Nutrients • Weight • Tooth decay 	<p>As a class, we will discuss what our bodies need to be healthy. After sharing our thoughts and ideas, we will focus specifically on food and diet. This should include the five food groups. We will work through the KAPOW presentation to support this.</p> <p>Year 1 – Using the template provided, children will complete the food pyramid. They will write the name of each food shown on the example dish in the correct section according to food group.</p> <p>Year 2 – After completing the above, children will write an explanation on the consequences of an unhealthy diet.</p> <p>Children will be provided with an ‘Eat Well’ plate, allowing them to see which foods are in each food group. Pictorial representations of food will be provided for children to cut out and stick on the pyramid.</p> <p>Children will be challenged to design their own balanced dish, explaining why it is a healthy plate of food.</p>			
Week Six	How do I care for my teeth?	<p>Food and drink can affect my teeth</p> <ul style="list-style-type: none"> • Sugary drinks and food damage teeth. • To keep teeth healthy, you must brush teeth twice a day, visit a dentist regularly and eat and drink less sugary things 	<ul style="list-style-type: none"> • Exploring the effect that food and drink can have on my teeth. 	<ul style="list-style-type: none"> • Tooth • Teeth • Sugary drink • Healthy • Brush 	<p>As a class, we will discuss and create a brainstorm to show how we can look after our teeth and why this is so important.</p> <p>Display the video clip of the ‘Singing Dentist’ up to 1:08. Ask the children why they think the video clip might be a good way of getting people to think about looking after their teeth.</p> <p>Year 1- Using a template provided, children will create a poster to explain why it is so important to look after your teeth and how we can do this.</p> <p>Year 2 – Working in small groups, children will create a list of ways in which we can look after our teeth and why this is so important. Children will then work</p>		

