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| Subject: Science **Plants (Yr 2)**   * Observe and describe how seeds and bulbs grow into mature plants * Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | **Prior learning:**  Early Learning Goals   * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know about the similarities and differences in relation to places, objects, materials and living things   Key Stage One   * Animal life cycles (Year D) * Seasonal changes (Year D) * Plants (Year A Term 1) | | | | | **Next steps learning:**  **KS2 (Year 3)**   * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * Explore the requirements of plants for life and growth and how they vary from plant to plant * Investigate the way in which water is transported within plants * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | | |
| **Small steps:**  1. To understand that different seeds grow into different plants and to describe them  2. To understand that plants can be grown from bulbs  3. To be able to explain why and how seeds are dispersed  4. To plan, carry out and evaluate an investigation into the conditions that affect germination  5. To observe and describe how a plant changes as it matures | | | | | **Working Scientifically**   * Ask simple questions and recognise that they can be answered in different ways * Observe closely * Identify and classify * Use their observations and ideas to suggest answers to questions * Gather and record data to help in answering questions | | | | |
| **Cross curricular links:**  Forest School – reinforcement activities | | | | |
| **Key vocabulary:**  -root. -plant. -seed. -bulb  -leaf. -flower. -grain. -legume  -fruit. -compare. -predict. -germinate  -comparative test. -observation  -life cycle. -measure | | | **Key individuals:** | | **Reading links:**  Tilly plant a tree  How a seed grows into a sunflower  How do you grow a giant pumpkin?  How flowers grow  A little guide to trees/wildflowers  Trees  Eyewitness guides – tree/plant | | | | |
| **Theme Overview:** Children will be introduce to the requirements of plants for germination, growth and survival as well as the process of reproduction in plants. They will work scientifically by observing and recording the growth of a variety of plants and set up comparative test to see what plants need to stay healthy. | | | | | | | | | |
| **Suggested Sequence of Knowledge: Sessions** | | | | **Key Questions** | | | **Assessment Questions** | **Scaffolding/Challenge** | **Resources** |
| **To understand that different seeds grow into different plants and to describe them**  What do seeds grow into? Are seeds important? Think Pair Share  Show and share information detailing a variety of plants grown from seeds. Explain that all seeds have the potential to grow into a plant.  Show children unnamed seeds – how do we know what these seeds will grow into? Discuss similarities & differences.  Show named seeds – is the name the only important thing we need to know about it? Explain that different seeds need to be planted at different times and need to be looked after in different ways. The packets tell us this information. What information can you find out about these seeds?  Children create own seed packets – including relevant information  Children plant seeds – using the instructions on the seed packets.  Do we eat seeds? Discuss – show items of food with seeds on them – Have you ever eaten these? | | | | What do seeds grow into?  Are seeds important?  How do we know what these seeds will grow into?  Do we eat seeds? | | | Do the children know that seeds grow into plants?  Can children name any plants that grow from seeds?  Do children understand that seed packets tell us what seeds need to grow? | Given information to sort and chose the relevant information to add to seed packet.  Plant seeds using instructions independently. | A variety of seeds  Seed packets  Seeds for planting  Pots  Compost |
| **To understand that plants can be grown from bulbs**  What do plants grow from? Do they only grow from seeds?  Share information about bulbs. Explain that bulbs are larger than seeds because they contain food for the plant.  Why do some plants need to have a store of food? Show children images of bulbous plants – when do these plants normally flower?  Explain flowering and harvesting time of bulbous plants. Explain that they grow in Winter & Spring so they cannot rely on the weather to be warm and sunny like other plants.  Plant bulbs in transparent containers.  Order pictures of bulbs growing – Challenge – explain what is happening and why in each picture  Show images of a life cycle of a tulip. Think, Pair Share what is happening at each stage of the tulip’s development. Explain the life cycle of a tulip | | | | What do plants grow from? Do they only grow from seeds? | | | Do children know that plants grow from seeds and bulb?  Can children name any plants grown from bulbs?  Can children explain why some plants need to grow from a bulb? | Adult support  Bulb pictures -explain what is happening and why in each picture | Bulbs  Clear containers  Bulb pictures  Pictures for ordering  Tulip life cycle images |
| **To be able to explain why and how seeds are dispersed**  Which of these plants are fruits? Think, pair, share ideas. Look at images and explain that all of these plants have fruits on them but some are fleshy fruits e.g. apple and some are not e.g wheat. Where are the seeds in these fruits? How many seeds do you think are inside each one? Think, Pair, Share ideas for each image. Explain that fruits rarely have one seed – why do you think this is? Share ideas.  Share information about seed dispersal- why do some fruits have lots of seeds? Why are they dispersed? What are some of the different ways in which they are dispersed? E.g. humans, animals, wind.  Give children images of fruits – children describe how the seeds might be dispersed. Challenge – children list as many examples of plants/fruits that they can that use each different method.  Why don’t all seeds become new plants? Children share suggestions. Explain some reasons. | | | | Where are the seeds in these fruits?  How many seeds do you think are inside each one?  Wh do some fruits have lots of seeds? Why are they dispersed? What are some of the different ways in which they are dispersed? | | | Can children explain why seeds need to be dispersed?  Can children give suggestions as to why fruits have so many seeds?  Can children describe some of the ways in which seeds can be dispersed? | Children match fruits to dispersal method  Children list as many examples of plants/fruits that they can that use each different method. | Images |
| **To plan, carry out and evaluate an investigation into the conditions that affect germination**  Do you know what the word germination means? Think, Pair, Share their ideas.  Explain that germination is when a seed starts to grow into a plant and that sometimes seeds can be in the ground a long time before they start to germinate. What time of year do seeds usually start to germinate? Why do you think this is?  Show children seeds. If we wanted to make these seeds germinate what would we have to do? What conditions do you think would be best? Would they need to be warm or cold? Wet or dry? Children discuss ideas.  Explain that today they will be planning and setting up an experiment to find out about the best conditions for a seed to germinate. How could we do this? How would we make it a fair test? Children think, pair & share ideas.  Split into 3 groups 1 group answers each question   1. Do seeds need water to germinate? 2. Do seeds need light to germinate? 3. Do seeds need heat to germinate?   Children complete investigation plans and then set up their experiments making sure it is a fair test.  Children check their seeds every day for 10 days and count how many seed have sprouted – and if appropriate how tall they have sprouted.  After 10 days children compare their results – can children explain what a seed needs to germinate? | | | | Do you know what the word germination means?  What time of year do seeds usually start to germinate? Why do you think this is?  If we wanted to make these seeds germinate what would we have to do? What conditions would be best?  What do seeds need to germinate? | | | Can children ask questions that can be investigated scientifically and suggest how to answer them?  Can children plan and carry out an investigation, making sure it is a fair test?  Can children evaluate their results and draw conclusions? | Adapted plans | Seeds  Compost  Pots  Investigation plans |
