|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject: Science  * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | **Prior learning:**  EYFS   * Know and talk about the different factors that support their overall health and wellbeing:   - regular physical activity  - healthy eating  - toothbrushing  - sensible amounts of ‘screen time’ - having a good sleep routine  - being a safe pedestrian   * Describe what they see, hear and feel   Key Stage One   * Animals, living things & their habitats (Year D) | | **Next steps learning:**   * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.   **KS2**   * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement. | | | | |
| **Small steps:**   1. To identify, name and label body parts 2. To explore what parts of our bodies we use for different activities 3. To find out about the 5 sense, To explore the sense of sight 4. To explore the sense of touch 5. To explore the sense of smell 6. To explore the sense of taste 7. To explore the sense of sound | | | | **Working Scientifically**   * Ask simple questions * Recognise questions can be answered in different ways * Observe closely * Use simple equipment safely and appropriately * Identify and classify * Use their observations and ideas to suggest answers to questions * Perform simple tests * Gather and record data to help answer questions | | | | |
| **Cross curricular links:**  PE  PSHE | | | | |
| **Key vocabulary**   * Body. – part. – sense * Touch. – sight. -smell * Hearing. -Taste. – eye * Nose. -skin. – ear * Tongue | | **Key individuals:**  Stevie Wonder  Helen Keller  Louis Braille | | **Reading links:**  Little People Big Dreams Stevie Wonder | | | | |
| **Theme Overview:** This unit of work will explore parts of the human body and their functions, as well as the five senses. | | | | | | | | |
| **Suggested Sequence of Knowledge: Sessions** | | | **Key Questions** | | | **Assessment Questions** | **Scaffolding/Stretch** | **Resources** |
| **To identify, name and label body parts, To explore what parts of our bodies we use for different activities**  What do we use our bodies for? Think pair share ideas.  Explain that we will look at a range of words – children point to that part of their bodies. Can children identify each body part?  Children identify body parts from images and written clues.  Draw around a child – ask children to help label the body with the body parts they know.  Children draw and label their own bodies.  Play Simon says – using body parts.  Show children images of body’s completing activities – which parts of the body are being used?  Ask children to complete activities – hop on one leg, looking out the window etc – discuss which body parts are being used.  Children read activity cards – do the activities and then write the body parts being used.  Ext: complete challenge cards – how many activities can you think of for hands, head, foot, etc | | | What do we use our bodies for? | | | Can children identify certain body parts?  Can children name certain body parts?  Can children label a body?  Can children describe which body parts are used for different activities? | Word banks  Body templates  Mixed ability pairs for reading | Word banks  Body templates  Large paper  Activity cards  Body images  Activity images  Challenge cards |
| **To find out about the 5 sense, To explore the sense of sight**  Do you know what the 5 senses are? Think, pair share ideas.  Explain each of the 5 senses.  Tell children over the term we will be exploring each sense and that today we will be looking at the sense of sight.  Which part of our body do we use to see things? Explain that we use our eyes.  Why do you think being able to see things is important? Think, pair, share ideas. Discuss ideas.  Spot the difference activities – use eyes to look carefully.  Colour hunt.  Go over sight PowerPoint and look at parts of the eye. Label eyes.  What do you think happens when you close one eye? Does it make it easier or harder to see things? Does it make a difference? Explore this and discuss. | | | Do you know what the 5 senses are?  Which part of our body do we use to see things? Why do you think being able to see things is important? | | | Do children know what the 5 senses are? Do children know that eyes are used for seeing things? Can children use their eyes to look carefully at pictures and objects? | Word bank | Picture cards  Spot the difference  Colour hunt sheets |
| **To explore the sense of touch**  Can you remember the 5 senses? Children share ideas.  Which part of your body do you use to see things? Recap sense of sight from last session.  Explain today we will be exploring touch. Which part of our bodies do we use to touch things? Share ideas. Explain it is the whole body.  Ask children to touch the carpet – show a range of words – which ones could we use to describe the carpet? Discuss ideas. Repeat for other objects.  In small groups feel and describe objects, sort into groups, label groups, write word banks for each group.  Objects in feely bag – describe – can other children guess what they are?  We think of our hands as being the only thing we can use for our sense of touch but our whole bodies can feel things – what does it feel like to jump into a swimming pool? Slide into a hot bath? Lie in the sunshine – discuss. | | | Which part of our bodies do we use to touch things? | | | Can children name the 5 senses?  Do children know that our whole bodies can use the sense of touch?  Can children describe how a variety of objects feel using appropriate vocabulary? | Word bank  Mixed ability groups | Objects  Feely bags |
| **To explore the sense of smell**  Ask children to recall the 5 senses and which ones we have already explored. What can they remember?  Explain that today we will be exploring the sense of smell. Which part of the body do we use for this?  Introduce the sense of smell.  Use fact sheets and questions to find out about the sense of smell  Meanwhile in small groups children match smells.  Explain that the sense of smell is often the sense that triggers memories – ask children if there are any smells that remind them of any events, people or places. | | | Which part of the body do we use to smell? | | | Do children know what the 5 senses are?  Do children know that the nose is used for the sense of smell?  Can children identify smells? | Mixed groups for reading  Adult scribes | Plastic pots  Objects to smell  Fact cards  Question sheet |
| **To explore the sense of taste**  Recap sense looked at so far. Today we are going to be exploring the sense of taste. Which part of the body to we use to taste. Share ideas about taste.  Introduce the sense of taste. Look at images of food – which do you think is the most delicious- share ideas. Describe the taste of some familiar foods.  Children taste different fruits – discus words to describe each fruit. Arrange picture cards in order from those that they like least to most – is everyone’s the same?  Taste a range of other foods – and answer questions – sour, sweet, etc.  What is your favourite food? Why? Which is your least favourite food? Why? Why do you think different people like different foods? Share ideas. | | | Which part of the body do we use to taste? | | | Do children know that we use mouth/tongue to taste things?  Can children use appropriate vocabulary to describe different flavours?  Can children express preferences about foods they like/dislike? | Adult scribes  Word banks | Fruits for tasting |
| **To explore the sense of sound**  Recap all the senses looked at so far – which one is left? Which part of the body do we use to hear? Introduce sense of hearing. Explain that we will be doing a sound test to see f they can identify different sounds.  Create posters demonstrating what they have learnt about the 5 senses.  Explain we have found out a lot about each of the 5 senses and why they are important. How would you feel if one of your senses stopped working properly? Explain that a lot of people have to find other ways of doing things if they cannot use one of their senses. Share ideas – look at braille and sign language. | | | Which part of the body do we use to hear? | | | Can children name the five senses?  Can children identify which part of the body each sense uses?  Can children listen carefully to sounds to identify them? | Word banks  Images  Sentence starters | Sign language videos  Braille |
| **Enquiry Focus:** Sound Identification | | | | | | | | |
| By the end of this unit all children will be able to   * Name basic body parts * Recall the 5 senses | Most children will be able to:   * Identify and label body parts * Name the 5 senses and the body parts associated with each | | | | Some children will be able to:   * Draw, name and label body parts * Name the 5 senses and the body parts associated with each and describe each sense * Explain how people deal with the lose of a sense | | | |

|  |  |  |
| --- | --- | --- |
| **Subject: Geography**   * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * identify seasonal and daily weather patterns in the United Kingdom * use basic geographical vocabulary to refer to:   key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,  ocean, river, soil, valley, vegetation, season and weather  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   * use world maps, atlases and globes to identify the United Kingdom and its countries, * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; | **Prior learning:**  **Early Learning Goals**   * Explore the natural world around them. * Know some similarities & differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class.   **Key Stage One**  Africa/maps/compass directions (Term 5&6 Year D)  Weather (Term 3 Year D)  Local Area/USA (Term 1&2 Year D)  South America/compare – Term 1 | **Next steps learning:**  **Key Stage One**   * Use basic geographical vocabulary to refer to key physical and human features (Term 4) * Use simple compass directions and locational and directional language to describe the location of features on a map and routes on a map (Term 5) * Use aerial photographs and plan perspectives to recognise landmarks and use basic human and physical features, devise a simple map and use and construct basic symbols in a key. (Term 4/5)   **Key Stage Two**   * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * describe and understand key aspects of:   physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| **Small steps:**   1. To be able to identify the countries and capital cities of the UK. 2. To find out about British seas. 3. To be able to locate London on a map and describe its location. 4. To be able to identify and describe landmarks of London. 5. To be able to use compass points and directional language to navigate between London landmarks. 6. To be able to identify and describe a variety of geographical features in London. 7. To explore seasonal weather patterns in London. 8. To be able to plan a trip to London. | | **Cross curricular links**  Science – seasonal changes |
| **Key vocabulary:**   * Country. – capital city * Sea. -coast * North, south, east, west * Compass points * Direction * Landmark * Physical. – Human * Seasonal weather | **Key individuals:** | **Reading links:**  Paddington in London series  A walk in London |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme Overview**  This term children will be exploring the 4 countries of the UK, the surrounding seas and their capital cities, with a focus on London linked to their English work. Children will be looking at famous London landmarks and use geographical vocabulary to describe the features of London. They will also be introduced to compass points and maps and using these to describe locations and routes. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Stretch** | **Resources** |
| **To be able to identify the countries and capital cities of the UK.**  Show children the questions on the slides about where we live. How many of these questions do you remember the answer to? Invite children to share their ideas.  Explain that we live in the United Kingdom which is in Europe. Show children the UK on a world map and then the map of the UK itself. Do you know how many countries are in the UK altogether? Do you know what the countries are called? Invite children to share their ideas, then go through the information about the countries and capital cities on the slides. Show children the cities and countries and challenge them to match them up.  On the map, point to whereabouts in the UK you live. Which country are we in? What is our capital city? Is the capital city of our country the nearest capital city to us on the map?  Annotate UK maps with capital cities. Go on fact hunt to answer questions about each UK country | | Which planet do we live on?  Which continent do we live in?  Which country do we live in?  Do you know how many countries are in the United Kingdom altogether?  Do you know what they are called?  Where are we on this map? What is our capital city?  Is the capital city of our country the nearest capital city to us on a map? | Do children know that the United Kingdom is made up of different countries?  Can children name the countries and capital cities of the UK?  Can children identify the national flags of each of the countries of the UK? | | Stick labels  Sort facts rather than read/write questions & answers | Information Sheet  Game Cards  Flag Templates  Map templates |