							<p>together to decide how best to present this. They could create a TV advert, song or another way of their choosing.</p> <p>Children will receive one of three templates. Each will be of a varied level of support.</p> <p>Children should be challenged to create persuasive and clear messaging, perhaps including simple consequences of not caring for teeth properly. Pupils could also be encouraged to give a more detailed and developed response.</p>
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Art – Autumn Term 1 Drawing – Tell a story Suggested Artist: Quintin Blake,							
	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Key Questions Adaptations/Tweaks/Challenges
Week One	In Year 1 children have explored mark making using a variety of mediums They have been taught that: There are different types of lines: horizontal, vertical, diagonal, wavy, cross-hatched, broken lines. Different materials can be used to make different types of marks.	How can charcoal be used to create texture?	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space'	Charcoal can be used to create different marks and textures Different mediums can be used to create an image or feeling – they can be 'expressive'. Artists must look carefully and closely at what they are drawing	Pupils can use a viewfinder to focus on a specific part of an image before drawing it.	charcoal lines marks mark-making thick thin	Use charcoal in different ways to express the meaning of the words in an abstract way – complete in sketch books Watch video Use words on presentation for children to explore different ways of using charcoal or allow children to pick word from a lucky dip on the table. Support in how to hold charcoal – check grip Add chalk is appropriate.
Week Two	Lines can be 'expressive'. Mediums are tools used by an artist e.g. pencil, crayon, chalk, paint etc. Artists choose a medium to create a mood or feeling.	To explore and experiment with mark-making to create textures.	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Artists must look carefully and closely at what they are drawing – including texture Artists experiment with different mediums and marks to show texture Artists must choose the right lines and textures to recreate what they see or feel – 'expression' Artists can explain why they have chosen a technique	Pupils can use a viewfinder to focus on a specific part of an image before drawing it. Pupils can use three different grades of pencil in their drawing. Pupils are beginning to use pencil to show areas of light and dark.	blending feel hatching mark scribbling stippling texture tool touch	Use the presentation to demonstrate different ways of creating texture – children to have a go in their sketch book. (Maybe divide page into 6 to keep each one separate). Children explore a range of objects and discuss the texture – could use a feely bag and ask the children to describe to each other. Choose an object and a material and draw objects in their sketch books, focussing on the texture created by the implement chosen. If appropriate give 2 or 3 very different objects – discuss the differences in detail before drawing. Use pictures from Kapow and stick in sketch book – try to replicate with materials. EAL – Ensure clear understanding of work texture – pre-teach rough and smooth
Week Three		Why is it important to carefully look at what you are drawing?	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.'	Artists recognise and describe shapes in an object before they start a drawing. Artists must look carefully and closely at what they are drawing Artists must choose the right lines and textures to recreate what they see or feel – 'expression'	Further demonstrate increased control of a greater range of media.	mark-making observation outline sketch texture tone	Show the children your soft toy. Look at the shapes of the toy (see video) and discuss how you would draw the outline. Demonstrate drawing the outline of your toy and they after discussing texture, add the fur. Children to draw their own toy in sketch books. Ensure they draw an outline first. Use an outline of a toy – teddy to support as focus is on texture. Allow to add colour is appropriate.
Week Four		How do expressions help to tell a story?	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.'	Character expressions are made by drawing eyes, eyebrows and mouths in different ways. Artists draw different character expressions to tell a story	Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	emotion expression feeling illustrator illustration mark-making texture	Use the presentation and ask children to identify the emotions. How do you know? Work through presentation and then watch video 1. As a class mindmap different expressions. Children to have a go at drawing and labelling their expressions in their sketch books. In groups of 4, take it in turns to freeze frame as a character from the class reader or Vipers text. Other children make a simple life drawing sketch of character – just simple lines for face showing expression. Then watch video 2. Play tracing paper over their favourite sketch and use a pencil to go over the sketch and improve. Go over in pen, Stick in sketch book. If children struggle to draw a figure, draw stick figure and ask them to add details. Add hats and scarfs to drawings.
Week Five		How do illustrations tell a story?		Artists recognise and describe shapes in an object before they start a drawing. Artists must look carefully and closely at what they are drawing Artists must choose the right lines and textures to recreate what they see or feel – 'expression' Character expressions are made by drawing eyes, eyebrows and mouths in different ways. Artists draw different character expressions to tell a story	Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	character concertina frame re-tell story storyboard	Children to look at a variety of books – discuss the illustrations – how are they different and how are they the same? Use a familiar story (class reader, VIPERS, English text) and as a class create a 4/5 stage story board. Watch the video on how to make a book (some children will need support with this). Create concertina book using story board. NB – children will need a photocopy of the character they created in week 4 to add to their book. Prepare story books and story board if appropriate Encourage to use all of the techniques from lesson 2
Week Six		Do my illustrations tell a story?		Artists must look carefully and closely at what they are drawing Artists must choose the right lines and textures to recreate what they see or feel – 'expression' Character expressions are made by drawing eyes, eyebrows and mouths in different ways.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.	Evaluate character expression re-tell story illustration emotions texture mediums shapes lines	In groups of 4 children show their books and explain which techniques they used and how they created the illustrations. Record small video clips of children's explanations for Dojo. Look at the Knowledge Organiser and tick off the skills and materials you used.