| **To observe and describe how a plant changes as it matures**  Look at pictures of germinating seeds – how have they changed?  Look at all the plants planted over the past two terms. How have they changed?  Discuss information that shows how plants change over time. Children think, pair, share what happens at each stage.  Show children time lapse video of plants growing. What is happening? How does it change from a seed to a plant?  Give children their plants, children record three stages of plant growth and write a sentence explaining what has happened at each stage.  Go outside (or at forest school) Which plants can you see? Can you name them? Do you think they grow from a seed or a bulb? How long do you think it has taken for them to get this size?  End of unit assessment | | | | What is happening? How does it change from a seed to a plant? | | |  | Adult scribe sentences  Children try and add more stages to their plant growth  Can children compare how different plants grow? |  |
| **Enquiry Focus:** investigate what impacts a seed germinating | | | | | | | | | |
| By the end of this unit all children will be able to:   * Know that plants grow from seeds * Carry out an investigation * Know some things a seed needs to germinate * Describe how a plant changes of time | | Most children will be able to:   * Know that plants grow from seeds and bulbs * Give some examples of how seeds are dispersed * Plan and carry out an investigation * Describe how plants changes over time | | | | Some children will be able to:   * Know why some plants grow from bulbs * Give examples of plants for certain dispersal methods * Plan and carry out an investigation, making sure it is a fair test * Compare how plants change over time | | | |

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| **Subject: History**  The Victorians  To identify similarities and differences between ways of life in different time periods  To understand some of the ways in which we find out about the past and identify different ways it is represented  To develop an awareness of the past, using common words & phrases related to the passing of time.  To use a wide variety of historical terms  To ask & answer questions, choosing and using parts of stories and other sources | **Prior learning:**  **Early Learning Goals**   * Know about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class * Understand the past through settings, characters and events encountered in books read in class and storytelling   **Key Stage One**  Lives of Significant Individuals -Suffragettes (Year D Term 3)  Events beyond living memory that are significant globally – 1St Thanksgiving (Year D Term 2)  Historical Skills – Egyptians (Year D Term 6)  The Queen (Jubilee celebrations 2021 – 2022 Term 4/5) | **Next steps learning:**  **Key Stage One**  Changes within living memory (Term 5)  The lives of significant individuals in the past who have contributed to national and/or international achievements (Term 5/6)  Significant historical events, people & places in their own locality (Term 5)  **Key Stage Two**   * To study an aspect or theme in British History that extends pupil’s chronological knowledge beyond 1066 * To develop a chronologically secure knowledge of British, local and world history * To establish clear narratives within and across the periods they study * To note connections, contrasts and trends over time * To develop the appropriate use of historical terms * To address and devise historically valid questions about change, cause, similarity, difference and significance * To construct informed responses that involve thoughtful selection and organisation of relevant historical information * To understand how our knowledge of the past is constructed from a range of sources | |
| **Small steps:**   1. To recall some facts about Queen Victoria, and explain how we know about her: Who was Queen Victoria? 2. To compare their lives with that of a Victorian child, both rich and poor, and give reasons for the differences: How has childhood changed since the time of Queen Victoria? (Toys, games, school, work – whole afternoon) 3. To compare houses over time, demonstrating an understanding of chronology: How have homes changed since the time of Queen Victoria? 4. To ask and answer questions about Victorian inventions, using a range of sources: What famous inventions were invented during the reign of Queen Victoria? 5. To explain why Richard and George Cadbury are remembered: Who were Richard & George Cadbury? 6. To identify similarities and differences between Christmas traditions now and during the reign of Queen Victoria, using historical vocabulary: Which Christmas traditions were started by the Victorians and why? | | | **Cross curricular links:**  PE Dance: <https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-victorian-christmas-index/zyfj4xs>  DT – Christmas Tree Baubles |
| **Key vocabulary:**  -queen. -monarch. -reign  -Victorian. – compare. –same  -different -inventions. - | **Key individuals:**  Queen Victoria  Richard & George Cadbury | **Reading links:**  Reading Comprehension activities in CP. Two Brothers & a Chocolate Factory  Kings & Queens: 1000 years of British Royalty. The Kings & Queens  The Hutchinson Book of Kings & Queens. 100 Facts Kings & Queens  Victorian Life. Victorian Market Day  Victorian Children. Victorian Britain  British Kings & Queens. Victoria | |

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| **Theme Overview**  Children will develop their awareness of the past, and will study the similarities and differences between the past and present, as well as some significant individuals from the past. We will be focusing on Victorian childhood including how homes, toys and schools have changed, as well as some of the key inventions from the time; and they will have opportunities for comparisons between then and now. | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | **Key Questions** | **Assessment Questions** | **Scaffolding/Challenge** | **Resources** |
| **To recall some facts about Queen Victoria, and explain how we know about her: Who was Queen Victoria?**  Introduce Queen Victoria – What do children already know? What would you like to know?  Look at a range of pictures and discuss. Read and discuss information about Queen Victoria.  Children answer comprehension questions and create fact files. | Who was Queen Victoria? | Can children recall facts about Queen Victoria? | Adapted fact files  Facts to choose from  Word banks | Fact files  Word banks  Pictures  Information cards  <https://www.twinkl.co.uk/resource/t-t-8760-queen-victoria-task-setter-powerpoint-and-activiy-pack>  <https://www.twinkl.co.uk/resource/the-life-of-a-victorian-powerpoint-t2-h-5772>  Horrible Histories episode on Victorians |
| **To compare their lives with that of a Victorian child, both rich and poor, and give reasons for the differences: How has childhood changed since the time of Queen Victoria? (Toys, games, school, work – whole afternoon)**  Read the Old Toy Room – and discuss the different toys, ask children to think about their favourite toys, ask them to think if they were around in the Victorian times. Watch Magic Grandad video about Victorian toys. Look at objects and pictures- get children to ask questions about them.  Go over Victorian Schools and compare.  Ask should children be allowed to work? Should children have to work?  Look at photographs and discuss.  Children complete comparison tables about Victorian Childhood and Childhood now. | How has childhood changed since the time of Queen Victoria? | Can children identify Victorian toys?  Can children explain some similarities and differences?  Can children give reasons for these differences?  Can children ask questions about objects from the past? | Adapted tables  Sentences to sort | The Old Toy Room  <https://www.twinkl.co.uk/resource/all-about-victorian-schools-in-england-powerpoint-t2-h-5801>  <https://www.twinkl.co.uk/resource/tp-h-057-planit-history-ks1-toys-lesson-4-victorian-toys-lesson-pack>  [Www.YouTube.com/watch?v=x4lnbddoC7g](http://Www.YouTube.com/watch?v=x4lnbddoC7g)  [Www.YouTube.com/watch?v=FOmrCi-mh\_k](http://Www.YouTube.com/watch?v=FOmrCi-mh_k)  [Www.bbc.co.uk/programmes/b0078b97/clips](http://Www.bbc.co.uk/programmes/b0078b97/clips)  <https://www.twinkl.co.uk/resource/t-t-2548880-ks1-schools-in-the-past-powerpoint>  [Www.bbc.co.uk/programmes/p0115hdg](http://Www.bbc.co.uk/programmes/p0115hdg)  [Www.YouTube.com/watch?time\_continue=15&vv=4gKGybl071l&feature=emb\_logo](http://Www.YouTube.com/watch?time_continue=15&vv=4gKGybl071l&feature=emb_logo)  <https://www.twinkl.co.uk/resource/wl2-t-86-children-at-work-in-the-victorian-era-powerpoint> |