| **To find out about British seas**.  Where is the UK on this map? The UK is an island. What does this mean? Think, pair, share. Can you name the seas that surround the UK? Use the compass rose to correctly locate the seas. Name and locate the seas with the children as you go through the information on slides. Have you ever been in one of these seas? What did it feel like? Was the water hot or cold? What activities do people do in the sea? Think, pair, share. Challenge the children to remember as many of the activities listed as possible.  Provide the children with the Case Study Sheets. The children will pick one sheet and explore the sea- based jobs by examining photos and the text.  Encourage them to look at the weather, the water, the land and the resource being extracted from the sea. Challenge the children to record pros and cons of the jobs.  Ask the children to feed back what they have learnt about each sea job to the rest of the class. Which sea job would the class most like to have? Why? Which job do they think is the most important? Why?  Provide the children with Picture and Question Cards. The children will compare photos. Encourage them to look closely at the photos and use geographical language to compare them.  Add labels to UK map from last session add labels for the seas.  Show the children the picture on the slide. Do they think this photo was taken in a British sea? Why? | | Have you ever been in one of these seas? What did it feel like? Was the water hot or cold? What activities do people do in the sea? | Can children identify physical and human features?  Can children explain what they can see?  Can children compare photos? | | Stick on labels  Mixed ability pairs  Paired reading  Adult support | Picture Cards  Question Cards  Case Study Sheet |
| **To be able to locate London on a map and describe its location.**  Before telling the children that they will be studying London, tell them that you have hidden some clues around the classroom (cut out the Clue Cards and hide them before the lesson). Give children a few minutes to find these clues then bring them all to the carpet. Can you use these clues to work out what we will be looking at over the next few lessons? Which clues were most helpful?  Confirm that we will be looking at London. What is London? Do you know where it is? Show children the world map. Invite children to come and point to where they think London might be. Recap/explain where London is in the world and within the UK. Explain that London is a capital city and that the UK has three other capital cities. Do you know what any of these other cities are? Children to think, pair, share their ideas, then reveal the answers. Recapping from previous sessions.  Go through the recap questions to confirm where London is in the world.  Provide children with Fact Cards which have jumbled-up sentences giving facts about London. Challenge children to cut out the cards, then match up the sentences and stick on a large sheet of paper. They can also annotate their sheets with any other facts they know about London, or any questions they have.  Provide children with the UK Map, World Map and Picture Cards. Children to use the information to answer the questions.  Give children the London Board Game, a set of Game Cards, dice and counters. In small groups, children take it in turns to roll the dice to move around the board. Each time they land on a square, they have to answer one of the true or false questions on the Game Cards. If they get the question right, they move forward one space. If they get it wrong, they move back one space. The first child to get to the finish square wins.  Did you know that there are lots of different places called London around the world? Explain where some of these places are, then challenge children to identify where they are on a map. If possible, use the street view function on Google Maps or similar to drop in on some of these Londons to see what they are like. Challenge children to describe what they can see. | | Which clue was the most helpful?  What is London? Do you know where it is? | Do children know that London is the capital city of England and the UK?  Do children know that London is in Europe?  Can children identify where London is on a world map? | | Mixed ability pairs for reading | Slides  Clue Cards  Fact Cards  World Map  UK Map  Picture Cards  London Board Game  Game Cards  Dice and counters |
| **To be able to identify and describe landmarks of London.**  When you think of London, what things come to your mind? think, pair, share their ideas. Explain that London is one of the most famous cities in the world and that there are lots of landmarks and features that people all around the world recognise as being located in London. Go through the hide-and-reveal pictures on the slides showing some different London landmarks. Children to see if they can identify the landmark from the part of the picture they can see. Once each has been identified, go through the information about it. Have you ever been to any of these landmarks? What did you think of them? Why? Invite children to share their responses. There are lots and lots of other famous London landmarks. Can you name any of them?  Challenge children to walk around the classroom, looking at the London Landmark Cards to answer the questions, ticking the boxes to show the correct answer.  Give children some time to look at the London Landmarks Cards in small groups. Provide children with Riddle Cards and corresponding Picture Cards in pairs or individually. Challenge children to match up the riddles to the correct pictures to identify the London landmarks.  Show children the aerial photo of London on the slides or provide the London Skyline sheet. Which London landmarks can you see in this photograph? Give children some time to find some different landmarks, then point some out on the slides. | | When you think of London what things come to mind?  Can you identify any Landmarks?  Have you been to see any of these landmarks?  What did you think of them? | Can children identify some different London landmarks?  Can children describe some London landmarks?  Can children find landmarks within an aerial photo of  London? | | Mixed ability reading pairs  Adult support | Slides  London Landmark Cards  Riddle Cards  Picture Cards  London Skyline sheet |
| **To be able to use compass points and directional language to navigate between London landmarks.**  How many London landmarks can you remember? Give children a few minutes to list as many as they can with a partner, then invite each pair to give one landmark they can remember. Show children the map of London on the slides with the key showing where some key London landmarks are. Which landmarks can you recognise? Next, show the same map but that uses a key instead of labelled illustrations. Go through the questions on the slides asking children to identify each landmark. Go through information about the compass points and directions. How could we get from the Tower of London to Buckingham Palace? Which direction would we need to travel in? How many squares would we need to move? Children to think, pair, share their ideas. Repeat this with the similar questions.  Provide children with London Map, Children to use the map to answer the questions.  Complete challenge cards.  Use the street view on Google Maps or similar to ‘drop in’ on some different London landmarks. For each one, encourage children to describe what they can see and what they think of each landmark. | | How many landmarks can you remember?  Where is …?  How could we get from … to …? | Can children use a map to identify and locate various landmarks?  Can children use compass points and positional language to navigate between points on a map?  Can children use a key to identify landmarks on a map? | |  | London Map  Direction Cards  Counters  Challenge Cards |
| **To be able to identify and describe a variety of geographical features in London.**  Tell children that today they will be London detectives! They will be shown a variety of photos and they need to decide if it is a photo of London or not. Stick the Yes Card and the No Card on either side of the classroom. Show children the photos. For each one, they go and stand next to the Yes Card or No Card to show whether they think the photo shows London or not. Before revealing the answer, encourage children to discuss their reasoning. What clues are there? What does this tell you? How did you use what you already know about London to decide? Repeat this for all the photos. Show children the vocabulary on the slides. Can you read each of these words? What are they? Give children some time to discuss with a partner, then ask them to decide whether or not they would find each of these in London. Go through the explanations for each. Provide children with the Picture Cards and two or three of the What can you see? Cards. Children to choose one picture at a time to describe on the card. They can use the Word Mat to help them. Once they have done a few, they can give their card to a partner. Can they identify which picture was being described?  Split the children into pairs and give each pair one of the Feature Photos (already cut up) and a copy of the Features Question Sheet. Challenge children to order the letters to spell out a geographical feature, which will then also reveal a picture if ordered correctly. When children have identified the feature, they go through each of the questions on the sheet. After children have had a few minutes to do this, they can jumble the Feature Photos back up again and move around to the next table so that each pair can identify and discuss each of the eight features.  Spot the difference! Show children a picture of London and picture of a rural village, along with the sentences, ‘London has \_\_\_ but the village does not,’ and ‘The village has \_\_\_ but London does not.’ How many different ways can you complete these sentences? Children to think, pair, share their ideas. | | What does this tell you?  What can you see?  How do you know this is London/not London?  Which features can you see? | Can children identify a variety of geographical features?  Can children use their knowledge of the features of  London to identify if a photo is of London or not?  Can children use and understand appropriate vocabulary  to describe the geographical features of London? | |  | Yes and No Cards  Question Cards  Picture Cards  Word Mat  Feature Photos  Features Question |
| **To explore seasonal weather patterns in London.**  What is the weather like today? Show children the vocabulary on the slides and ask them to describe the weather. What is a season? Children to think, pair, share their ideas, then go through the information on the slides about the four seasons and how the weather changes in each one. What might London be like in summer? What different activities might people do in London in summer? Children to think, pair, share their ideas, then go through the information on the slides. Repeat this for each of the other seasons. Which season do you think would be best for visiting London? Why? Invite children to share their responses.  Children to complete the sentences to show what they can see, feel and hear in London in each of the four seasons.  Provide children with the London Seasons sheet which has the outline of Big Ben and the Houses of Parliament repeated four times. Tell children that their challenge today is to complete the scene so that each one shows one of the four seasons. Children can add trees, weather, etc. to complete their pictures. When children have finished, ask them to share their work with a partner. Can you tell which season is which? What clues are there?  Invite one child at a time to pick one of the Seasons Cards out of a hat. Children to mime the season that is shown so that the other children can guess which season it is. For each one, encourage children to discuss how they knew which season it was. | | What is the weather like today? What is a season? What might London be like in …? What might people do in London in ….? Which season do you think would be best for visiting London? Why? | Can children name the four seasons?  Can children describe the four seasons?  Can children suggest activities and events that might take  place in London in each of the four seasons? | | Picture cards  Sentence starters | Picture Cards  London Seasons sheet  Seasons Cards |