D & T - Autumn Term 2
Year 2 – Constructing a windmill

	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary knowledge	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	Structure of a windmill – yr 1	To explore the concept and features of structures and the stability of different shapes	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable	shapes and structures with wide, flat bases or legs are the most stable. the shape of a structure affects its strength. materials can be manipulated to improve strength and stiffness. a structure is something which has been formed or made from parts. a 'stable' structure is one which is firmly fixed and unlikely to change or move. a 'strong' structure is one which does not break easily. a 'stiff' structure or material is one which does not bend easily.	Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects. Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of their own structures. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of their own structure.	design criteria man-made natural properties structure stable shape model test axle	Read Katje the Windmill Cat – the story is set in Holland and is based on a true story. Where is Holland/Netherlands? There are more than 1000 windmills in the Netherlands because it is a very flat country and below sea level. The windmills were originally to pump water from the land so they could farm the land. They were then also used for grinding grain, producing paper and sawing wood. Watch the Teletubbies clip on Kapow to give children context of what a windmill is. Show children types of windmills using presentation from Kapow. Show the demo model that has been made and explain we are going to make Katie her own windmill. Look at the design criteria - stick in sketch books for children to refer to. What has the demo model been made from? What would happen if we made it from paper? What are the properties of paper? What are the different properties of card? Give children opportunity to discuss the criteria and how they will meet them. Show the pupil video. Children to decorate mill and turbine as per video. Support with concept of the cat being a client – use a soft toy cat or model is required. EAL – teach windmill, model, turbine, axle. Children to explain and justify choices.
Week Two		To explore strength in different structures To understand that the shape of the structure affects its strength	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				Rewatch pupil video. Today we are going to put together structure. Demonstrate careful cutting – discuss how it would look with jagged edges. Children to finish decoration and assemble their structure. Decorate base if needed. Give children opportunity to practise cutting if required. How could they improve the structure? How could they make it more stable?
Week Three		To make a structure according to design criteria	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology				Watch the clip about how a windmill works – on Kapow. Recap on why Katie lived in a windmill. Watch the pupil video of how to construct the turbine. Children then to construct their turbine and finish windmill. Recap of design criteria and see if it fits the criteria. Support and show the model version again so children clear of outcome. Independently complete structure.
Week Four		To produce a finished structure and evaluate its strength, stiffness and stability	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable				Say that Katie would like to move into her new windmill. What will she think? Evaluation – children to complete evaluation sheet. Scribe if appropriate – note children's own ideas. Expect full sentences where appropriate. NB – make Christmas windmill decoration to take home?

	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One		What is IT?	<ul style="list-style-type: none"> ♣ recognise common uses of information technology beyond school ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content. 	<p>IT stands for Information Technology. Information technology is a computer or something that works with a computer.</p> <p>A printer is Information Technology because it works with a computer.</p>	Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc)	<p>Information Technology (IT)</p> <p>Computer</p> <p>Desktop computer</p> <p>Laptop</p> <p>Tablet</p> <p>Keyboard</p> <p>Mouse</p> <p>touchscreen</p> <p>Printer</p> <p>Smart speaker</p> <p>USB flash drive (memory stick)</p>	<p>1. Children to work in pairs to create a mind map (A1) – I can use a computer to...</p> <p>2. Independently complete the table (A3) to demonstrate understanding of what is/is not IT.</p> <p>Adjustments, tweaks and additional challenge:</p> <p>Groups to be given visual cues, such as app logos or software icons eg. a 'paintbrush' icon to support key children. Children can use either words or pictures to demonstrate understanding.</p> <p>Is it better to draw a picture on the computer or on paper? Explain why.</p>
Week Two		How is IT used in schools?		<p>Information technology can be used to communicate with people, play games and help us do a job. Some IT can be used in more than one way.</p>	<p>To identify the uses of information technology in the school.</p> <p>To learn how to resize and move images.</p>	<p>Information technology</p> <p>Computers</p> <p>Communicate</p> <p>Devices</p> <p>Uses</p> <p>Interactive whiteboard</p> <p>Projector</p>	<p>Children to sort different examples of IT into groups based on what they are used for. (Children to access this activity on laptops- A2)</p> <p>Model how drag/resize images using the mouse. Visual aids printed to support steps for resizing.</p> <p>Ask children what they would do with each device to help them choose a group. Guided group if needed.</p> <p>Copy and paste images to show some devices have multiple uses</p>
Week Three		How is IT used outside schools?		<p>Information Technology devices are found in lots of places.</p> <p>IT is used in most places of work.</p>	<p>Where technology can be found in shops</p> <p>Which devices can be used together</p> <p>How to drag objects around a computer screen.</p>	<p>Barcode scanner</p> <p>Till</p> <p>Bankcard</p> <p>Chip and pin card reader</p> <p>Traffic light</p> <p>Crossing button</p> <p>Crossing signal</p>	<p>Task:</p> <p>Children to sort the IT objects (on their laptops) into where they are most likely to be found: inside or outside (A2)</p> <p>Children to work with a partner to discuss the Information Technology on the picture (traffic lights) Write sentences to describe when and how they are used. (A3)</p> <p>Print activity and pictures if needed for some children to place manually first. Sentence starters given / word bank. Teacher to scribe for guided group.</p> <p>Can you think of a job where IT may not be used?</p>
Week Four		What are the benefits of using IT?		<p>Most items in a shop have a barcode on them. A barcode has a code on it that can be read quickly by a computer.</p> <p>When you scan a barcode, the computer tells you the exact product and price.</p> <p>IT can save us time and do difficult jobs quickly.</p> <p>IT can remember lots of information that we might forget.</p>	<p>Begin to show an awareness that computers can be linked to share resources.</p>	<p>Information technology</p> <p>Computer</p> <p>Barcode</p> <p>Scanner</p> <p>Scan</p> <p>benefits</p>	<p>Task:</p> <p>Role play being a supermarket till-matching barcodes to products and prices in a shop. (groups of 3, using A1, A2, A3)</p> <p>Adjustments, tweaks and additional challenge:</p> <p>Different price lists can be used to support some children. Pre-read product list together before role play starts.</p> <p>Challenge:</p>

