

# Year 1 Autumn – Paws, Claws and Whiskers

## Maths

Maths No Problem <https://mathsnoproblem.com/>

## English

Phonics: Read Write Inc

Spelling: Key words/ Green/Red words (RWI)

Reading: Book Talk/Hooked on Books/Book Bag Books

Writing: The Write Stuff – Writing Rainbow



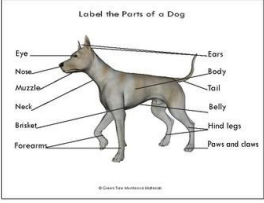



		<b>YEAR 1 (Unit)</b>
<b>Music</b>	Active Music Digital	To use voices expressively and creatively by singing songs, chants and rhymes. To begin to understand pulse and rhythm.
<b>PE</b>	Premier Sports	
<b>Computing</b>	Purple Mash <a href="https://www.purplemash.com/login/">https://www.purplemash.com/login/</a>	Using technology safely. Log on and create. Begin to understand algorithms.
<b>PSHE/SMSC</b>	Jigsaw	

Science	Geography	Art	Music	Computing	RE
Human and animal bodies.  Seasons.	Continents and oceans. UK and countries in the UK. Local environment: fieldwork and observational skills to study the geography of their school and its grounds.	Self Portraits - using observational skills and learning about Van Gogh.  Henri Rousseau creating collage.	Pitch matching and aural response	To use the internet safely.  To use and write algorithms.	Why are some places special?  To understand Christian and Hindu celebrations.  Special stories  Belonging

<b>Sparkling Starts/ Energisers/ Fabulous Finishers</b>	<ol style="list-style-type: none"> <li>1. A visit from Nurse or Doctor</li> <li>2. A visit from the local Vets.</li> <li>3. Create an art gallery in the school hall and display self-portraits.</li> <li>4. Dinosaur visit.</li> </ol>
<b>Key Artists/ Art works</b>	<div style="display: flex; justify-content: space-around;">   </div> <p><b>Vincent van Gogh</b> – Self portrait and Sunflowers <b>Dutch post-impressionist painter</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Henri Rousseau</b> - Tiger in a tropical storm <b>French post-impressionist painter</b></p>
<b>Key Composers/ Compositions:</b>	<p><b>Vocabulary through Music:</b></p> <p style="text-align: right;"><b>Mozart - a very gifted composer and musician</b> Composed his first piece of music when he was 5years old</p> <div style="display: flex; justify-content: space-between; align-items: center;">   </div>

# Science

	Finger Tip Knowledge	Vocabulary	Skills
Humans and animals	 <p><b>Seasons x 4 (SSAW)</b> Spring, Summer, Autumn, Winter. <a href="http://www.planet-science.com/categories/under-11s/our-world/2010/09/four-seasons.aspx">http://www.planet-science.com/categories/under-11s/our-world/2010/09/four-seasons.aspx</a></p> <p>Label the Body Parts Cut out each body part and stick to the correct body part.</p>  <p><b>The human body parts</b></p>  <p><b>Animal body parts</b></p>	<p><b>Vocabulary:</b>  <b>Seasons</b> - (4) autumn, winter, spring, summer  <b>Hibernation</b> - is a way that some animals deal with the harshness of winter. They curl up in a safe place and stay there until winter ends.  <b>Senses</b> - sight, hearing, smell, taste, touch.  <b>Body parts</b> – Head (inc eyes, ears, mouth, nose), arms, hands, fingers, stomach, leg, feet, toes  <b>Diet</b> - means the usual <b>food</b> and drink consumed by a person or <b>animal</b>.  <b>Carnivore</b> - A <b>carnivore</b> is an animal that gets food from killing and eating other animals.  <b>Herbivore</b> - animals that only eat plants.  <b>Omnivore</b> – animals that eat either other animals or plants.  <b>Mammals</b> - A <b>mammal</b> is an animal that breathes air, has a backbone, and grows hair at some point during its life. In addition, all female <b>mammals</b> have glands that can produce milk.  <b>Reptiles</b> - are cold-blooded vertebrates (have backbones). They have dry skin covered with scales.  <b>Amphibians</b> - are cold-blooded vertebrates (have backbones). They DO NOT have scales. They live their lives (part in water and part on land).</p>	<ol style="list-style-type: none"> <li>1. To identify and describe all 4 seasons.</li> <li>2. To identify and label the senses.</li> <li>3. To identify and label the human body.</li> <li>4. To identify common animals and label their body parts.</li> <li>5. To group animals based on diet.</li> <li>6. To describe the main features of mammals, amphibians and reptiles.</li> </ol>