| **To be able to plan a trip to London.**  Tell children that today they will be going on a pretend trip to London. Show children the map of the UK on the slides. Where are we on this map? How do you think we could get into the centre of London to see all the sights? Establish where you are on the map and discuss methods of getting to London, e.g. by train, car, plane, etc. depending on your location. What three things would you most like to do in London? What kind of clothes will you need to wear for the season we are in? What do you think you might see in London? What activities can we do in London? children to answer the questions to plan their trip to London. They then draw three pictures of themselves on their trip, explaining for each what they saw and did.  Ask children to get into pairs and pretend that they have been on a trip to London. Display the questions on the slides for the children to discuss together. They then take it in turns to interview each other about their trip, using the questions on the Interview Sheet as a guide. challenge higher-ability children to write their own questions for the interview. Give children some time to practise their interviews. These can either then be recorded to create videos for children to watch later, and performed for the rest of the class.  End of unit quiz. | | How could we get to London?  What three things would you most like to do in London? What kind of clothes will you need to wear for the season we are in? What do you think you might see in London? What activities can we do in London? | Can children plan visits to key landmarks and features in London?  Can children use knowledge of the seasons to plan clothing and activities suitable for the season?  Can children describe what they think and feel about London? | | Word bank  Sentence starters  Writing frames  Adapted interview questions/write own questions | Sightseeing Word Bank  Interview Sheet  Cameras  End of Unit Quiz |
| By the end of this unit all children will be able to:   * Name the four countries of the UK * Know that London is the capital city of the UK * Identify some landmarks of London | Most children will be able to:   * Name and locate the four countries of the UK * Name and locate the 4 capital cities of the the UK * Name and locate the seas around the UK * Describe some landmarks of London * Describe some geographical features of London * Recognise the seasonal weather patterns of London | | | Some children will be able to:   * Describe routes using compass directions * Describe locations using compass points * Use the correct geographical vocabulary | | |

|  |  |  |
| --- | --- | --- |
| **Subject: Art & Design**   * To develop a wide range of art and design techniques (drawing, watercolour, collage) * To know about the work of a range of artists describing the differences and similarities between different practises and disciplines * To develop a wide range of art and design techniques using pattern and colour | **Prior learning:**  **EYFS**   * Use a range of media to make marks * Use and begin to control a range of media * Start to produce different patterns and textures * Recognise and name primary colours * Create simple collages using fabrics and materials, looking at colour and texture   **KS1**   * Collage skills/Beatriz Milhaze & Frida Kahlo - Term 1 | **Next steps learning:**  **KS2**   * To improve their mastery of art and design techniques * To know about great artists in history * Develop skills of overlapping and overlaying to place objects in front or behind in a collage. * Experiment with techniques to make mosaics * Experiment with creating mood, feeling, movement and areas of interest using different media * Use collage as a means of collect ideas and information |
| **Small steps:**   1. To explain what a portrait is, To draw a self portrait 2. To know about the work of Pablo Picasso, To use colour to portray emotions in a portrait 3. To talk about Picasso’s abstract portraits, To use collage skills to create an abstract portrait 4. To talk about the work of Paul Klee, To use watercolours to create a background 5. To create a line drawing 6. To talk about the features of Pop Art portraits, To create a pop art portrait | | **Cross curricular links:**  Science – body parts |
| **Key vocabulary:**   * Portrait. – self-portrait. -colour * Emotion. – abstract. – line * Feature. – scale. -memorialise * Subject. -materials -realistic * Detailed features. – warm colours * Cold colours. – Picasso. – Blue Period * Watercolours. – line drawing. – sweep * Watercolour wash. – background. -dab * Monochrome. – movement. -simple * Detail | **Key individuals:**  Pablo Picasso  Andy Warhol  Paul Klee  Henri Matisse | **Reading links:**  Little People Big Dreams Pablo Picasso  Picasso & the girl with the ponytail  The cat & the bird: A children’s book inspired by Paul Klee  Little People Big Dreams Andy Warhol  Matisse the king of Colour |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme Overview**  This unit will teach children about portraits and use of different materials and techniques when making their own. Children will have the opportunity to explore the work of Pablo Picasso, Andy Warhol, Paul Klee, and Henri Matisse and create artwork inspired by them. | | | | | | |
| **Muhammed Ali by Jerk Alert Productions.jpgpaul klee by douglemoine.jpgPaul Klee Tänzerin by Cea.jpgFemme assise accoudée by citizen59.jpgweeping woman by oddsock.jpgfemme aux bras croises by markldiaz.jpg Klimt by freeparking.jpgmadame matisse by hannahgrov.jpgMona Lisa by Joaquín Martínez Rosado.jpg**  Leonardo da Vinci used chalk on paper.  Vincent Van Gogh used paint and swirling brush strokes.  Andy Warhol used photography and screen printing. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Stretch** | **Resources** |
| **To explain what a portrait is, To draw a self portrait**  Show children 3 famous portraits – Mona Lisa Portrait of Madam Matisse, Adele Block Bauer – ask children to look carefully and think about colours, realism, detail, emotion  In pairs/ small groups children discuss paintings – focusing on their similarities and differences.  What is a self – portrait? Look at and discuss examples. – note that they all used different materials.  In pairs children look at a partner – note their eye and hair colour and other features.  Model how to draw a self portrait – refer to each step to create a drawing. Children complete self portraits in pencil and then coloured pencils/crayons – children should be reminded to keep looking in the mirrors. Children leave their portraits on the the tables and walk around the room to look at everybody else’s artwork. Take comments from children about what they noticed or liked about somebody else’s portrait. | | What is a portrait?  Why do artists paint portraits?  What do you think about the colours used? Is it realistic? Is it detailed? Do you think it’s a happy or sad painting?  What is a self portrait? | Can children draw their face as an egg shape?  Can children add their features in the correct place? Can children choose the correct colours for their skin, hair and features? Do children understand that a portrait is a picture of one person or a small group of people? Do children notice any similarities and differences between 3 famous portraits? | | How to draw a face instructions – pictorial/verbal/written | Mirrors  Drawing pencils  Colouring pencils or crayons |
| **To know about the work of Pablo Picasso, To use colour to portray emotions in a portrait**  Introduce Picasso by reading Little People/Big Dreams book and watch BBC clip until 1:14. Share information and pictures from his blue period. Encourage children to comment on the colours used and how the people maybe feeling. Repeat with other portraits by Picasso. Compare – how are they different, how do the colours make them feel?  Decide together on the colours you need to make a happy/sad portrait.  Children each have a photo of a person – children then draw that person, looking carefully at the photograph – decide if their portrait is happy or sad and choose the right colours to convey this emotion.  Children look at the work of others – choose a good idea from somebody else they’d like to try and use on their next picture. | | What can you see?  What colours have been used?  How do you think the subjects are feeling?  How do the colours make you feel? | Can children talk about the colours that Picasso used in his portraits?  Can children explain that different colours can be used to show different emotions?  Can children use warm colours to convey happiness and cold colours to convey sadness? | | Guides to support the drawing of shape and form of a person | Warm/cold colours in colouring pencils, crayons and pastels  BBC video on Picasso  Photo pack |
| **To talk about Picasso’s abstract portraits, To use collage skills to create an abstract portrait**  Watch the next part of the BBC video to introduce how Picasso’s work changed from realistic portraits to more abstract. Share information on cubism.  Show three different cubism portraits by Picasso and encourage children to look at the colours, shapes and how Picasso has shown people’s features.  Compare portraits a realistic one from his blue period and a more cubic abstract one – discuss the differences.  Explain and model using collage skills from last term to make an abstract portrait.  When finished ask children to reflect on the works of art they have studied so far and made themselves— do they prefer the more realistic or abstract ones? Why? Which did you prefer making? Was one easier than the other? | | Do you prefer Picasso’s realistic or abstract portraits?  Why?  Which did you prefer to make?  Was one easier than the other? | Do children know the difference between a realistic and abstract portrait?  Can children cut and stick different materials together to make a collage portrait?  Can children stick features onto their portraits in unusual places? | | Templates for those who need help with placing their features | Picasso heads  Tissue and coloured paper  Glue  Scissors  BBC clip |
| **To talk about the work of Paul Klee, To use watercolours to create a background**  Introduce Paul Klee and share some of his artwork- how do you think he made this picture? What do you notice about the colours in this picture? Do you notice anything unusual about these portraits?  Model/share instructions for creating a watercolour wash and a watercolour pattern  Children create their own watercolour patterns and wash backgrounds.  Share some great backgrounds the children have created. Encourage the children to give positive feedback about somebody else’s work. Did you prefer sweeping or dabbing? | | How do you think the artist made this picture? What do you notice about the colours? Do you notice anything unusual about these portraits? Did you prefer sweeping or dabbing? | Can children explain that Paul Klee used watercolours in his portraits? Can children recall any facts about Paul Klee’s work? Can children sweep watercolour paint across their page?  Can children dab their paintbrushes on the page to create a pattern? Can children use lots of different colours? | | Grids for patterns | Watercolour paints  Paintbrushes  Water pots |
| **To create line drawings**  Refer to backgrounds created in previous session. Explain that we are going to add line drawings today. Look at portraits and discuss – how are these different to the portraits we have already looked at – simple – use no shading limited colour and include less detail.  Explain the meaning of monochrome.  Recap Henri Matisse – read Matisse King of Colour book  Model drawing a line drawing of a ballet dancer – refer to photographs. Show step by step instructions.  Children choose a photography of a moving person to draw – add to backgrounds created list week.  Give children whiteboards and pens – can you draw the teacher without taking your pen off in two minutes – can you do it? Does it still look like the subject? Is it easer or harder to draw without taking your pen off? | | How are these portraits different to previous portraits looked at? | Can children explain that Paul Klee used line drawing and watercolours?  Can children explain that a line drawing is created using only simple lines?  Can children draw a moving person from a photograph using only lines?  Can children use straight and/or curved lines in their drawings? | | Children practise lines and shapes before | Drawing pencils  Photographs  Watercolour backgrounds from previous session |
| **To talk about the features of Pop Art portraits, To create a pop art portrait**  Introduce Andy Warhol – using stories and Tate video  Talk about bright colours and repeated images.  Refer to instructions and model using oil pastes to colour photocopy’s with bright unrealistic colours – remind children to use a different set of colours on each picture,  If Andy Warhol was alive today – who do you think a would be a good famous person for him to make a portrait of? Why? | | If Andy Warhol was alive today – who do you think a would be a good famous person for him to make a portrait of? Why? | Can children explain that Andy Warhol made portraits of famous people? Can children explain that he used repeated images and bright colours? Can children use oil pastels to add bright colours to repeated images?  Can children use unrealistic colours in their portraits? | | Larger versions  Create their own repeating images/patterns using symbols | Oil pastels  Photocopied photos  Black paper |
| By the end of this unit all children will be able to:   * Create a portrait that includes the key features | Most children will be able to:   * Create different portraits using a range of techniques including * Drawing * Painting * Collage | | | Some children will be able to:   * Talk about the work of a range of portrait artists and describe the differences and similarities between different practises | | |

|  |  |  |