							Can they use their maths skills to give the total amount of shopping bought?
Week Five		How can I keep safe using IT?		There are rules for using IT to keep us safe. We must never share personal information online. We must not take photos of people without their permission. We must not be unkind to other people online. We should limit our time online.	Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks)	Information technology Safety Online Permission Personal information	Task: Children to make a mind map in pairs – drawing/writing as many activities that can be done with one device. Children to complete match up activity (A3) – matching rule with corresponding scenario picture. Teacher to support reading of the rules on worksheet for some children. Explain why each rule is important.
Week Six		What choices do I have when using IT?		It is important to do a variety of activities to keep our brains healthy. Digital 5 a day is about having a balanced digital diet. IT can be used at different times and in different ways.		Information technology Digital 5 a day Activities Healthy balance	Task: Carousel of the 5 different activities to experience the 5 aspects of the digital 5 a day. (4 minutes per activity) Mixed ability groups to support reading of tasks at each station. Visual/written examples at each station. Explain the 5 different aspects of the Digital 5 a Day.

Computing – Autumn Term 2 Creating Media – Making Music							
	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One		How does music make you feel?	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs	Mars and Venus are classical pieces of music composed by Holst.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Music Planets Mars Venus War Peace Quiet Loud Feelings Emotions	Task: 1. Pupils to listen to Mars and Venus on carpet and discuss which piece is which. 2. Pupils to cut out words with a partner and sort into two piles to describe Venus and Mars music. Glue to worksheet. (Play the music whilst they do this). 3. Pupils to listen to Jupiter on the carpet and discuss which words could describe this piece. How is it similar or different to the others? 4. Pupils to use worksheet to describe how the music makes them feel. Adjustments, tweaks and additional challenge: MA pairs for each activity. Read the words out on the carpet and discuss meaning before sending pupils away. Ask partners to help read. Teacher guided group with SEND (LVP), sorting larger words into categories on the table. Then stick independently. Provide adjectives to help pupils make their sentences. Shared sheet for activity 4 with SEND (LVP), teacher scribe suggestions. Add some of your own words to describe the pieces of music. Can you say why you have chosen these words?
Week Two		How can I make a rhythm?		Pulse is the steady beat through a piece of music. Rhythm is the pattern of the music through time.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Play tuned and untuned instruments musically.	Pattern Rhythm pulse	Task: Play BBC Bitesize clip on rhythm and pulse. 5. Pupils to create patterns in pairs using two different colours of counters. (One colour for each instrument). Practise clapping/tapping/clicking/ the rhythm. 6. Create different rhythm patterns on the computer using Chrome Music Lab.