	<p><b>Why do we have four seasons?</b></p> <p>The <b>four seasons</b> happen because of the tilt of the Earth's axis. At different times of the year, the sun's rays hit different parts of the globe more directly. The angle of the Earth's axis tilts the Northern Hemisphere towards the sun during the summer. Without the tilt of the earth's axis, we wouldn't have <b>seasons</b>.</p>
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 <p>Books to be Read</p>					
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	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 – Identify	<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Use observations and ideas to suggest answers to questions</li> </ul>	<p><b>Activity:</b> Go on an Autumn Walk and observe seasonal changes.</p> <ul style="list-style-type: none"> <li>Use Senses</li> <li>Notice similarities</li> <li>Notice differences</li> </ul> <p><b>Focus of walk:</b> To identify and describe the season.</p> <p><b>Big Thought Question (oracy):</b> What would happen if all of the trees in the world disappeared?</p>	<p>There are 4 seasons – Spring, Summer, Autumn, and Winter. The length of the day changes in each season. In each season, different types of weather are more typical. Trees change and animals show different habits in different seasons.</p>
Week 2 - Label	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body</li> </ul>	<p><b>Activity:</b> Draw around your Learning partner on big paper. Label parts of the body using key vocabulary. Extend to completing the missing body parts template.</p> <p><b>Big Thought Question (oracy):</b> Is a human body similar to a gorilla's body? Discuss</p>	<p>To name body parts and identify where these are on the human body. To make comparisons between the human body and other mammals.</p>
Week 3 – Label	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p><b>Activity:</b> Go on a senses hunt around school. Use senses to describe what can be seen, heard, smelt and touched (not taste). Extension: children to name all 5 senses and label these on the human body.</p> <p><b>Big Thought Question (oracy):</b> If someone did not have all 5 senses, what would happen to the other senses? Why?</p>	<p>To name all 5 senses, describe the purpose of each sense and identify where each sense is on the human body.</p>
Week 4 – Label	<ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul>	<p><b>Activity:</b> Children observe pet in school (Risk Assessment used). Identify the structure of the animal and label the common parts of the animal's body.</p> <p><b>Big Thought Question (oracy):</b> Where are the animal's senses? How do they touch?</p>	<p>To describe the structure of a common animal and label the body parts</p>

Week 5 – Group	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	<p><b>Activity:</b> Teacher dresses up as a dinosaur – has a selection of foods they like or dislike. Children describe the foods the dinosaur liked/disliked. Discuss as a class: Herbivore, carnivore, omnivore. Children watch the film about animals and the foods they eat. Extension: group the animals based on their diets.</p> <p><b>Big Thought Question (oracy):</b> What are humans called that choose not to eat meat?</p>	<p>To group animals based on their diet, using their knowledge of carnivores, herbivores and omnivores.</p>
Week 6 - Group	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul>	<p><b>Activity:</b> Children will watch a clip about amphibians and reptiles. Children to identify and describe the features of these animals. Extension: children group animals based on whether they are an amphibian or reptile and say how they know.</p> <p><b>Big Thought Question (oracy):</b> Why are these animals cold blooded? What would happen to these animals if there was not enough sunlight? Why?</p>	<p>To know <b>Amphibians</b> have smooth, sticky, moist and highly porous skin, whereas <b>reptiles</b> have dry, hard and scaly skin, which guard <b>them</b> in harsh conditions. <b>Amphibians</b> lay their eggs in water which are covered with gel, while <b>reptiles</b> lay their eggs on land, and have a hard protective shell.</p>