| **To compare houses over time, demonstrating an understanding of chronology:**  **How have homes changed since the time of Queen Victoria?**  Look at a range of houses – which ones do you think are Victorian? Newer? Older?  Look at features of Victorian houses.  Compare features/appliances now and then and complete comparison tables  Follow instructions on video to draw Victorian house – and label with features. | How have homes changed? | Can children recognise houses from the past?  Can children recognise similarities and differences?  Can children put houses into chronological order? | Adapted tables  Given labels | [Www.YouTube.com/watch?v=HYUfidBFrX0](http://Www.YouTube.com/watch?v=HYUfidBFrX0)  [Www.YouTube.com/watch?v=6GWq-Xw70z4](http://Www.YouTube.com/watch?v=6GWq-Xw70z4)  <https://www.twinkl.co.uk/resource/comparing-victorian-and-modern-day-homes-powerpoint-t-h-235>  <https://www.twinkl.co.uk/resource/ks1-victorian-kitchens-powerpoint-t-h-406>  https://www.twinkl.co.uk/resource/comparing-victorian-and-modern-day-homes-worksheets-t-h-504 |
| **To explain why Richard and George Cadbury are remembered: Who were Richard & George Cadbury?**  Read two brothers and a chocolate factory, and discuss. Make links to how previous learning about children working and working conditions for the majority in Victorian factories – discuss how the Cadbury brothers did something different and why? Link to Quaker faith.  Children write biographies for either Richard or George or both | Who were Richard & George Cadbury?  Why are they remembered? | Can children recall any facts about Richard or George Cadbury?  Can children explain how they treated their workers differently? | Templates  Word banks  Sentence starters to complete  Add comparisons to other factories then and now | Two brothers and a Chocolate Factory |
| **To identify similarities and differences between Christmas traditions now and during the reign of Queen Victoria, using historical vocabulary: Which Christmas traditions were started by the Victorians and why?**  Look at PowerPoint about Victorian Christmas Traditions and discuss, which are the same/similar to how you celebrate Christmas? How is what you do different? Why? Look at and discuss a range of Victorian Christmas cards – what do these tell us about how Christmas was celebrated?  Children make their own Christmas cards in a Victorian style, repeat for crackers. | Which Christmas traditions were started by the Victorians & why?  Which are the same/similar to how you celebrate Christmas? How is what you do different? Why? | Can children identify which traditions were started by the victorians?  Can children explain how these traditions are similar and/or different to Christmas traditions today?  Can children use historical vocabulary correctly to show an awareness of chronology? |  | <https://www.twinkl.co.uk/resource/t-t-7914-victorian-christmas-powerpoint>  Victorian Christmas cards |
| By the end of this unit all children will be able to: Give examples of how things were different in the past  Most children will be able to: \* Give examples of similarities and differences in ways of life   * Recall facts about Queen Victoria * Recall facts about Richard & George Cadbury and what they are remembered for * Ask questions about historical sources * Show an awareness of chronology * Use historical vocabulary correctly   Some children will be able to: \* Give reasons for differences   * Explain how we know about the past | | | | |

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| **Subject: Design & Technology**  Textiles – Sewing   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Generate, develop model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology * Select from a and use a range of tools and equipment to perform practical tasks * Select from and use a wide range of materials and components * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria | **Prior learning:**  **EYFS**   * 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**  Puppets (Year D Term 3) | **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 * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| **Small steps:**   1. To explore different decorations 2. To practise cutting skills 3. To practise sewing skills 4. To design a Christmas tree decoration 5. To make a Christmas tree decoration 6. To evaluate their own and other’s Christmas tree decoration | | **Cross curricular links:**  History – Victorian Christmas |
| **Key vocabulary:**  - decoration. -attractive. -bauble  - shape. -size. -colour  -material. -fabric. -thread  -needle. -scissors. -buttons  -cut. -sew. -safe  -join. -stitch. -overstitch  -running stitch. -pull. -push  -design. -stuff. -design criteria  -evaluate. -improve | **Key individuals:** | **Reading links:** |

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| **Theme Overview**  Children will develop their cutting and sewing skills whilst making a delightful decoration for the Christmas tree! They will explore, cut, sew, design, make and evaluate their Christmas tree decorations | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | | **Assessment Questions** | **Scaffolding/Challenge** | **Resources** |
| **To explore different directions**  What is a decoration? Where might we see them? When would we use them? Why do we use them?  Explain that a decoration is an item that you put on something else to make it look more attractive. We might use them on a special occasion such as a birthday, Easter, halloween, Christmas.  Show children some different types of decorations. What decorations can you see here? What special occasion do you think they are for?  Show children Christmas tree decoration. What type of decoration is this? When would we use it? Where would we put it? Explain that it s a decoration for hanging on the branch of a Christmas tree (link to history). It is called a bauble. Baubles come in all different shapes, sizes, colours and materials.  Look at a range of baubles asking children to think about the colours used, the materials it is made from, the shape, how it stays on the tree and whether they like it or not and why.  Using bauble cards children label the picture and answer questions about it.  In groups children sort the baubles.  Encourage children to explain their opinions about the following questions   * What shape do you think is best for a Christmas tree bauble and why? * What material do you think is best for a Christmas tree bauble and why? * What colours do you think are best for a Christmas tree bauble and why? | | What is a decoration? Where might we see them? When would we use them? Why do we use them?  What decorations can you see here? What special occasion do you think they are for?  What shape do you think is best for a Christmas tree bauble and why?  What material do you think is best for a Christmas tree bauble and why?  What colours do you think are best for a Christmas tree bauble and why? | | Do children know what a decoration is and when they can be used?  Can children describe different types of Christmas baubles?  Can children share and explain their opinions about different Christmas baubles? | Mixed ability groups  Adapted questions about baubles | Baubles  Bauble cards  Questions |
| **To practise cutting skills**  Explain that in a few weeks they will be making a Christmas bauble – what skills do you think you will need to do this?  Explain that we will need cutting and sewing skills. In this session we will be practising our cutting skills. Recap scissor safety.  Practise cutting straight, zig-zag and curvy lines.  What do you find easy about cutting the lines? What did you find hard?  Cut out different sized shapes.  Why is it important to be able to cut accurately? When else might you need to use this skill? Think, pair, share ideas. | | What skills will you need to make a fabric bauble?  What do you find easy about cutting the lines? What did you find hard?  Why is it important to be able to cut accurately? When else might you need to use this skill? | | Do children know how to use scissors safely?  Can children cut lines accurately?  Can children cut out shapes accurately? | Focused on straight lines/straight sided shapes, adult support to check and correct how scissors are being held.  Different sized/smaller shapes, with a mixture of lines, different materials to cut | Scissors  Lines & shapes for cutting |