							<p>Adjustments, tweaks and additional challenge: Provide a range of examples on a help sheet for all pupils to access. Encourage SEND (LVP) to clap or stomp their feet as a body instrument if struggling with motor skills. Pupils to work in MA pairs on computers. Imagine your rhythm as an animal. Which animal did you think of and why? Explain to your partner which pattern you like the most and why.</p>
Week Three	How can music be different in different ways?	Pitch is how high or low the sound of the music is.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Experiment with, create, select and combine sounds using the inter-related dimensions of music	Neptune Pitch Tempo Rhythm Notes Duration	<p>Task: Introduce learners to information about Neptune, the Mystic music. Ask what they think the music will be like from this information.</p> <ol style="list-style-type: none"> Pupils to listen to the first 2 minutes of Neptune. Pay again while they use colours to draw what they hear. (Spiky shapes for loud and high-pitch, or draw a face to represent emotion). Experiment on Chrome Music Lab on the Kandinsky page with high/low pitch 10 mins. Ask pupils to choose an animal to create their own music composition about. Combine notes of different pitches and rhythms (relate back to last lesson). <p>Adjustments, tweaks and additional challenge: Pupils watch teacher draw their picture on flipchart first before they try their own. Leave this up as a scaffold. MA pairs on computers. Scaffold sheet for SEND (LVP) with spikes and examples of drawings on. Provide sheet with examples of animals and tempo/pitch for activity 3. Why have you chosen this animal? How does your music composition represent the animal? Can you draw a picture to show what your composition will sound like?</p>		
Week Four	How is music made from a series of notes?	Tempo is the speed of a piece of music.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Experiment with, create, select and combine sounds using the inter-related dimensions of music	Pattern Notes Instrument Tempo	<p>Task: Remind pupils how to open Chrome Music Lab and show how to open Song Maker (click on multicoloured smiley face). Demonstrate creating a pattern of three notes and using play button.</p> <ol style="list-style-type: none"> Pupils to create their own pattern of notes and make changes as they go along. Try different instruments using left hand instrument button. Pupils to experiment changing tempo using tempo slider. <p>Adjustments, tweaks and additional challenge: Teacher guided group with SEND (LVP) Talk about your music with a partner. How did you develop it? How does it represent your chosen animal?</p>		
Week Five	How can I create digital music?		Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Create Melody Pitch Pulse/beat Tempo Instrument Rhythm Notes	<p>Task: Remind/demonstrate to pupils how to access Song Maker function in Chrome Music lab (click smiley face).</p> <ol style="list-style-type: none"> Pupils to create a rhythm for their animal by making a simple, repeating pattern. Pupils to add a series of notes to their rhythm to form a piece of music. Use no more than 3 notes. Saving – click save button on the main screen then ‘copy link’ on the next screen. Save link in a shared file folder on teams. <p>Adjustments, tweaks and additional challenge: Teacher guided group with SEND (LVP) paired with PP. Use word prompt sheet to provide a selection of words pupils can associate with the animals. Provide help sheet with instructions and step-by-step images of how to save.</p>		

							Reflect on your piece. Does your music represent the animal you chose? Can you make any changes to it?
Week Six							