| --- | --- | --- |
| **Subject: Design & Technology**   * Explore and evaluate a range of existing products in the context of exploring existing moving books * Explore and use mechanisms in their products in the context of making a moving picture * Design purposeful, functional and appealing products for themselves and other users based on design criteria in the context if designing an appealing moving picture * Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups in the context of drawing an annotated sketch to show their ideas about a moving picture. * Evaluate their ideas against design criteria | **Prior learning:**  **EYFS**   * Use a range of media to make marks * Use and begin to control a range of media * Safely uses and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used   **KS1**   * Mechanisms (Year D Term 2) for Christmas Cards | **Next steps learning:**  **KS2**   * Use research and develop design criteria to   inform the design of innovative, functional,  appealing products that are fit for purpose,  aimed at particular individuals or groups   * Generate, develop, model and communicate   their ideas through discussion, annotated  sketches, cross-sectional and exploded  diagrams, prototypes, pattern pieces and  computer aided design   * Select from and use a wider range of tools and   equipment to perform practical tasks  accurately   * Select from and use a wider range of materials   and components according to their functional  properties and aesthetic qualities   * Investigate and analyse a range of existing products |
| **Small steps:**   * 1. To explore and evaluate a range of existing products in the context of exploring existing moving books   2. To explore and use sliders   3. To explore and use levers   4. To explore and use wheels   5. To design a working product thinking about who it is for and what it needs, To make decisions abut own products and use an annotated sketch to show these   6. To use mechanisms to create a moving picture based on previous design | | **Cross curricular links:**  English Term 4 – Traditional/Fairy Tales |
| **Key vocabulary:**   * Moving, - picture book, - story * Traditional tale. – lever. – slider. - Wheel. * push. – pull. – direction. - Up. – down. -left. * right. - Evaluate. – product. -mechanism * Assemble. – fix. – split pin. -pivot. - Disc * Reassemble, - fixed. – cut. -Draw. -design criteria. -annotated sketch. -Idea. -discuss. – drawing. – label * Appealing. – make. - improve | **Key individuals:** | **Reading links:**  The gingerbread man  Jack & the beanstalk  Little Red Riding Hood  The 3 Billy Goats Gruff |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme Overview**  In this unit of work children have opportunities to develop their understanding of mechanisms. Children listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture. They will follow instructions on how to make different types of mechanisms, such as levers, wheels and sliders, and will be given the experience and information to draw on when developing their own ideas. They will sketch a design based on their ideas and then create their moving picture centred on the story of ‘The Three Billy Goats Gruff.’ Children will also evaluate their finished product. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Stretch** | **Resources** |
| **To explore and evaluate a range of existing products in the context of exploring existing moving books**  Introduce and explain project – moving pictures for a younger child. Share some moving picture story books – for each page ask key questions. Start to encourage children to use the correct vocabulary such as lever, slider, pivot, push, pull, direction, up, down, left, right.  In groups give children other moving picture books to explore, ask them to choose one page to focus on – and answer key questions – children make notes of their answers.  A member of each group explains to the rest of the class which page they choose and why and then explain their answers to the questions. | | What do you think will move in the picture? How will you make it move? What part of the picture moved? What does the moving part do? How does it work? What effect does it have? How well does it work? | Can children look closely at books which have moving parts?  Can children identify the moving parts?  Can children explain what the moving part does? Can children explain how it works?  Can children explain the effect it has? Can children evaluate how well it works? | | Mixed ability groups  Scribes | Moving picture books |
| **To explore and use sliders**  Read the Gingerbread Man. Explain that today we are going to turn part of the story into a moving picture using a slider. Follow instructions and model how to make a slider. Children use background templates and follow the instructions to make their sliders.  When they have finished their pictures – children give feedback about the movements achieved and quality of construction. Can they use and explain the term slider? | | What does slider mean?  How does the picture move?  Which character is going to move? | Can children explain what a slider mechanism is? Can children use a slider to make a picture move? Can children measure and cut accurately? Can children fix the slider to the character that is going to move? Can children assemble the scene and slider? | | Pre-cut templates  Create own backgrounds  Adapted instruction sheets | Lollipop sticks  Background templates  Scissors  Instruction sheets |
| **To explore and use levers**  Read Jack & the beanstalk. Explain that they are going to turn part of this story into a moving picture using a lever mechanism. Follow instructions and model how to create levers.  Children follow instructions to create lever pictures.  When complete ask children for top tips about making levers that would help someone else to make one. | | How long does your lever need to be?  Is your pivot in a sensible place? | Can children decide how long their lever needs to be? Can children decide where to put their pivot? Can children make a hole in the picture and lever then use a split pin to assemble it? Do children check their levers work? Do children move their pivots if the picture doesn’t move how they want? | | Adult support for assembly  Add slider from last session as well  Adapted instruction sheets | Card strips  Split pins  Character pictures  Scissors  Glue  Blue tack  Instruction sheets |
| **To explore and use wheels**  Read and act out the story of Little Red Riding Hood – emphasise the wolf creeping closer and closer. Explain that today they will learn how to make another mechanism to move a picture – ask children to recap what they have done so far and how those mechanisms move. Introduce wheel mechanism, explain advantages and disadvantages of this mechanism. Follow the instructions and model how to create a wheel mechanism.  With given templates children follow the instructions to draw the missing pictures and create a wheel mechanism.  Which skill was the hardest to master and why? | | Which skill was the hardest to master & why? | Can children put a card disc on their background with the edge sticking out? Can children draw a small square on their background and cut it out? Can children use a split pin to fix the disc and paper together? Can children draw 4 images on the disc? Do children turn the disc to check it moves easily and that the picture looks correct? | | Adult support  Adapted instructions  Draw their own backgrounds  Adapted instruction sheets | Card discs  Split pins  Scissors  Glue  Colouring pencils  Instruction sheets |
| **To design a working product thinking about who it is for and what it needs, To make decisions abut own products and use an annotated sketch to show these**  Explain to children they will be making a moving picture based on the 3 billy goats gruff. Read the story, in groups ask children to act out the story to familiarise themselves with the story and to think about which characters move around and how.  Go over and discuss key questions and take/share ideas.  Explain design criteria- look at and discuss, take feedback.  Demonstrate good examples of what an initial design should look like – make links to sculpture design in art and textile designs from last term.  Children sketch and label their designs.  Children share their designs – encourage feedback from other children – “I can see you followed the design criteria by …” | | Which parts of the story could move? Which mechanisms could you use? | Can children explain why we have design criteria? Can children use design criteria to help them create an idea? Can children decide which part of the story to make? Can children say which part of their picture will move and how? Can children sketch and label their design to show the mechanisms and materials? | | Adapted design criteria  Different numbers of mechanisms | Design criteria |
| **To use mechanisms to create a moving picture based on a previous design and evaluate**  Five finger check of design criteria  Discuss making their picture detailed, clear, colourful and with neat cutting  What will make the picture well made?  Discuss making tidy holes and cuts in the correct place (mark with a pencil first) and securely attaching their mechanisms making sure they move correctly.  Children follow their designs to make moving pictures.  While children are making – tools down and talk time – at least twice and ask key questions and discuss.  Evaluate – why do we need to evaluate our pictures? Demonstrate how to evaluate. Children complete evaluation questions writing down what they did well, what they would improve – and if they included each design criteria. | | What is the design criteria?  What will make the pictures well made?  Is your picture following the design criteria? What improvements do you need to make? What are your next steps?  Why do we need to evaluate our pictures? | Can children follow their designs fro a moving picture? Can children show that they have tried to include the design criteria? Do children try and improve their picture as they work on it? Can children talk about their picture and what they did well? Do children look at the design criteria when evaluating their picture? Do children think about how they could improve their work in the future? | | Ready cut pictures  Different number and types of mechanisms | Card discs  Split pins  Scissors  Glue  Colouring pencils  Card strips |
| By the end of this unit all children will be able to:   * Explore an existing product. * Draw a simple design. * Make a picture which has at least one moving mechanism. * Start to understand what design criteria is used for. * Evaluate what they did well on their product. | Most children will be able to:   * Evaluate how well a product works. * Draw a simple design and add annotations. * Make a picture which aims to have two moving mechanisms. * Use design criteria to help guide the making and evaluation process. | | | Some children will be able to:   * Answer in detail a range of questions about an existing product to help explore and evaluate it. * Add detail and annotations to a design to show how different components move. * Make a picture which uses a slider, wheel and lever mechanism to make it move. * Incorporate the main features of design criteria into their product and evaluate their product in detail against design criteria | | |

|  |  |  |
| --- | --- | --- |
| **Subject: Computing**  Digital Photography   * To use technology purposefully to create, organise, store, manipulate and retrieve digital content * To recognise common uses of information technology beyond school * To use technology safely and respectfully, keeping personal information private, identify where to to for help and support when they have concerns about content or contact on the internet or other online technologies. | **Prior learning:**  **EYFS**   * Exploration of technology in provision   **KS1**   * Online Safety – term 2 (PSHE) * Computer systems term 1 * Data & information term 2 | **Next steps learning:**  **KS2**   * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| **Small steps:**   * 1. To use a digital device to take a photograph   2. To ask choices when taking a photograph, to decide if portrait or landscape format look better   3. To describe what makes a good photo   4. To decide how photographs can be improved, to explore the effect light has on a photo   5. To use tools to change an image   6. To recognise photos can be altered | | **Cross curricular links:**  Forest School  Art & Design – to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space |
| **Key vocabulary:**   * Device, - camera. – photograph * Capture. – image. – digital * Landscape. – portrait. – framing * Subject. – compose. – light source * Flash. – focus. – background * Editing. – filter. – format | **Key individuals:** | **Reading links:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme Overview**  Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing and improving photographs. Finally they will use this knowledge to recognise that images they see might not be real. | | | | | | |
| **Suggested Sequence of Knowledge /Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Stretch** | **Resources** |