| **To practise sewing skills**  Remind children of previous session and cutting skills: what other skill do we need to practise?  Explain that there are many different types of stitches. Show images of running and over stitch enlarged: what is different about these two stitches?  Model how to thread and knot a needle and how to join two pieces of fabric using running stitch and then over stitch.  Model how to add a button – challenge children to explain to a partner how it has been sewn on using the vocabulary – push, pull, needle, fabric.  Model sewing a smaller piece of fabric onto a bigger piece.  Before we start practising our sewing skills, are there any safety rules we should follow? Think, Pair, Share.  Discuss needle safety rules.  Children move around carousel of 4 different sewing stations – with a different skill, different sewing challenge at each one.  Encourage children to reflect on the skills that they have practised today: How do you think you will be ale to use what you have learnt today to make a Christmas Bauble? Think pair share ideas. | | What is different about these two stitches?  Before we start practising our sewing skills, are there any safety rules we should follow?  How do you think you will be ale to use what you have learnt today to make a Christmas Bauble? | | Can children sew two pieces of material together?  Can children attach buttons and other decorative materials onto a piece of fabric?  Can children use the tools needed for sewing safely? | Focus on joining two pieces of fabric  A wider variety/different sized decorations | Fabric  Thread  Needles  Sewing challenge cards  Scissors  Buttons  Other decorations if needed  Threading activities |
| **To design a Christmas tree decoration**  Explain that today we are going to design our decorations. Go over steps for making baubles. Explain that first we need to think about how we will know if our finished bauble is successful – what does this mean? Think, pair, share ideas. Explain that if the bauble is successful it means that it is exactly what you wanted it to be like. So that we can test this once we have finished, we need to set ourselves a design criteria, do you know what these are? Think, pair, share ideas. Explain that a design criteria is a set of goals that we will try to work towards, read and discuss some examples. Can you think of any other design criteria for our Christmas baubles? Which of the design criteria care you going to work towards when making your bauble? Think, pair, share your ideas.  Children draw their design for the front & back of their bauble, children then list the tools and materials they will need, as well as which stitch they will be using. Then order sentences to show what they will do.  Ask children to share their design with a partner and explain how they will make their bauble. Has your partner included everything they need to in their design? Could you give them any advice on how to make their design even better? | | What does successful mean?  What is a design criteria?  Can you think of any other design criteria for our Christmas baubles? Which of the design criteria care you going to work towards when making your bauble?  Has your partner included everything they need to in their design? Could you give them any advice on how to make their design even better? | | Do children know what design criteria are?  Can children describe what materials, tools and skills they will need to make their decoration?  Can children describe the steps they will need to take to make their decoration? | Word bank for sentences  Add predictions for which step they think will be the easiest, hardest? Why? | Word banks  Sentences |
| **To make a Christmas decoration**  Explain to children that they will be following their design to make their Christmas tree decoration. What will you need to do first? Share ideas.  Recap steps needed to make their decorations, ask children to explain each step.  What do you think the easiest step will be? The hardest part?  Remind children of safety rules of scissors and needles.  With adult support and visual step by step guides if needed children follow their design to make their decorations.  Give children change to look at the rest of the classes finished products. Can they find a decorations which they think is successful, and explain to the maker why they like it? Link to last sessions design criteria | | What will you need to do first?  What do you think the easiest step will be? The hardest part?  Can you find a successful decoration? Why do you like it? | | Can children follow their design to make a completed product?  Can children use cutting & sewing skills?  Can they work safely and sensibly with the tools and materials they have? | Visual step by step guides  Adult support  Added decorations/focus on details | Designs  Fabric  Scissors  Needles  Thread  Material for stuffing  Buttons  Decorations |
| **To evaluate a Christmas decoration**  What does evaluate mean? Think, Pair, Share ideas.  Explain that when we evaluate something we look to see how successful it is. Explain that designers always evaluate their work so they can see what worked well, learn from any mistakes they made, and think about how to make it even better. Explain that to help us evaluate our decorations and decide how successful they are, we can use the design criteria we looked at when planning out decorations.  In pairs with their decorations – discuss the design criteria in relation to their completed decorations.  Complete evaluation sheets.  Explain that one of the most important things about evaluating something you have made is thinking about how you could improve your work in the future – What is one thing you would do differently if you were to make another decoration? Share ideas | | What does evaluate mean?  What is one thing you would do differently if you were to make another decoration? | | Do children understand what it means to evaluate?  Can children evaluate their own decoration?  Can children identify ways to improve their decoration? | Adapted evaluation sheets  Give reasons for opinions | Evaluation sheets  Decorations from last session  Design criteria from session 4 |
| By the end of this unit all children will be able to:   * Make a bauble | Most children will be able to:   * Discuss features of baubles * Cut accurately * Join fabrics by sewing * Design a bauble * Evaluate their own bauble | | Some children will be able to:   * Sew on buttons/decorations * Evaluate their own and others baubles | | | |

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| **Subject: Art**  Andy Goldsworthy -Sculpture   * Explore sculpture with a range of natural materials * Experiment with constructing and joining recycled, natural and man-made materials * Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping. | **Prior learning:**  **EYFS**   * 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**   * Clay Sculptures (Year D Term 3) | **Next steps learning:**  **KS2**   * To improve their mastery of art and design techniques including sculpture with a range of materials |
| **Small steps:**   * 1. To be able to explore a sculpture with a range of natural materials   2. To manipulate malleable materials in a variety of ways   3. To experiment with constructing and joining recycled, natural and man-made materials   4. To design a sculpture including natural materials   5. To manipulate malleable materials to create a sculpture   6. To be able to evaluate a piece of work | | **Cross curricular links:**  Forest School |
| **Key vocabulary:**  -malleable. -material. -clay. -natural  -recycled. -man-made. – sculpture. -shape  -knead. -roll. -pinch. -coil  -add. -join. -water. -design  -evaluate | **Key individuals:**  Andy Goldsworthy | **Reading links:** |

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| **Theme Overview**  Children will use sculpture and form ideas inspired by Andy Goldsworthy to crate a clay object with natural objects concealed within. They will explore the techniques the artist uses to create his own sculptures, before practising these techniques to create their own sculptures. | | | | | | |
| Picture | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | | **Assessment Questions** | **Scaffolding/Challenge** | **Resources** |
| **To be able to explore a sculpture with a range of natural materials**  **To manipulate malleable materials in a variety of ways**  Introduce Andy Goldsworthy and the Alderney Stones. Elicit what the children already know and what they can observe from the images. In pairs, children discuss what they can see and record on post it notes. Explain what a sculpture is. Look at images of the erosion of the stones – explain we will be making our own stones.  Introduce the word malleable material. Explore a range of different malleable materials – clay, plastercine, play-dough, salt dough, wet sand; children explore the materials, see what different shapes they can make, how easy is it to move the material? Model a range of different skills they can practise, including rolling, coiling, pinching, kneading and shaping the material. Evaluate which material they found the easiest to manipulate and vote which would be best to create their own stones. | | What can you see?  What shapes can you make?  How easy is it to move the material?  Which is easiest to manipulate?  Which would be best to make stones/sculptures from? | | Can children make observations about images of sculptures?  Can children manipulate malleable materials in a range of ways?  Can children give reasons for their choices? |  | Images  Clay  Play dough  Plastercine  Wet sand  Salt dough  Clay tools |