KS1 –Exploring Everyday Materials – (Y1 Developing Experts) + Seasonal Changes 1							
	Prior Knowledge	Learning Objective	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	<p>Explore how things work. Talk about what they see using a wide vocabulary. Explore and talk about different forces they can feel. Explore the natural world around them.</p>	What are the names of common everyday materials?	Identify and name a variety of everyday materials, including wood, glass, plastic, paper and rock.	Wood is used for making furniture, floors and building. Plastic is used for packages and toys. Fabric is used to make clothes and bedding.	Identify and classify.	Material, fabric, wood, plastic, metal.	<p>Y1: To name materials based on pictures. Y2: To name materials based on pictures and use a suitable adjective to describe the material. Can they also name a use for the material?</p> <p>Word banks available and materials for children to handle. Teacher guided group and scribe available.</p> <p>Challenge: Show an image of a house. What materials have been used in the house to build this? (E.g. bricks, wood, fabric for curtains, metal etc) Can you annotate</p>
Week Two		What is the difference between an object and the material it is made from?	Distinguish between an object and the material that it is made from.	An object can be seen and touched. Objects can be made from different materials for example wood plastic and fabric,	Use observations and ideas to suggest answers to questions.	Object, glass property, brick, elastic.	<p>Y1: Children to draw object, write the name and list the materials that it is made from. Y2: As above including writing other objects made from the material.</p> <p>Word banks available and materials for children to handle. Teacher guided group and scribe available. Writing frame available to scaffold view</p> <p>Challenge Show children a selection of materials. Can they identify what they have in common? (e.g. plastic bag, toy and lego)</p>
Week Three		What are the properties of everyday materials?	Describe the simple physical properties of a variety of everyday materials.	Hard objects are not easy to scratch, bend or twist e.g. metal. Soft objects are easy to scratch bend and twist e.g. a sponge. Some objects will stick to a magnet. They are magnetic.	Perform simple tests. Gather and record data to help in answering questions.	Property, opaque, transparent, dull, stiff.	<p>Children are to test the properties of materials and record results via ticking on a pre-given chart. Y1: Teacher guided experiment Y2: Independent experiment – Children are then to group the materials based on their properties – Venn diagram for completion given</p> <p>Teacher guided group with experiment – pre-filled table to record results available. Widgit word cards available to show properties.</p> <p>Challenge: Can children choose the most suitable materials for purposes based on their properties. E.g. which material is best to build a house out of / umbrella / jumper?</p>
Week Four		What is the difference between a natural and	Compare and group together a variety of everyday materials on the basis of their	Objects that are natural are found in nature; humans have not touched them. Man-Made objects are constructed by humans. Examples of natural objects are mountains, rivers and stars.	Identify and classify.	Natural, man-made, factory, rubber, polyester.	<p>Children are to sort images into natural and man-made. Y1: Using pictures and pre-labelled venn diagram.</p>

		man-made material?	simple physical properties.	Examples of man-made objects are buildings, bridges and cars.			Y2: As above but children are to label the object and the material for each item. Teacher guided group available – word cards available. Pre-cut images for those with poor motor skills. Challenge: Can you think of an item that can be made from both a natural and a man-made material? What is the benefit of using a natural material? (straws can be shown)
Week Five		Which objects will float and which will sink?	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Some objects float: they stay on the surface of the water. Some objects sink; they go to the bottom of the water.	Perform simple tests.	Predict, float, sink, submerge, buoyant.	Y1: Children to test materials on whether they will float and sink. They will make a prediction before testing this – record results on table Y2: As above. Then using their knowledge which materials would and would not be suitable to make a boat from and why? Teacher guided group available, pre-filled table to scaffold responses. Writing frames available for y2 with sentence prompts. Challenge: What would be a suitable material to make an anchor from? Why?
Week Six Seasonal Changes DE session 1	EYFS Developing an understanding of change. Observe and explain why certain things may occur (e.g leaves falling off trees, weather changes). Look closely at similarities, differences, patterns and change. Comments and questions about the place they live or the natural world.	What are the names of the four seasons?	Observe changes across the four seasons.	The year is split into four seasons – Autumn, Winter, Spring and Summer.	Using their observations and ideas to suggest answers to questions.	Season, spring Summer, autumn, winter.	Children are to create a season wheel Y1 – to draw the weather and symbols associated with each season Y2 – to include the months of the year for each season Help mat available and image prompts for seasonal items available. Teacher support in a guided group available. Challenge: Which is your favourite season and why? (Children are to reference the weather and appropriate seasonal items)

Seasonal Changes & Everyday Materials (Year 2 Developing Experts)