| **To use a digital device to take a photograph, To recognise what devices can be used to take photographs, To talk about how to take a photograph, To explain how they captured a digital photo**.  Introduce the learning objectives and the success criteria. Show children the images on slide 3. They have been sorted into two groups. Ask, “What is the difference between the two groups of images?”. Both groups have images of children, but the images look different — why is that? Conclude with children that the group on the left are ‘photographs’ of children and the ones on the right are ‘drawings’ of children. Photographs are images which have been captured with a camera. Both of them are useful, but they are created in different ways. How do they think the photographs have been created? Children should suggest that they have been taken with a camera. Children may speak about the device used, for example, ‘taken with an iPad’. It is helpful for children to recognise that there is a ‘camera’ inside the iPad that takes the photo.  Show the images on slide 4. Check children know what all of the pictures are:   |  |  | | --- | --- | | 1. Camera 2. USB memory stick 3. Interactive whiteboard 4. Security camera 5. Tablet | 1. Laptop 2. Mobile phone 3. Desktop computer 4. Speed camera 5. Printer |   Explain that some of these devices are cameras, some have cameras inside of them, and some are not cameras at all. The devices with cameras ‘can take photos’, while the ones without can’t. Work together to sort the pictures into two groups: ‘can take photos’ and ‘cannot take photos’. explain that most desktop computers need to have a camera plugged into them (often called a ‘webcam’). Without a webcam, desktop computers do not have a camera, unlike most laptops or tablets.  Ask children what they know about taking photographs. Have they seen someone take them? Have they taken one themselves? What did they use? What did they have to do? Talk about the importance of asking permission before taking a photo of someone. It’s also good practice to check who is in the background of a photo so you don’t accidentally capture them as well. Everyone has the right to say no to their photo being taken if they do not want it taken. Give out the ‘Photography bingo’ activity sheet. For this activity, children are required to take photos of different things, think about what their photo looks like, and work together to figure out how to take a good photograph using that device. A selfie is a photograph that a person takes of themself. An action shot is a photo taken of a movement, such as jumping or waving. Ask children to consider how to take a photograph on a digital device. Some may have this experience already, but being able to take a photo and knowing how to take a **good** photo are not always the same thing. Pose the question, “How do you take a good photograph?”. After giving children the opportunity to share their ideas. Ask children to share with a partner the best photograph they have taken in the lesson and explain why they like it and how they were successful. | | What is the difference between the two groups of images?  How have the photographs been created? | Can children recognise what devices can be used to take photographs?  Can children talk about how to take a photograph?  Can children explain what they did to capture a digital photo? | | For those children that are completely new to photo taking, you may wish to support them with three simple steps:   1. Hold 2. Look 3. Press   The simplest mistakes learners often make when they are new to taking photos is to stop looking through the device they’re using in their excitement  For those children who are more experienced at taking photos, it’s important for them to begin thinking about composition. Why did they take the photo from that angle? Is this one better than another? Could they look at three photos of the same object and suggest which one they liked more? | Tablets/digital cameras  Bingo sheets  Mobile phones  Digital cameras  Instant cameras |
| **To make choices when taking a photograph, To explain the process of taking a good photograph, To take photos in both landscape and portrait format, To explain why a photo looks better in portrait or landscape format.**  Share learning objectives and success criteria. Display slide 3 and ask for children’s ideas on tips for taking a good photograph, recapping the learning from the previous lesson. After the responses, build the slide to reveal the list from the previous lesson. Show slide 4 and introduce the concept that photographs can be taken in landscape and portrait formats, demonstrate taking a photograph in both formats. Display the images in slide 5 to reinforce the terminology, and ask children to consider the main difference between the two images. Explain that the first image (left) is a photograph that has been taken in **portrait format** with the device held upright, whereas the second image (right) is a photograph taken in **landscape format** with the device held sideways. Show slides 6 to 9. Ask children to take four photographs, two in each format. Before children start to take their own photos, remind them of some basic rules, particularly emphasising that they must first ask for permission before taking a photograph of somebody else. Ask children to review the four photos they took by viewing them with a partner and deciding together which two they think look the best.  Agree that photos taken of a person usually look better in portrait format, whereas photos of places usually look better in landscape format. There are exceptions to this, such as the photo of a tower included as an example in slides 4 and 5, which suits a portrait composition, or groups of people, which often look better in landscape. Ask learners to delete the two images that don’t look as good in the opposite format.  **Note:** ‘Field of view’ refers to all the things that the viewer can see when they look at the image.  Display the image in slide 11 and agree that the digital camera here is set up to take the photo in **landscape** format. Remind learners that landscape format results in an image that is wider than it is tall. Explain that landscape format is used when taking photos of large areas such as seascapes, mountain ranges, or fields. Explain that a photographer will usually take a photo in landscape format when they want to capture a wide field of view. Ask learners to explain why the image is better in landscape. Display the image on slide 12 and agree that it has been taken in **portrait** format. Remind learners that portrait format results in an image that is taller than it is wide. Explain that photos in portrait format feature a narrower field of view and that the format is widely used when taking photos of people and tall buildings. Ask learners to explain why the image is better in portrait. Show slide 13. Reference the ‘Landscape or portrait?’ activity and ask children to decide on up to five photos that they will take. As with the first activity, ask learners to take each photo in each of the two different formats (portrait and landscape). However before doing so, they will first predict which format they think the photo will look best in and then review. After taking these, children should decide which format the subject is better suited to.  Show slide 14. Ask children to choose their favourite photo out of those taken and share it with a partner. Ask them both to decide what they like most about it. Why is the photo better in that format and not the other? If possible, share some good examples to the whole class on the whiteboard. This also gives the opportunity to show that photos taken in landscape format looks better when displayed on a monitor, as computer monitors and televisions are designed for landscape-format representation. | | Can you explain what landscape/portrait format means?  Which photo looks better? Why? When might you use a portrait format? When a landscape? | Can children explain the process of taking a good photograph?  Can children take photos in both landscape and portrait?  Can children explain why a photo looks better in portrait or landscape format? | | Adult support | Tablets  Digital cameras |
| **To describe what makes a good photograph, To identify what is wrong with a photograph, To discuss how to take a good photograph, To improve a photograph by retaking it**  Share the learning objective and success criteria.  Show slides 3-6. For each image encourage children to think about how it could be improved and discuss.  Show slide 7. Explain that taking a good photograph is a skill and photographers don’t always get it right the first time. Explain there are steps that can help  Positioning  Framing  Detail  Review images on slides 8-12 considering the above.  Recap main things to consider when composing a good photograph.  Show slide 13. Set children the task of taking 3 phot9 using the principles of positioning, framing & detail.  Show slide 14 and introduce the paper frame. Model how they can look through it to help them to decide if the best way to the photo is portrait or landscape.  Recap what makes a well-composed photograph discuss the following questions:  Is it obvious what the main subject of the photograph is?  Have you included everything you wanted to?  Are you close enough that you can see the detail?  Ask children to look at the photos they have taken and review how well they think they have applied the 3 skills.  Show slide 16 and discuss retaking photos- children choose one of their photos to retake.  Ask children to share their before and after photos – and explain what they did differently the second time around, and why their retaken image is better than the original one. | | Is it obvious what the main subject of the photograph is?  Have you included everything you wanted to?  Are you close enough that you can see the detail? | Can children describe what makes a good photograph?  Can children identify what is wrong with a photograph?  Can children discuss how to take a good photograph?  Can children improve a photograph by retaking it? | | Adult support | Tablets  Digital cameras  Paper frames |
| **To decide how photographs can be improved, To explore the effect that light has on a photo, To experiment with different light sources, To explain why a picture may be unclear**  Introduce the lesson and learning objectives  Look at a range of images – children decide if the images should be kept or deleted. Only good quality images should be kept.  Show an image – ask children to consider what the issue with this image is. Agree that it is too dark, and difficult to see what it is. Explain that our eyes are better at seeing the world than many cameras are and so sometimes it doesn’t look too dark to us but the photo we take is dark. Explain that to prevent an image turning out too dark, good photographs will check that there is enough light.  Children take photographs in varying natural light.  Model turning on the flash to help.  Experiment with using different light sources  Look at a blurry image. Why do you think the image is blurry? Discuss. Model how to take a clear image.  Children take one final picture focussing on ensuring the photo is clear.  Ask children how they improved their photos today? | | What is wrong with this image?  How can we improve these images? | Can children decide how photographs can be improved?  Can children explore the effect light has on a photo?  Can children experiment with different light sources?  Can children explain why a picture might be unclear? | | Adult support | Tablets  Digital cameras  Torches |
| **To use tools to change an image, To recognise that images can be changed, To use a tool to achieve a desire effect, To explain their choices**  Introduce the lesson and share the learning objective. Show images – ask children to consider what a photographer could do to change the appearance of an image. Explain that one thing a photographer can do is adjust the colour. Ask children to identify ways in which the images have been changed. Explain that photographers use different tools to edit their images and that editing simply means changing or correcting something with the aim of making it better.  Introduce Pixlr image editing software and show children how to access it. Model how to use the  effect tool to edit the image. Children choose an image to edit – can they make it look colder? More old fashioned?  Model how to save and download their edited images. Children try to save and download their images. | | How could the image be changed?  How did you change your image? | Can children use tools to change an image?  Can children recognise that images can be changed?  Can children use tools to achieve a desired effect?  Can children explain their choices? | | Adult support  Visual instructions | Tablets |