| **To experiment with constructing and joining recycled, natural and man-made materials**  Explain that we will be using clay to make our stones. Explore how to join bits of clay and other natural materials together to create our stones. Model how to use water to join bits of clay together. Children break their clay into bits and the use water to try and join them back together, collect and add other natural materials. | | How can we join clay together?  What other natural materials can we add/join? | | Can children use water to join bits of clay together?  Can children collect and add other natural materials? |  | Clay |
| **To design a sculpture including natural materials**  Explain that we will be designing our own stones. Model how the children will have to draw and label their stones including what the stone will be made from (clay) and what they will be putting inside it. Make sure children use a natural material available at forest school. Children draw designs in their art books with sketching pencils, and different shading techniques taught last year. | | What labels do you need?  What natural materials will you be using/adding? | | Can children design and label their own stone?  Can children use sketching skills from last year? |  | Art books  Sketching pencils |
| **To manipulate malleable materials to create a sculpture**  **To be able to evaluate a piece of work**  Children collect their natural materials, give them clay. Model how they can use the skill of rolling to create a sphere shape. Children create their own stones  Look at their finished stones and think about what they like and what they would like to improve. Children write sentences evaluating. I like…because… Next time I would like to… | | What are you going to do?  How did you do this?  What do you like about your sculpture?  What could you improve next time? | | Can children use clay to create a stone shaped sculpture with natural materials added?  Can children say something they like about their sculpture?  Can children comment on their peers sculptures? | Sentence starters  Give reasons | Clay tools  Clay  Sentence starters |
| By the end of this unit all children will be able to:   * Explain what a sculpture is * Move/alter malleable materials | Most children will be able to:   * Explore malleable materials in a range of ways * Join materials together * Design a sculpture * Make observations about sculptures * Manipulate malleable materials to make a sculpture * Evaluate their own work | | Some children will be able to:   * Give reasons for opinions on sculptures * Give reasons for choices in their own designs * Make constructive comments about their own and others sculptures | | | |

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| **Subject: Computing**  **Data & Information: Grouping Data**  To use technology purposefully to create, organise, store, manipulate and retrieve digital content.  To use logical reasoning to predict the behaviour of simple programs | **Prior learning:**  **EYFS**  Exploration of technology in provision  **KS1**   * Use of programs (Year D Term 4) | **Next steps learning:**  **KS2**   * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration * Use search technologies effectively appreciate how results are selected and ranked and be discerning in evaluating digital content |
| **Small steps:**   * 1. To label objects   2. To identify that objects can be counted   3. To describe objects in different ways   4. To count objects with the same properties   5. To compare groups of objects   6. To answer questions about groups of objects | | **Cross curricular links:**  Maths – counting, describing properties of shape, sorting and grouping  Science – sorting and grouping, classifying |
| **Key vocabulary:**  -object. -label. -group  -search. -image. -property  -colour. -size. -shape  -value. -data set. -more  -less. -most. -fewest  -the same | **Key individuals:** | **Reading links:** |

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| **Theme Overview:** This unit introduces children to data and information. They will begin by using labels to put objects into groups and labelling these groups. Children will demonstrate that they can count a small number of objects before and after the objects are grouped. They will then begin to demonstrate their ability to sort object into different groups based on the properties they choose. Finally, children will use their ability to sort objects into different groups to answer questions about data. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Stretch** | **Resources** |
| **To label objects**  Read descriptions and ask children to find the matching objects. Once they have found the object, explain that objects are given names to make it easier for people to know what is being talked about. The names are labels that could be given to the objects. Explain that they will be finding labels around the room. Children move around the room looking for labels (drawer labels, book labels, etc). Discuss some of the labels that learners have found. Ask children to think pair share: Why do objects have labels? Take suggestions. Watch video of someone searching the word cat using a computer search engine. What do you think the computer will show? While watching the video – ask children: does the computer know that this is a cat in this image? How does it know? Take suggestions. Explain that the computer doesn’t recognise that the images are cats, it is showing the images because a human gave the image a label.  Look at groups – model drag and drop to sort objects. Where should this image go?  Physically sort objects into labelled hoops – work in groups.  Explain that by putting the objects together with a label they have made groups. This way of putting similar objects into groups and its why the computer showed us lots of different cats when the word cat was searched.  Look at groups – what is the best label for this group?  Match labels to groups.  Which object goes with which group? Take suggestions, explain that an object can fit into more than one group | | Why do objects have labels?  Does the computer know that this is a cat in this image? How does it know?  Where should this image go?  What is the best label for this group?  Which object goes with which group? | Can children describe objects using labels?  Can children match objects to groups?  Can children identify the label for a group of objects? | | Mixed ability groups | Video  Drag and drop sorting  Hoops  Labels  Objects |
| **To identify that objects can be counted**  Ask children to count the object on the screen as they appear. Take suggestions and the revel correct number of objects.  In groups give children objects e.g. 6 rulers, 5 rubbers, 4 pencils – not grouped. Explain that they can’t move the connects and tell them to count the total number of objects, and record answer on whiteboard. Discuss answers from each group.  This time ask them to count each group of objects-again they can’t move them. Record answers on whiteboards and discuss.  How could we make this easier? Take suggestions and discuss; organising the objects into groups.  Give new set of objects – this time children need to group before counting. Give children an object that doesn’t fit.  Discuss the example of the register completed on the computer. Explain that when I do the register, I’ve told the computer to count how many people are marked as present in the class. The computer can display the number of children who are in school and the number who are not, but explain that the computer isn’t smart; it needs humans to tell it what to do and how to do it. | | How many?  How could we make this easier? | Can children count objects?  Can children group objects?  Can children count a group of objects? | | Mixed ability groups | Whiteboards  Classroom objects |
| **To describe objects in different ways**  Look at images. Explain that these are some of the ways you can describe an object. Discuss the properties.  What word could you use to describe the objects colour? Take suggestions and record.  Revel label and explain that the colour red is a property of the object. Explain that a property is used to describe an object, and people can use properties to tell computer what objects are and how to sort them.  How else could you describe the object? Take suggestions.  Look at image – what is the property? Revel the label shape.  Model that properties allow you to group objects. Explain that the property used to group the objects in the example is colour – they are all red.  Go over vocabulary that could be used to describe objects.  Complete the property sheet.  Go on property hunts around the room – focus on colour.  Ask children to think, pair, share: If the label is ball what objects will be shown?  Explain that humans tell computers how to arrange objects. Demonstrate this. What do you think the labels for these groups could be?  Think, pair share: what labels do you think this image has been given? | | What word could you use to describe the objects colour?  How else could you describe the object?  What is the property?  If the label is ball what objects will be shown?  What do you think the labels for these groups could be?  What labels do you think this image has been given? | Can children describe an object?  Can children describe a property of an object?  Can children find objects with similar properties? | | Use actual objects to support grouping  Adult/peer readers | 2D shapes  Talk buttons/dictation tools  Complete the property activity sheets  Similar property hunt |