<p><b>Week 7 - Identify</b></p>	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> </ul>	<p><b>Activity:</b> Children identify the animals set out on table and put all mammals in a group. Children describe how they know these are mammals.</p> <p><b>Big Thought Questions (oracy):</b>          What is the largest mammal?          What is the smallest mammal?</p>	<p>To know a mammal is an animal that breathes air, has a backbone, and grows <b>hair</b> at some point during its life. To know <b>humans</b> are classified as <b>mammals</b> because <b>humans</b> have the same distinctive features.</p>
<p><b>Week 8 - Identify</b></p>	<ul style="list-style-type: none"> <li>Everyday materials: distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul>	<p><b>Activity:</b> Children are introduced to objects made from different materials. As a class identify these materials.          Children go on a materials hunt around the classroom and label objects with the correct names of materials.</p> <p><b>Big Thought Questions (oracy):</b>          What is the strongest material?  <b>Graphene:</b> thick sheets of carbon &amp; are 200 times stronger than <b>steel!</b></p>	<p>To identify and name materials.</p>
<p><b>Week 9 - Sort</b></p>	<ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials.</li> </ul>	<p><b>Activity:</b> Children have a range of objects and identify whether they are hard or soft. Children sort many objects and group them based on hard or soft. Extend with other vocabulary: bumpy, smooth, shiny, flexible.</p> <p><b>Big Thought Question (oracy):</b>          How could a hard ice cube change from a solid to a liquid?</p>	<p>To use senses to describe physical properties of objects.</p>
<p><b>Week 10 - Identify</b></p>	<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Use observations and ideas to suggest answers to questions</li> </ul>	<p><b>Activity:</b> Go on a Winter Walk and observe seasonal changes.</p> <ul style="list-style-type: none"> <li>✓ Use Senses</li> <li>✓ Notice similarities</li> <li>✓ Notice differences</li> </ul> <p><b>Focus of walk:</b>          To identify and describe the season.</p> <p><b>Big Thought Question (oracy):</b>          Why does it not always snow in winter? Why are there 4 seasons?</p>	<p>To know there are 4 seasons – Spring, Summer, Autumn, and Winter. To know there are less daylight hours in winter. In each season, different types of weather are more typical          Trees change and animals show different habits in different seasons.</p>
<p><b>Week 10 - Assessment</b></p>	<p>Assessment week</p>	<p>Assessment week. Children will be assessed on their knowledge of humans and animals and materials.</p>	<p>Assessment week. Children will be assessed on their knowledge of humans and animals and materials.</p>


# Geography

<b>Geography</b>	<p><b>Finger Tip Knowledge</b></p> <p><b>Continents – North America, South America, (know north and south) Africa, Antarctica, Asia, Australia, Europe (6 x A and 1 x E – us)</b></p>  <p><b>Compass Points</b></p>  <p><b>Naughty Elephants Squirt Water</b></p> <p><b>UK – England, Scotland, Wales, Northern Ireland</b></p> 	<p><b>Vocabulary</b></p> <p><b>Earth</b> – The planet on which we live – globe, sphere</p> <p><b>Continent</b> – a large continuous mass of land</p> <p><b>Ocean</b> - a very large expanse of sea</p> <p><b>Country</b> – a large area of land where people live under the same government or have the same culture; nation.</p> <p><b>Cardinal points</b> – North, East, South, West</p> <p><b>Physical Geography</b> - Earth's natural features, such as mountains, rivers, deserts, oceans and weather.</p> <p><b>Human Geography</b> – Manmade and human environment: Church, office, house, town, factory, city, town.</p>	<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. To identify all continents and countries in the UK.</li> <li>2. To label the continents and parts of the UK.</li> <li>3. To identify human and physical structures.</li> <li>4. To use equipment to identify North, East, South and West.</li> </ol>

	<b>National Curriculum PoS</b>	<b>Learning</b>	<b>Lesson Knowledge</b>
<b>Week 1 – Identify</b>	<ul style="list-style-type: none"> <li>Locational knowledge: name and locate the world's seven continents and five oceans.</li> </ul>	<p><b>Activity:</b> Children to understand what a continent is. Children watch the PowerPoint and use their globes to identify the 7 continents. Children learn the continents songs:</p> <p><a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE&amp;vl=en">https://www.youtube.com/watch?v=K6DSMZ8b3LE&amp;vl=en</a></p> <p><a href="https://www.youtube.com/watch?v=nmvw3sTGajs">https://www.youtube.com/watch?v=nmvw3sTGajs</a></p> <p><b>Big Thought Question (oracy):</b> Which continent is the most populous? (Explain meaning).</p>	<p>To know what a continent is and to begin to identify these on a globe.</p> <p>To recognise these as a mass of land on planet Earth.</p>
<b>Week 2 - Label</b>	<ul style="list-style-type: none"> <li>Locational knowledge: name and locate the world's seven continents and five oceans.</li> </ul>	<p><b>Activity:</b> Children recap and build on their learning of continents. Children label each of the 7 continents. Children use the continents songs to reinforce their learning.</p> <p><a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE&amp;vl=en">https://www.youtube.com/watch?v=K6DSMZ8b3LE&amp;vl=en</a></p> <p><a href="https://www.youtube.com/watch?v=nmvw3sTGajs">https://www.youtube.com/watch?v=nmvw3sTGajs</a></p> <p><b>Big Thought Question (oracy):</b> How much of planet Earth is made up of water?</p>	<p>To identify and label all 7 continents.</p>