| **To recognise that photos can be changed, To apply a range of photography skills to capture a photo, To recognise which photos have been changed, To identify which photos are real and which have been changed**  Recap previous sessions and introduce learning objectives and success criteria.  Tell children that they are going to capture a photograph of their favourite place – discuss and plan their ideas. Explain that they will need to take 3 photos and these must be the best they have taken so far – and will need to think about and use all the skills they have practised so far.  Choose their best photo and complete review sheet.  Explain that sometimes you will see a photo and not know if it has been changed. Can children suggest any reasons why someone might change how a photo looks after it has been taken? Discuss reasons. Try and identify the altered images.  Can children explain how the images have been changed? | | Why might someone change a photo?  How has this imaged been altered? | Can children apply a range of photography skills to capture a photo?  Can children recognise which photos have been changed?  Can children identify which photos are real and which have been changed? | | Adult support  Sentence starters | Paper frames  Tablets  Digital cameras  Review sheets |
| By the end of this unit all children will be able to:   * Take a digital photograph | Most children will be able to:   * Make the most appropriate choice between landscape/portrait format * Use a paper frame * Retake photos * Think about positioning, framing and detail * Edit an image using software * Identify altered images | | | Some children will be able to:   * Explain their choice between portrait or landscape * Retake photos – explaining why the second image is improved * Explain how they edited an image * Explain how an image has been altered | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject: Music**   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Prior learning:**  **ELG**  Sing a range of well-known nursery rhymes and songs  Perform songs, rhymes, poems and stories with others and – when – appropriate – try to move in time to music  **KS1**  Year D Charanga model music scheme   * Introducing beat * Adding rhythm and pitch * Introducing tempo & dynamics * Combining pulse, rhythm and pitch * Having fun with improvision * Explore a sound and create a story   Term 1 – Your imagination – beat/pitch  Term 2 – Ho Ho Ho – using voices in different ways | | **Next steps learning:**  **KS2**   * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music | |
| **Small steps:**  1.To listen to sounds comparing high and low sounds  2.To respond to pitch changes  3.To sing simple songs, chants, and rhymes from memory, singing collectively, responding to counting in  4. To sing a wide range of songs controlling vocal pitch, To sing songs with increasing vocal control  5.To improvise simple vocal chants using question and answer phrases  6.To follow pictures and symbols to guide singing and playing linked to pitch  To listen to a range of music/songs (throughout unit) | | | **Cross curricular links:** | |
| **Key vocabulary:**   * Sing. – compare * Pitch. – high/low * Chant. – rhymes * Improvise. – compose * Phrases. | | **Key individuals:**  Joanna Mangona  Miriam Makeba  Soweto Gospel Choir  Hugh Masekela  Paul Simon  Arthur Mofokate | | **Reading links:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme Overview**  This term children will be exploring the song Hands, Feet, Heart. Children will learn to sing this song and change the pitch of their voices. They will improvise chants using question and answer phrases. They will learn accompaniments on the recorder and compose their own. Children will start to look at ways of recording/notating music and their own compositions. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Stretch** | **Resources** |
| **To listen to sounds comparing high and low sounds, To respond to pitch changes**  Listen & Appraise: Hands Feet Heart  Musical Activities: Warm up games – find the pulse, recognise the beat in words, copy pitch, move to the pulse, learn to sing Hands, Feet, Heart  Performance: Sing the Song | | Does this song tell a  story?  What can you hear?  What did you like about  the song?  How does it make you  feel? | Can children recognise and compare high and low sounds?  Can children respond to pitch changes? | |  | IWB |
| **To sing simple songs, chants, and rhymes from memory, singing collectively, responding to counting in**  Listen & Appraise: The click song  Musical Activities: Warm up games – find the pulse, recognise the beat in words, copy pitch, move to the pulse, practise singing the song, introduce playing instruments  Performance: Sing the Song with instruments | | Does this song tell a  story?  What can you hear?  What did you like about the song?  How does it make you feel? | Can children sing simple songs?  Can children complete chants and rhymes from memory?  Can children sing collectively? | | Visual instructions  Adult support | IWB  Recorders |
| **To sing a wide range of songs controlling vocal pitch, To sing songs with increasing vocal control, To improvise simple vocal chants using question and answer phrases**  Listen & Appraise: The lion sleeps tonight  Musical Activities: Warm up games – find the pulse, recognise the beat in words, copy pitch, move to the pulse, practise singing the song and playing instruments, improvise with rhythms and instruments  Performance: Sing the Song with improvisations | | Does this song tell a  story?  What can you hear?  What did you like about the song?  How does it make you feel? | Can children sing controlling vocal pitch?  Can children improvise vocal chants? | | Adult support | IWB  recorders |
| **To follow pictures and symbols to guide singing and playing linked to pitch**  Listen & Appraise: Bring Him Back Home  Musical Activities: Warm up games – find the pulse, recognise the beat in words, copy pitch, move to the pulse, practise singing the song and playing instruments, compose with instruments  Performance: Sing the Song with compositions | | Does this song tell a  story?  What can you hear?  What did you like about the song?  How does it make you feel? | Can children follow pictures to guide singing? | | Adult support  Visual support | IWB  Recorders  Laptops |
| **To follow pictures and symbols to guide singing and playing linked to pitch**  Listen & Appraise: You can call me Al  Musical Activities: Warm up games – find the pulse, recognise the beat in words, copy pitch, move to the pulse practise singing the song and playing instruments, edit compositions  Performance: Sing the Song with improved compositions | | Does this song tell a  story?  What can you hear?  What did you like about the song?  How does it make you feel? | Can children follow picture and symbols to guide singing and playing of instruments? | | Adult support  Visual support | IWB  Recorders  Laptops |
| **To follow pictures and symbols to guide singing and playing linked to pitch**  Listen & Appraise: Hlokoloza  Musical Activities: Warm up games – find the pulse, recognise the beat in words, copy pitch, move to the pulse practise singing the song and playing instruments,  Performance: Sing the Song commenting on performances | | Does this song tell a  story?  What can you hear?  What did you like about the song?  How does it make you feel? | Can children follow picture and symbols to guide singing and playing of instruments? | | Adult support  Visual support | IWB  Recorders  Laptops |
| By the end of this unit all children will be able to:   * Sing a simple song * Recognise high/low sounds | Most children will be able to:   * sing simple songs, chants, and rhymes from memory, singing collectively, responding to counting in * sing a wide range of songs controlling vocal pitch * improvise simple vocal chants using question and answer phrases * listen to sounds comparing high and low sounds, * follow pictures and symbols to guide singing and playing linked to pitch | | | Some children will be able to:   * sing songs with increasing vocal control, * respond to pitch changes | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject: PSHE**  **Health & Wellbeing**  H12, H13, H14 H15, H16, H18 H19, H20, H21, H22, H23,  **Relationships**  R25 | **Prior learning:**  **ELG:** Hold conversations when engaged in back and forth exchanges with peers, Express their ideas and feelings about their experiences using full sentences, Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, Explain reasons for rules, know right from wrong and try to behave accordingly, Manage their own basic hygiene and personal needs, including going to the toilet and understanding the importance of healthy food choices, Work and play cooperatively and take turns with others, Form positive attachments to adults and friendships with peers, Show sensitivity to their own and others’ needs, Talk about the lives of people around them and their roles in society  **KS1**  VIPS (Year D Term 2) H14, H16, H23, H33, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R16, R21, R24,  R25  Think Positive (Year D Term 3) H1, H11, H12, H13, H17, H18, H19, H23, H24, R7, R21, R25  Diverse Britain (Year D Term 4) L1, L2, L3, L4, L5, L6, R21, R23, R25  It’s my Body (Year D Term 6) R13, R16, R17, R 18, R20, H1, H2, H3, H4, H6, H6, H7, H8, H9, H10, H29, H31,  H37  Term 1 – Staying Safe H.8, H.28, H.29, H.30, H.31, H.32, H.33, H.35, H.36, R.13, R.14, R.15, R.16, R.18, R.19, R.20  Term 2 – Digital Wellbeing H28, H 34, R 10, R11, R12, R14, R15, L7, L8, L9 | | | **Next steps learning:**  **KS1**  One World R2, R3, R4, L1, L2, L3, L6  **KS2**  H7, H15, H16, H17, H18, H19, H20, H21, H22, H23, H24, H25, H26, H27, H28, H29, R31, R32, R33, R34 |
| **Small steps:**   1. To talk about what makes me special 2. To name some different feelings and describe how they feel 3. To identify things that make them happy 4. To talk about things that make them feel unhappy or cross and have ideas about what to do when they have these feelings 5. To describe how change and loss make them feel 6. To share what they think and feel with confidence | | | **Cross curricular links:**  British Value Link – Individual Liberty/Mutual Respect  RE links | |
| **Key vocabulary:**   * Skills. – talents. – gifts. – qualities * Confidence. – interests. – likes. * emotional wellbeing. – mental health. – feelings * Emotions. – body language. – facial expressions * Happy. – sad. – angry. – calm * Worried. – excited. – nervous. -enjoy * Happiness. – content. – safe. – secure * Loved. – angry. – unhappy. – cross * Uncomfortable. – help. – talk. – share * Loss. – change. – memories. – precious * Disagree. – speak. – strategies. – opinions * Thoughts. – voice. – discussions. - kind | | **Key individuals:** | **Reading links:** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme Overview**  This unit is inspired by the idea that having the confidence to “be yourself’ can have a positive impact on mental health and emotional wellbeing. It gives children the chance to recognise their positive qualities and appreciate their individuality. Children will also be encouraged to recognise different emotions and feelings as well as identify strategies to deal with uncomfortable feelings and emotions they experience. Children will also look at how big life changes impact their feelings and emotions and explore the importance of sharing feelings and emotions. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Stretch** | **Resources** |
| **To talk about what makes me special**  Share key questions and discuss. Explain that differences make us special. Ask children to draw their favourite things and to identify what the feel they are good at. Share ideas – if children willing.  Explain to children that they are all individuals and that this is what makes us special. Celebrate there is only one of them. Discuss that being ourselves and not trying to be like anyone else can help us to feel happy.  Ask children to tell each other what they think is special about them – record in marvellous me books.  Children draw themselves in the centre of a star and then draw/write something that makes them special on each star point.  Explain that we are all unique and that not trying to be like anyone else is a way of being kind to ourselves. Revisit key questions. | | What makes us special?  Why is it important to be kind to ourselves? | Can children identify their favourite things and things they are good at?  Do children understand we are all different and that makes us special?  Can children tell others what they think is special about them and understand that this can make them feel happy? | | Word mat | ‘Marvellous me’ book |
| **To name some feelings and describe how they feel**  Share key questions.  Explain that we experience a vast range of feelings and whatever we are feeling is ok. Emphasise that learning to recognise our feelings can us to know what to do when we are feeling a certain way.  Show children illustrations of a range of feelings – ask children to identify how the person is feeling and explain why they are feeling that way.  Explain that how we are feeling on the inside can affect how we look on the outside. Share some examples and discuss facial expressions/body language.  Play miming game – can children act out certain feelings – can others guess which feeling they are displaying?  Match the feeling cards – in pairs. Share ideas.  Explain that some feelings make us feel good on the inside and others do not.. Ask children to what they think they can do when they are experiencing an uncomfortable feeling. Emphasis talking to a trusted adult can help. Explain that it is important to look after our friends when they are not feeling good on the inside – children share ideas of what they could do this.  Revisit key questions and share ideas. | | What are our different feelings called?  How can we describe them? | Can children explain that how they feel on the inside affects how they look on the outside?  Can children think about what they can do when they are feeling things that don’t feel very good?  Can children think about how they can help others when they are felling things that don’t feel very good? | | Mixed ability pairs/groups  Write descriptions/draw facial expressions – variety of feelings | Feeling illustrations  Match the feeling cards |