| **To count objects with similar properties**  Show objects: what groups could you make? Remind them that the groups must have a common property, but that there might be more than one way to group them. Take suggestions – model dragging and dropping into groups.  Watch animation on labels. Do you think you need to label every colour? Explain that this would be difficult, so only main colours.  Pair children and give them a 2D shape – What label would your object have? Take suggestions.  Share creating data set resource and model completing, repeat with other labels/properties.  Children create own groups/data sets and labels.  Show collections of objects – How are these the same? How else could they be grouped? What would we label these group? | | What groups could you make?  Do you think you need to label every colour?  What label would your object have?  How are these the same?  How else could they be grouped?  What would we label these group? | Can children group similar objects?  Can children group objects in more than one way?  Can children count how many objects share a property? | | Split into less groups or simple groups red/not red | 2D shapes  Post it notes |
| **To compare groups of objects**  Explain that when they are describing more than one group, they can use comparing words to describe them. Explain that comparing is when you look at what is the same and what is different. Explain that you can compare objects or groups of objects. Model some comparing sentences. Show two groups: share children’s ideas.  Remind children of values. Watch video which demonstrates how to click and drag the objects to different areas. Children create their own groups using objects by dragging them into groups. Describe groups. Compare their groups.  Which group has the most and which group has the fewest? | | Which group has the most and which group has the fewest? | Can children choose how to group objects?  Can children describe groups of objects?  Can children record how many objects in a group? | | Physical objects to group  Vocabulary for describing  Sentence prompts | Displayed vocabulary  Objects  2D shapes  Tablets or talk buttons |
| **To answer questions about groups of objects**  Show objects/groups/sets ask true or false questions about them.  Share large group of objects ask children questions, and discuss how easy/hard it is to work out the answers  Show children a range of groups and use these to answer questions.  Share and discuss their answers | |  | Can children decide how to group objects to answer a question?  Can children compare groups of objects?  Can children record and share what they have found? | |  |  |
| By the end of this unit all children will be able to:   * Identify properties of objects (colours) * Group objects based on a single property * Compare groups | Most children will be able to:   * Identify a range of properties * Group objects based on properties * Compare groups * Understand the terms values and data set * Answer questions about groups | | | Some children will be able to:   * Explain their reasons for grouping objects * Group objects in different ways * Use the terms values and data set correctly | | |

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| **Subject: Music**  Ho Ho Ho  Genre: Rap | **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   Year A Term 1 Charanga Unit Your Imagination | | **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 understand what pitch is 2. To add low and high sounds when playing instruments (Glockenspiels), To treat instruments carefully and with respect, 3. To add low and high sounds when singing, To learn about singing notes of different pitches 4. To know that songs include other ways of using the voice – rapping To make different types of sounds with voices. 5. To know why they need to warm up voices, To find a comfortable singing position 6. To record a performance and say how they are feeling about it.   To listen to a range of music/songs (throughout unit) | | | **Cross curricular links:**  Christmas | |
| **Key vocabulary:**  - pitch  - low  - high  - instrument  - glockenspiel  - rap  - perform | | **Key individuals:**  Joanna Mangona  Hugh Masekela  Elvis Presley  Stevie Wonder  Frank Sinatra | | **Reading links:** |

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| **Theme Overview**  This unit is focussed around one song Ho Ho Ho, a Christmas rap song, with listening and appraising opportunities for other musical genres. Children will be exploring and identifying pitch and how this can be changed with instruments and voices. Children will also be looking at how they can use their voices in different ways. They will also be learning about the importance of warming up voices and the correct singing positions. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Challenge** | **Resources** |
| **To understand what pitch is**  Listen & Appraise: Ho Ho Ho  Warm Up Games: Find the Pulse, Move to the Pulse  Musical Activities: Learn to sing – Ho Ho Ho  Perform: Ho Ho Ho | | Do you like the song?  What style of music is this?  What can you hear?  How is the song put together? | Can children explain what pitch is?  Can children identify high and low sounds? | |  |  |
| **To add low and high sounds when playing instruments (Glockenspiels), To treat instruments carefully and with respect,**  Warm Up Games: Find the Pulse, Move to the Pulse, Copy me, Statues, Pass the Rhythm  Musical Activities:   * Practise singing – Ho Ho Ho * Play instruments glockenspiels – identify high/low sounds   Perform: Ho Ho Ho with instruments | |  | Can children identify high and low sounds?  Can children use instruments carefully?  Can children find high/low sounds on a glockenspiel? | |  | Glockenspiels |
| **To add low and high sounds when singing, To learn about singing notes of different pitches**  Listen & Appraise: Bring him home  Warm Up Games: Find the Pulse, Move to the Pulse, Rhythm Copyback, Pitch games  Musical Activities:   * Practise singing – Ho Ho Ho – focus on pitch * Play instruments   Perform: Ho Ho Ho with instruments | | Do you like the song?  What style of music is this?  What can you hear?  How is the song put together? | Can children identify high/low sounds in singing voices?  Can children make high/low sounds with their voices/bodies?  Can children sing with the correct pitch? | |  | Glockenspiels |
| **To know that songs include other ways of using the voice – rapping To make different types of sounds with voices.**  Listen & Appraise: Suspicious Minds  Warm Up Games: Find the Pulse, Move to the Pulse, Move to the Pulse, Rhythm Copyback, Pitch games  Musical Activities:   * Practise singing – Ho Ho Ho – focus on pitch * Play instruments   Perform: Ho Ho Ho with instruments | | Do you like the song?  What style of music is this?  What can you hear?  How is the song put together? | Can children rap a song?  Can children make different types of sounds with voices? | |  | Glockenspiels |
| **To know why they need to warm up voices, To find a comfortable singing position**  Listen & Appraise: Sir Duke  Warm Up Games: Move to the Pulse, Rhythm Grid, Pitch games  Musical Activities:   * Practise singing – Ho Ho Ho – focus on singing skills * Play instruments   Perform: Ho Ho Ho with instruments | | Do you like the song?  What style of music is this?  What can you hear?  How is the song put together? | Can children explain why they need to warm up their voices?  Can children sing in the correct position?  Can children explain the importance of warming up voices and correct singing position? | |  | Glockenspiels |
| **To record a performance and say how they are feeling about it.**  Listen & Appraise: Fly me to the Moons  Warm Up Games: Move to the Pulse, Rhythm Grid, Pitch Games  Musical Activities:   * Practise singing – Ho Ho Ho – focus on pitch * Play instruments   Perform: Ho Ho Ho with instruments and comment on own and others performances | | Do you like the song?  What style of music is this?  What can you hear?  How is the song put together? | Can children perform Ho Ho Ho?  Can children sing confidently/  Can children sing with the correct pitch?  Can children comment on their own and other’s performances? | |  | Glockenspiels |