Prior Knowledge	Learning Objective	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
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Week One	EYFS Developing an understanding of change. Observe and explain why certain things may occur (e.g leaves falling off trees, weather changes). Look closely at similarities, differences, patterns and change. Comments and questions about the place they live or the natural world.	What changes take place in Autumn?	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	The days get shorter in Autumn. Some animals prepare to hibernate for the winter – they build a hibernation den and collect food that they store for the winter. Leaves change colour and fall of the trees.	Using their observations and ideas to suggest answers to questions.	Autumn, hibernate, weather, protect, harvest.	Children are to draw and label an autumnal picture before writing about what happens during Autumn. Y1 – sentence stems e.g. The days get _____, The weather is _____ Animals being to _____ Y2: Free write given word bank Autumnal pictures available for reference and word cards to support spelling. Picture prompts available for those with poor motor skills to create autumn image. Sentence stems and word banks available. Challenge: Can you draw an animal that hibernates in autumn and its hibernation den?
Week Two	Previous Unit Identify and name a variety of everyday materials, including wood, glass, plastic, paper and rock. Distinguish between an object and the material that it is made from. Describe the simple physical properties of a variety of everyday materials.	Which materials are the best to build a bridge?	Identify and compare the suitability of a variety of everyday materials.	Materials used to build a bridge must be strong to withstand the weather. Materials used to build a bridge need to be flexible to move with the wind. Materials used to build a bridge must be chosen to be safe for the environment.	Performing simple tests	Bridge, triangle, obstacle, structure, construction.	Children are to work in mixed ability teams in order to make a bridge. As a class test these to see which bridge is strongest and record results as a class. Y1 – Use findings to explain which materials would and would not be good materials to use to make a bridge out of based on results. Y2 – To explain why a bridge was the best based on the materials it is made from and why one was the worst based on their knowledge of the properties of materials. Teacher support with building available. Bridge cards available to show pictures of supports for ideas. Challenge: Looking at images of existing bridges. What materials have these been made from and why?
Week Three	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	What material stretches the furthest?	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Materials which stretch have the property of elasticity. The more “elastic” a material is, the more it will stretch.	Gathering and recording data to help when answering questions.	Stretchy, elastic, floppy, hinder, limit.	Children to complete a test to explore whether a material is stretchy or not. Y1: Tick record sheets. Predict first and then tick whether the material is stretchy or not. Y2: Children are to measure the length of the stretch. Teacher support available and guided group. Measuring help mat available for Y2. Challenge: Can you explain why some materials are stretchier than others?
Week Four		How can the shape of a material be changed?	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	The shape of a material can be changed in a number of ways including twisting, rotating, bending, pushing and squashing. Changing the shape of a material is helpful when recycling.	Using their observations and ideas to suggest answers to questions.	Bend, twist, squash, stretch, force.	Children are to complete a test to find out whether a material can be squashed, bent, twisted or stretched. Results to be recorded on a tick sheet. Y1: Teacher guided Y2: Independent – to make predictions before testing these. Teacher guided group. Widigt cards showing key scientific language. Challenge: Why is it useful that a sponge can change shape?
Week Five		Who was Charles Mackintosh?	Identify and compare the suitability of a	Charles Mackintosh was a Scottish chemist, he invented waterproof fabric in 1823.	Gathering and recording data to help when answering questions.	Mackintosh, protective, fluorescent, safety, waterproof.	Y1: To test whether materials are waterproof or not waterproof – tick sheet given to record results.

			variety of everyday materials.				Y2: To include a water measurement to see how waterproof something is. Children can then rank their materials from most to least waterproof Teacher guided group available – focus on Y2 with measuring water level. Pre-filled tables to record results. Challenge: To design and label a waterproof coat for a construction worker
Week Six	How can a material change shape to help build a road?	Identify and compare the suitability of a variety of everyday materials.	Tarmac is named after John McAdam, the inventor of the material. Tarmac is melted at high temperatures and spread to build roads. When Tarmac cools, it becomes very hard.	Performing simple test.	John McAdam, merchant, bound, highway, road.		As a guided class – children are to complete the investigation which represents how roads are made. Y1 – record their results using stem sentences and circling multiple choice options Y2 – Using a writing frame and word bank to record the results Teacher guided group. Word cards given and sequenced photos of the investigation. Challenge: True or false statements linked to John McAdam