| **To identify things that make us happy**  Share key questions. Look at a range of illustrations and dress ideas if it makes them feel happy or sad – show using show me cards. Explain that we all experience different feelings in certain situations and that however we are felling that is ok. Highlight that sharing our feelings with someone we trust can help us manage our emotions.  Explain that we feel happy when we are doing things we like or are with people we like. Ask the children to think about what makes them happy. Distribute a What Makes Me Happy? Activity Sheet to each child on which they circle all of the images which depict something they like and which makes them happy. Afterwards, ask the children to share one thing they have circled if they feel happy to do so. Share the given information to explain that we all like different things and it is important to be ourselves.  Look together at different kinds of happiness - ranging from very stimulated and excited to a more content feeling of happiness. As a class, discuss the different kinds of happiness shown in the two illustrations. Explain that both kinds of happiness are important in our lives. Put the children into pairs and ask them to share with each other what makes them happy, what makes them laugh out loud and what makes them calm and content. Invite the children to share their thoughts with the class if they feel happy to. Explain that when we are struggling with uncomfortable feelings, we can think about these happy things and can attempt to think ourselves happy. Re-emphasise that talking to someone we trust can help us manage our emotions.  Ask the children to think about what other feelings they experience which make them feel good inside. Share different feelings which make us feel good inside. Ask the children to share any others which they thought of. Re-emphasise that at times it might be hard to feel happy for lots of different reasons and that this is OK. Explain again that there are things which can be done to help us feel happier. For example, thinking of happy things or talking to someone we trust. Return to the key questions  and ask the children to think about what they have learnt which will help them.  Children draw what makes them happy. | | When do we feel happy?  What other good feelings do you feel? | Can children decide if something makes them feel happy or sad?  Can children identify other good feelings? | | Adult support  Extend to think about what they could do to help others feel happy when they are feeling sad | Feeling show me cards  Illustrations |
| **To talk about things that make them feel unhappy or cross and have ideas about what to do when they have these feelings**  Look together at the Key Questions. Explain that we experience a vast range of feelings. Put the children into pairs and ask them to identify the feelings shown. Explain that some feelings feel good when we experience them but others do not and this means they are uncomfortable feelings. Ask each pair to identify which of the feelings shown might be uncomfortable. Highlight that exploring uncomfortable feelings helps us learn to manage them in an appropriate way.  Share information, explain that it is OK to sometimes feel unhappy or cross but it is important to know what to do when we are feeling that way. In their pairs, ask the children to discuss different circumstances or scenarios that might make them feel unhappy or cross. Emphasise that they can reflect on their own experiences or talk about hypothetical situations. Invite the children to share their thoughts with the class if they feel happy to do so.  Read the information given to re-emphasise to the children that it is important to manage our feelings of sadness and anger in order to prevent further hurt to ourselves and others. As a class, explore the different strategies given for dealing with our uncomfortable feelings. Encourage the children to think about the strategies they think would work best for them and if they feel happy to do so, share their thoughts with the class.  Encourage the children to think about ways in which they could help others if they were feeling unhappy or cross. Ask them to record their ideas on a sticky note and put it on a large piece of paper displayed at the front of the class. Share the children’s ideas. Revisit the Key Questions and assess the children’s learning by asking them what new things they have learnt.  Create feeling wheels. | | What things make us feel unhappy or cross?  What can we do when we have uncomfortable feelings? | Can children identify if a feeling is comfortable or uncomfortable?  Can children describe that makes them feel unhappy or cross?  Can children think about what they could do to help others if they were feeling unhappy or cross? | | Support/Word bank  Adapted questions | Post it notes  Feelings wheel templates  Support sheets |
| **To describe how change and loss make them feel**  Share the Key Questions with the children and discuss what these questions make the children think about. Introduce the idea that we all go through changes in our lives and that these can be both happy and sad. Explore together the timeline of changes in Shannon’s life. Ask the children to discuss what big changes Shannon has gone through so far in her life and then ask them what changes they have experienced.  Look together at the specific examples of change, including loss. For each example, ask the children to share their thoughts with a partner about how the changes might make them feel and why. Then, ask them to share their thoughts with the class.  Explain that although some changes can be hard and make us feel sad or worried, there are things we can do to help us cope. Put the children into small groups and ask them to match the change to an appropriate coping strategy on the Helping Ourselves Activity Sheet. Once all groups have finished, share each groups’ thoughts.  Ask the children to sit in a circle. Reflect again on the importance of helping ourselves cope in times of change. Introduce the importance of helping friends when they are struggling with change. Ask the children to sit in a circle and one at a time give an answer to the question, ‘how could you help your friends when they are finding change difficult?’ Ensure the children understand they can say pass. Revisit the Key Questions and assess the children’s learning. | | How does it feel when things change or we lose something precious?  What can we do to help ourselves and others when this happens? | Can children describe a time of change in their lives?  Can children talk about how they can help themselves or others in times of change? | | Word bank  Adult support | Word mats  Helping others sheet  Timelines |
| **To share what they think and feel with confidence**  Look together at the Key Questions. Discuss the reason we all have different views, opinions and feelings. Next, discuss what would happen if we did not feel able to voice these views, opinions and feelings. Encourage the children to share their thoughts.  Look together at things people have done historically to be able to voice their own opinions, thoughts and feelings. Ask the children to share their thoughts on why these people did this and how it felt when they could not express their thoughts and feelings. Emphasise how important we all are and that our thoughts, views and feelings are also important.  Explain that although it is important to voice our thoughts and feelings, it is also important to do this in the right way. Ask the children to share their thoughts on what could happen if we voiced our opinions in a way that made others feel unhappy or uncomfortable.  Discuss the times when it might feel harder to speak up and share our thoughts and feelings. Put the children into groups and ask them to talk about what they could do in these situations. Emphasise the importance of talking to a trusted adult if the children are ever in a tricky situation where they are finding it hard to share their thoughts and feelings.  Revisit the Key Questions and assess the children’s learning by asking them what they have learnt which is going to help them. | | Why are our feelings and thoughts important?  How can we explain our thoughts and feelings to others? | Can children recognise their own thoughts and feelings are important?  Do children speak confidently and respectfully? | | Mixed ability groups  Adult support  1:1 time to share | Discussion cards |
| **End Point**  By the end of this unit all children will be able to:   * Identify their own special traits and qualities * Identify and name common feelings * Select times and situations that make them feel happy * Explain how change and loss make them feel * Understand the importance of sharing their thoughts and feelings | Most children will be able to:   * Say what makes them an individual * Identify feelings from facial expressions and body language * Talk confidently about what they like that makes them feel happy * Explain how to manage feelings of anger and sadness * Describe strategies to explain how change and loss can be dealt with positively * Understand the importance of sharing their thoughts and feelings respectfully | | | Some children will be able to:   * Discuss the importance of individuality * Identify and name a wide range of feelings * Explain why their likes make them feel happy * Help others manage uncomfortable feelings they are experiencing * Reflect on how they can support others going through change or loss * Think about the impact of sharing their thoughts and feelings respectfully and speaking kindly to others | | |

|  |  |  |
| --- | --- | --- |
| **Subject: RE**  **What do we get out of belonging to different groups and how do we show we belong?**  To name and explore a range of celebrations, worship, and rituals in religion, noting similarities where appropriate  To identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives  To identify and suggest meanings for religious symbols and begin to use a range of religious words | **Prior learning:**  **EYFS**  Children talk about events in their own lives and the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.  **KS1**  Symbols & Beliefs (Year D Term 5/6)  Stories Jesus told (Year D Term 3/4)  Celebrations (Term 2) | **Next steps learning:**  **KS1**  Christianity (Term 4)  Islam (Term 5)  **KS2**  To describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others.  To describe the variety of practises and ways of life in religions and understand how these stem from and are closely connected with, beliefs and teachings  To identify and begin to describe the similarities and difference within and between religions. |
| **Small steps:**   1. To know what it means to belong to a family 2. To understand who I am and how I belong 3. To understand what it means to belong to the Christian community 4. To understand what it means to belong to the Jewish community 5. To understand what it means to belong to the Muslim community 6. To understand what it means to belong to the Hindu community 7. To know how symbols are used in religions | | **Cross curricular links:**  British Values – Mutual respect  - Tolerance of those with different f faiths and beliefs  and those without faith.  PSHE links to likes/dislikes |
| **Key vocabulary:**  - belong. – belonging. – family. – role  - community. – identity. – Christian. – church  - Christianity. – Easter. – Christmas. – Jewish  - Judaism. – Shabbat. – synagogue. – Aqiqah  - Islamic. – Islam. - Mosque. - Muslim  - Qur’an. – Brahman. – Hindu. – Hinduism  - Mandir. – Trimurti. – cross. – religion  - star and crescent. – Star of David. - symbol | **Key individuals:**  Brahman  Own Families | **Reading links:**  Part of the party |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme Overview**  In this unit, children will learn about belonging. They will discover how people belong to families and how the word ‘family’ can mean a multitude of different things. They will consider how people can also belong to communities, clubs and religions.This unit will look into religions including Christianity, Judaism and Islam, and children will have the opportunity to deepen their understanding of the different ways of belonging to these religions. This may include thinking about shared values, religious symbols and stories. Children will also be able to reflect on their own sense of belonging and how they can express this. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Stretch** | **Resources** |