| By the end of this unit all children will be able to:   * Make different sounds with their voices * Identify low/high sounds * Perform a song | Most children will be able to:   * Know and understand the term pitch * Make high/low sounds with their voices and instruments * Explain the importance of warming voices and good singing posture | | | Some children will be able to:   * Make comments on performances | | |

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| **Subject: PSHE**  L7 about how the internet and digital devices can be used safely to find things out and to communicate with others  L8 about the role of the internet in everyday life  L9 that not all information seen online is true  H28 about rules and age restrictions that keep us safe  H34 basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  R10 that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  R11 about people may feel if they experience hurtful behaviour or bullying  R12 that hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  R14 that sometimes people may behave differently online; including by pretending to be someone they are not  R15 how to respond safely to adults they don’t know | **Prior learning:**  **ELG:**  **KS1**  One World (Year D Term 1) R2, R3, R4, L1, L2, L3, L6,  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, | | | **Next steps learning:**  **KS1**  Term 3 - H12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, R25  Term 4 - R2, 3, 4, L1, 2, 3, 6  Term 5 - R1, 2, 7, 9, 10, 11, 12, 21, 22, 23, 24  Term 6 – H20, 21, 23, 24, R23, 25, L14, 15, 16, 17  **KS2**  L11, 12, 13, 14, 15, 16  H37, H42  R19, 20, 21, 23, 24 |
| **Small steps:**   1. To talk about ways in which the internet is useful 2. To know how to balance screen time with other activities and understand why this is important 3. To know how to stay safe online 4. To explain why personal information needs to be kept private 5. To know how to communicate online in ways that show kindness and respect 6. To understand that not everything on the internet is true | | | **Cross curricular links:**  Computing – online safety | |
| **Key vocabulary:**  -internet -efficient -electronic -connected  -network. -communicate. -research. -device  -access. -helpful. -screen time. -online  -offline. -sleep. -mental well-being. -activity  -physical. -fitness. -healthy. -hobbies  -interests. -safety risks. -social media. -gaming  -trusted adult. -download. -messaging. -apps  -personal information. -private. – name  -surname. -address. -school. -birthday  -password. -message. -emoji. -reaction  -emotions. -well-being. -comfortable. -good  -uncomfortable. -worried. -upset. -sad  -happy. -video call. -text message. -fact  -picture message -truth. -lie. -false  -fake. -news. -pretend. -information  -joke. -picture. -change. -edit | | **Key individuals:** | **Reading links:** | |

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| **Theme Overview** This unit encourages children to consider how we can use the internet in a safe and responsible way. Children will discuss how the internet can be useful in everyday lives and how to balance time online with doing other activities to keep mind and body healthy. Children will consider what risks there are on online and how to make sure they stay safe, including how important it is not to share any personal information over the internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything they see on the internet. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | | **Key Questions** | **Assessment Questions** | | **Scaffolding/Challenge** | **Resources** |
| **To talk about ways in which the internet is useful**  Where is the internet? Discuss. Define what the internet is and identify how we can use it.  Play true or false game.  Explain to the children that there are lots of different ways we can use the internet. In groups give children device pictures and large pieces of paper, children discuss how using the internet on the device can help people. Present ideas – can use sugar paper to draw/write ideas.  Many ways to help bingo game. | | What do we use the internet for?  How can it help us? | Can children identify how the internet can be used?  Can children talk about what they can use the internet for?  Can children explain how the internet can help?  Do children understand the importance of using the internet safely and responsibly? | | Mixed ability pairs/groups | Sugar paper  Felt tips  True or false game  Device pictures |
| **To know how to balance screen time with other activities and understand why this is important**  Recap previous sessions. Play Name that use game.  Establish that there are many ways to use the internet but discuss that it is important to balance our time on the internet with lots of other varied activities to make sure we get a good balance. Discus how to maintain a healthy balance and some unhelpful effects of too much screen time.  Plan a day – discussing maintaining a healthy balance of activities. | | How much screen time is healthy?  How can you make sure you do a range of activities both offline and online to keep my mind and body healthy? | Can children talk about ways we use the internet?  Can children explain how too much screen time might make them feel?  Do children know how to choose a range of activities to make sure they have a healthy body and mind? | | Mixed ability pairs/groups | Paper  Pens & pencils  Large sugar paper |
| **To know how to stay safe online**  Explain that we are going to be thinking about how we can stay safe online.  Play game to remember all the ways they can use the internet.  Remind children and discuss the ways of staying safe online  Discuss the scenarios on the cards – what should they do?  Read internet advice story. | | What are the risks when we go online?  What can you do if you feel frightened? | Can children identify different ways the internet can be used?  Can children describe some risks of going online?  Can children tell others about internet safety rules and explain how they can help us to stay safe online?  Do children know how to get help if anything online worries or frightens them? | | Mixed ability pairs/groups | Large sugar paper  Pens & pencils  Scenario cards |
| **To explain why personal information needs to be kept private**  Play odd one out game.  Discuss and explain personal information and why we shouldn’t share this information.  Guess who – scenario cards.  Ask children to explain how to keep their information private and to stay safe online | | What is personal information?  How can you stay safe online? | Can children understand what personal information is?  Can children explain how to keep personal information private online?  Can children discuss why it is important to keep personal information private? | | Mixed ability pairs/groups | Post it  Odd one out game  Guess who cards |
| **To know how to communicate online in ways that show kindness and respect**  Discuss ways of communication – focusing online ways of communicating.  In pairs children look at and discuss Emoji Message Cards.  Look at and discuss in small groups – the would you say it sorting cards and discuss being kind and respectful online.  On post it notes ask children to write 1 piece of advice to help others make sure they communicate online with kindness and respect. | | How can you use the internet to communicate with others?  How can you show respect and kindness online? | Can children talk about ways people communicate online?  Can children understand that people may behave differently online?  Can children explain what to do if they are worried about anything they see online?  Can children explain how to show respect and kindness online? | | Mixed ability pairs/groups | Pens & pencils  Post its  Whiteboards  Emoji message cards  Would you say it? Cards |
| **To understand that not everything on the internet is true**  Can you trust everything we see on the internet? How do you know what is true? Discuss  Play game ‘Is it true?’ Game.  Discuss different ways we might see information on the Internet. Remind children of uses of the internet. In pairs read examples of false information, ask the pairs to discuss how they can tell it is false and why they think it has been written.  In groups children sort cards into true and false. | | Can you trust everything we see on the internet?  How do you know what is true? | Can children talk about different information they might find on the internet?  Can children discuss examples of false information?  Can children suggest ways to find out if something online is true? | | Mixed ability pairs/groups | Is it true game  Examples of false information  True or false cards |