| **To know what it means to belong to a family**  Share the Knowledge Organiser for Belonging.  What Can a Family Look Like? What does your family look like? Who is your family made up of? Do these images show families? Ask children to look at each image, discuss in pairs and then take feedback.What is a family? Explore the meaning of family and explore the different types of family that children might encounter. Explain that families can come in many different forms and these might be very different to the children’s own direct experiences.  What Does It Mean to Belong to a Family? Encourage children to talk about their families. What do you do with your family? Ask children to discuss family celebrations in pairs and then take feedback. Explore how the children’s families may be organised. Who does the shopping/washing/tidying/looking after pets? Talk about different roles in a family and how their role makes the children feel. Can you think of things families do together?  Children draw the members of their family and think about their role in the family. Do children understand what it means to belong to their family? Children use their independent work to help them tell a partner all about their family and their role in it. | | What Can a Family Look Like? What does your family look like? Who is your family made up of? Do these images show families? What does it mean to belong to a family?  What do you do with your family? | Can children talk about what it means to belong to a family?  Can children talk about different types of family?  Do children respect the feelings and experiences of others. | | Word banks  Adult support  Sentence Starters | Word banks  Family images |
| **To understand who I am and how I belong**  Recap the idea of belonging by showing the objects related to school: pencils, desks, children and teacher. To whom do these objects belong? Does our school belong to us or do we belong to the school? Do you know what it means to belong?  How Do I Belong to My School? Explore how the children might belong to their school and their class. Emphasise that objects and buildings may belong to a school, however what matters most are the people and the community that they create.  Who Am I? Encourage children to think about who they are. What do you like? What do you dislike? Are your likes and dislikes the same as your friends? Explore the different people that are important to us and why this is. Discuss with the children who they are important to and why. Who Am I? Children draw themselves and write about their likes and dislikes. Children should think about their likes and dislikes and how they feed into their identities. Can children begin to understand some of the things that make them unique and what they are? Children come up with the best things about belonging to their class. | | Does our school belong to us or do we belong to the school? Do you know what it means to belong? How do I belong to my school? Who am I? What do you like? What do you dislike? Are your likes and dislikes the same as your friends? | Can children talk about what it means to belong to the class?  Can children talk about their likes and dislikes?  Can children talk about the people and things that are important to them? | | Writing frames  Sentence starters  Adult support |  |
| **To understand what it means to belong to the Christian community**  Recap the idea of belonging by asking children if they belong to a club/group. How do you show that you belong to your club/group? Explore the idea of wearing special clothes, badges etc.  What is a Christian and Where Do They Worship? Explore the key beliefs of Christianity and the importance of the church as both the place of worship and the centre of the Christian community.  Christian Festivals and Symbols: Read about the important Christian festivals of Easter and Christmas. Reflect on the character of Lily and her day as a practising Christian. How many Christian symbols can you spot? How do these contribute to Lily’s sense of belonging? Do you know anyone like Lily? How are you the same/different?  Christian Symbols: Children should cut out the symbols and sort them in the table provided. Do children understand the meanings behind some of these Christian symbols? Children write about what Christians do at church. Children explain what they can remember about Christmas and Easter.  Christian Symbols and Belonging: Show three Christian symbols and ask children to decide (in pairs) which one they think is the most important to Christians and why. | | How do you show you belong to a club or group? How many Christian symbols can you spot? How do these contribute to a sense of belonging? | Can children name the Christian place of worship?  Can children identify some important Christian symbols.  Can children talk about some important Christian festivals and how they might link to a Christian’s sense of belonging. | | Word banks  Pre-cut symbols  Sentence starters | Symbol cards and table for sorting  Images |
| **To understand what it means to belong to the Jewish community**  Ask the children to look at the different groups of people and animals and think. How are they the same as each other? How are they different from each other? Emphasise that, in some ways, we are the same as other people, however we are also very different.  What Do Jewish People Believe? Explore the key beliefs of Judaism and the importance of the synagogue as the place of worship and the centre of the Jewish community.  Shabbat: A Special Time. Read through the slides and focus on Shabbat. How do Jewish families prepare? What is the Shabbat meal and how does this day contribute to Jewish people’s sense of belonging? Allow children time to consider special times that they may enjoy in their families.  Ask children to draw upon what they have remembered about the Shabbat meal and the significance of Shabbat in the Jewish faith. Do children understand how Shabbat influences a Jewish person’s sense of belonging?  Ask Jacob! Introduce the character of Jacob, a Jewish boy. Children work in pairs to come up with a question that they would ask Jacob about his faith. | | How are they the same as each other? How are they different from each other? What is Shabbat? How do people prepare? What is the Shabbat meal and how does this day contribute to Jewish people’s sense of belonging?  What do you want to find out about the Jewish faith? | Can children name the Jewish place of worship?  Can children identify some important Jewish symbols and practices?  Can children talk about the Jewish day of rest and how this might link to a Jewish person’s sense of belonging? | | Children draw a picture of a Jewish family having their Shabbat meal. Children match the key words to the pictures.  Children complete cloze sentences about Shabbat.  Children write down what they can remember about Shabbat and how it links to Jewish people’s sense of belonging. | Word bank  Cloze sentences  Key word/pictures to label |
| **To understand what it means to belong to the Muslim community**  Ask the children to think about the question, ‘What Makes a Place Special to Us?’ Have a look at the different places and consider if they are special to everyone or just some people.  Who Are Muslims and What Do They Believe?: Explore the key beliefs of Islam, including the importance of the Prophet Muhammad (PBUH) to Muslims. Consider the significance of the mosque as the Islamic place of worship and the centre of the Muslim community.  Welcome to Islam: Read through the slides and focus on the special celebrations marked by Muslim families: the Adhan birth ritual and the Aqiqah ceremony. Allow children time to consider how the birth ceremonies may contribute to a child’s feelings of belonging. Have you welcomed a new baby into your family? How did your celebrations differ from the Muslim celebrations?  Aqiqah: Children draw upon what they have remembered about the Aqiqah birth ceremony and consider how this contributes to a Muslim’s sense of belonging. Do children understand how Muslim families welcome a new baby into the faith?  Your Wishes!: Show the picture of the newborn baby and ask children to consider: What would you wish for this new baby and why? | | What makes a place special to us?  Who are Muslims & what do they believe?  Have you welcomed a new baby into your family? How did your celebrations differ from the Muslim celebrations? | Can children name the Muslim place of worship?  Can children identify some important Muslim symbols and practices?  Can children talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith? | | Children draw a picture of the Aqiqah ceremony and link the objects to the key words.  Children complete speech bubbles with their wishes for the new baby. Children imagine what the Muslim parents will wish for their baby.  Children write down what they can remember about what happens at the ceremony and how it links to a Muslim’s sense of belonging. |  |
| **To understand what it means to belong to the Hindu community**  Ask the children to think about the Indian proverb, ‘A book is like a garden in the pocket’. What do the children think this means? Link to some of the religious books that children may remember and the knowledge, stories and guidance that are found within.  Who Are Hindus and What Do They Believe? Explore the key beliefs of Hinduism, including the Trimurti and the three gods, Brahma, Vishnu and Shiva. Explore the Hindu idea of incarnation and the importance of home shrines.  Holi: The Festival of Colour: Read through the slides and focus on Holi, the ‘Festival of Colour’. Ask children why they think the festival got this name? Show children the pictures and explain how Hindus celebrate the festival.  Ask children to draw upon what they have remembered about the Holi festival and consider how this feeds into a Hindu’s sense of belonging. Do children understand how Hindu people celebrate the festival of Holi?  Belonging:Show the picture of the Holi festival and ask children to imagine that they are there. How do they feel and why? How might a Hindu feel at a Holi festival? | | Who are Hindu’s and what do they believe?  How do Hindu’s celebrate Holiday? Why do they do this? | Can children name the Hindu place of worship? Can children identify some of the main beliefs of Hinduism?  Can children talk about the Hindu festival of Holi and explain how it is celebrated? | | Children colour the picture using the Holi colour key.  Children colour the picture using the Holi colour key and explain how Hindus celebrate Holi.  Children colour the picture using the Holi colour key and explain both how Hindus celebrate Holi and the meaning behind the festival. |  |
| **To know how symbols are used in religion**  Recap some of the different religious artefacts explored throughout this term and from last term. Which religion do these objects belong to?  What Is A Symbol? Explore the question: What is a symbol? Then explore the meanings of different symbols related to the religions explored so far: Christianity, Judaism and Islam.  Symbols and Belonging: Discuss: Why do you think these symbols are important to people of faith? Link children’s answers to the idea of belonging. Is it possible to have faith without symbols? Can you think of one object that could be a symbol for your sense of belonging? Allow children time to discuss and then share ideas together as a class.  My Family Symbol: Children think reflectively about how they belong, then design a crest for their family containing symbols that are important to them. Do children understand how symbols are used in religions? Can they link this understanding to their own experiences?  I Am Special: Children build on their independent work in a circle time activity where everyone in the class completes the sentence, ‘I am special because...’ | | What is a symbol?  Why do you think those symbols are important to people of faith? | Can children recall and name religious objects from at least two different religions?  Can children talk about how symbols are used in different religions?  Can children think about symbols in their life and how they impact their sense of belonging? | | Adult support  Word banks  Ext- add explanations |  |
| By the end of this unit all children:   * talk about what it means to belong to a family. * talk about what it means to belong to my class. * name the Christian place of worship. * name the Jewish place of worship. * name the Muslim place of worship. * recall and name religious objects from 2 different religions. | Most children will be able to:   * talk about different types of family. * talk about my likes and dislikes. * identify some important Christian symbols and practices. * identify some important Jewish symbols and practices. * identify some important Muslim symbols and practices. * talk about how symbols are used in different religious. | | | Some children will be able to:   * begin to respect the feelings and experiences of others. * talk about the people and things that are important to me. * talk about some important Christian festivals and how they might link to a Christian’s sense of belonging * talk about some important Jewish festivals and how they might link to a Jewish person’s sense of belonging. * talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith. * think about symbols in my life and how they impact my sense of belonging. | | |