| By the end of this unit all children will be able to:   * Identify ways we use the internet * Talk about different activities they like to do both online and offline * Discuss some of the risks that are present when we go online * Explain how to get help if anything online frightens them * Give examples of personal information and understand that we keep it private * Talk about ways people communicate online and explain what to do if something they see worries them * Understand that not everything we see on the internet is true | Most children will be able to:   * Talk about what we use the internet for and how it helps * Discuss some effects of too much screen time * Tell other people about internet safety rules * Explain how to keep personal information private online * Understand that people may behave differently online and explain what to do if something worries them * Discuss examples of false information they may see online | | | Some children will be able to:   * Understand the importance of using the Internet safely and responsibly * Explain how a range of activities can help create a healthy balance for their body and mind * Explain how internet safety rules keep us safe online * Discuss why we need to keep personal information private online * Talk about how to communicate online in a kind and respectful way * Suggest ways to find out if something they see online is true or false | | |

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| **Subject: RE**  **Celebrations**  How & why are celebrations important in religion?  To name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. | **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**  Year D Term 5/6 – Symbols & Beliefs | **Next steps learning:**  **KS1**  Christianity (Term 4)  Islam (Term 5)  Religious Stories (Term 6)  **KS2**  To describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others.  To identify and begin to describe the similarities and differences within and between religions  To consider the meaning of a range of religious expression, understand why they are important in religion and note links between them. |
| **Small steps:**   1. To know that Christians celebrate Christmas, that Jews celebrate Pesach and that Muslims celebrate Eid (& To think of questions about different celebrations that we want to find the answers to) 2. To know how and why Jews celebrate Pesach 3. To know that Muslims celebrate Eid, To know what Ramadan is, To know how Eid is celebrated 4. To know that Christians celebrate Christmas as the birth of Jesus and how 5. To be able to show that they know the similarities and differences between festivals | | **Cross curricular links:**  British Values – Mutual respect  - Tolerance of those with different f faiths and beliefs  and those without faith.  Nativity Performance |
| **Key vocabulary:**  -celebration. -festival. -religion  -Christian. -Jew. -Muslim  -Christmas. -Pesach. —Eid | **Key individuals:**  Moses  Allah  Jesus | **Reading links:**  A range of stories about celebrations |

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| **Theme Overview**  Children will explore a range of religious festivals. Children will learn about the Jewish festival of Pesach, the Muslim festival of Eid and the Christian festival of Christmas. Children will explore how these festivals are celebrated and why. They will also compare these and identify similarities and differences within these festivals. | | | | | | |
| **Suggested Sequence of Knowledge**  **Sessions** | **Key Questions** | | **Assessment Questions** | | **Scaffolding/Challenge** | **Resources** |
| **To know that Christians celebrate Christmas, that Jews celebrate Pesach and that Muslims celebrate Eid (& To think of questions about different celebrations that we want to find the answers to**  Children work in groups to create a list of celebrations and festivals (on balloons). Children feedback ideas, and decide whether it is a religious festival or other celebration. Record in 2 columns. The religious festivals can then be discussed and contrasted with other kinds of celebration – use a selection of pictures to illustrate.  Introduce the 3 religions we will be looking at this term – Christianity, Judaism & Islam.  Show pictures of symbols and discuss.  Children work in small groups with a set of word cards, children find the words Jew, Muslim & Christian and then sort the remaining cards into piles beneath each heading, groups discuss words and compare religions.  Children find the words Christmas, Pesach and Eid – in groups think of questions about these festivals that they would like answering. | What do people celebrate? | | Can children think of celebrations?  Can children recognise the difference between a celebration and a religious festival?  Can children think of questions they would like to answer about religious festivals? | | Mixed ability groups | Festival/celebration pictures  Word cards for sorting |
| **To know how and why Jews celebrate Pesach, To know what is put on the Seder plate and the significance of each item**  Refer to questions created in the last session about Pesach. Listen to the story of the Israelites and find out why they celebrated the first Pesach.  Explain that we are going to find out how Pesach is still celebrated by Jews today. Look at pictures, watch video and look at objects (seder plate)  Children draw and label seder plate.  Go over questions – can children now answer these | What is Pesach?  How is it celebrated? | | Do children understand that Jews celebrate Pesach?  Can children give examples of how Pesach is celebrated?  Can children explain the reasons for the items on the seder plate?  Can children explain why Pesach is celebrated? | | Labels given  Added reasons | Seder plate templates |
| **To know that Muslims celebrate Eid, To know what Ramadan is, To know how Eid is celebrated**  Which religion celebrates Eid? Discuss questions created in session 1.  Watch video about Muslims during the period of Ramadan. In pairs discuss what they have learnt about Ramadan. True and false game about Ramadan.  Listen to Asif’s party and look at pictures of Eid celebrations and discuss.  Look at Eid cards – consider the patterns used on the cards.  Pass around pictures of hands decorated with mendhi patterns.  Children create Eid cards and mendhi patterns  Try some typical Eid food – samosas, bargi, pakoras  Go over questions – can children now answer these? | What is Eid?  What is Ramadan?  How is Eid celebrated? | | Do children understand that Muslims celebrate Eid?  Can children give examples of how Eid is celebrated?  Can children explain why Eid is celebrated? | |  | Eid pictures  Mendhi patterns  Asif’s party story  Eid cards |
| **To know that Christians celebrate Christmas as the birth of Jesus and how**  What do you already know about Christmas? Go over questions from session 1.  Listen to the Nativity story. In pairs retell the Nativity story.  Discuss and sort into Christmas or not, discuss the Christmas objects and discuss which ones are religious or not.  Go over questions – can children now answer these? | What are Christians celebrating at Christmas?  How is Christmas celebrated? | | Do children understand that Christians celebrate Christmas?  Can children give examples of how Christmas is celebrated?  Can children explain why Christmas is celebrated? | |  | Nativity story  Christmas objects/pictures and others from other celebrations |
| **To be able to show that they know the similarities and differences between festival**  Have a look at all of the questions that we came up with and all the ones ticked off that we answered. Can you remember any of the answers?  In small groups discuss why and how the different festivals are celebrated. Which religion? Make statements, children give and discuss answers.  Model and complete comparison tables |  | | Can children answer questions about festivals?  Can children recognise similarities and differences between religious celebrations? | | Mixed ability groups |  |
| By the end of this unit all children will be able to:   * Name some festivals and celebrations * Know that different religions celebrate different things * Give examples of how festivals are celebrated | | Most children will be able to:   * Know that Christians celebrate Christmas * Know that Jews celebrate Pesach * Know that Muslims celebrate Eid * Explain how Christmas is celebrated * Explain how Pesach is celebrated * Explain how Eid is celebrated * Give examples of similarities and differences between festivals | | Some children will be able to:   * Give reasons for traditions * Explain reasons for similarities and differences | | |