<p style="text-align: center;"><b>Week 3 – Identify</b></p>	<ul style="list-style-type: none"> <li>Locational knowledge: name and locate the world's seven continents and five oceans.</li> </ul>	<p><b>Activity:</b> Children to learn what an ocean is. Children to tell the Teacher what they already know. Children watch the film on oceans and name all 5 using their globes. Children will use the song to help them retain the names of the oceans.</p> <p><a href="https://www.youtube.com/watch?v=X6BE4VcYngQ">https://www.youtube.com/watch?v=X6BE4VcYngQ</a></p> <p><b>Big Thought Question (oracy):</b> Are all oceans salt watered?</p>	<p>To know what an ocean is. To name the 5 oceans.</p>
<p style="text-align: center;"><b>Week 4 –Label</b></p>	<ul style="list-style-type: none"> <li>Locational knowledge: name and locate the world's seven continents and five oceans.</li> </ul>	<p><b>Activity:</b> Children recap and build on their knowledge of oceans. Children identify where the oceans are on the map and label these correctly. (Complete the 5 oceans labelling sheet).</p> <p><b>Big Thought Question (oracy):</b> Are the same sea mammals found in all oceans? Can mountains be found in the sea?</p>	<p>To identify all 5 oceans on a globe and label correctly.</p>
<p style="text-align: center;"><b>Week 5 – Label</b></p>	<ul style="list-style-type: none"> <li>Locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<p><b>Activity:</b> Children share what they already know about the UK. Children identify and locate the UK on a world map. Next identify and label all four countries on a map of the UK.</p> <p><b>Big Thought Question (oracy):</b></p>	<p>To identify the UK on a World map and label all 4 countries.</p>
<p style="text-align: center;"><b>Week 6 - Group</b></p>	<ul style="list-style-type: none"> <li>Human and physical geography: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea and weather etc, and key human features, including: city, town, village, factory, farm, house and office etc.</li> </ul>	<p><b>Activity:</b> Children learn the vocabulary of human and physical features. Children sort these into groups and identify the differences between the groups.</p> <p><b>Big Thought Question (oracy):</b> Would a port be human or physical? Why?</p>	<p>To identify human and physical features and group these using their knowledge of both.</p>
<p style="text-align: center;"><b>Week 7 - Identify</b></p>	<ul style="list-style-type: none"> <li>Human and physical geography: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea and weather etc, and key human features, including: city, town, village, factory, farm, house and office etc.</li> </ul>	<p><b>Activity:</b> Local walk. Children to go on a walk around the local area (Stony Stratford). Children to build on their knowledge of human and physical and identify areas of the local town using this key vocabulary.</p> <p><b>Big Thought Question (oracy):</b> Is a harbour human or physical? This is a place on a coastline where ships and boats can be kept safely – This is human.</p>	<p>To identify human and physical features and group these using their knowledge of both.</p>

<b>Week- 8 Label</b>	<ul style="list-style-type: none"> <li>Geographical skills and fieldwork: 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.</li> </ul>	<p><b>Activity:</b> Children watch the clip on what a compass is and how to use one. They visit different areas on the school site and use a compass to direct their partner using cardinal directions.</p> <p>Children remember the directions using: <b>Naughty Elephants Squirt Water (North, East, South, West).</b></p> <p><a href="https://www.youtube.com/watch?v=RvWGa9UJplw">https://www.youtube.com/watch?v=RvWGa9UJplw</a></p> <p><a href="https://www.youtube.com/watch?v=f2l81_BFb-s">https://www.youtube.com/watch?v=f2l81_BFb-s</a></p> <p><b>Big Thought Question (oracy):</b> Why would a compass be useful on a desert island?</p>	To use simple directions and equipment to locate North, East, South and West.
<b>Week 9 – Label</b>	<ul style="list-style-type: none"> <li>Geographical fieldwork: 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.</li> </ul>	<p><b>Activity:</b> Children recap their learning of cardinal directions and use this to create their own compass, labelling the points: North, East, South and West.</p> <p><a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE&amp;vI=en">https://www.youtube.com/watch?v=K6DSMZ8b3LE&amp;vI=en</a></p> <p><a href="https://www.youtube.com/watch?v=nmvw3sTGajs">https://www.youtube.com/watch?v=nmvw3sTGajs</a></p> <p><b>Big Thought Question (oracy):</b> Why would a compass be essential if you were at sea?</p>	To use simple directions and equipment to locate North, East, South and West.




**How much of planet Earth is made up of water?**  
Earth is special because it has so much water. Water covers 71% of the Earth's surface.  
<https://spaceplace.nasa.gov/water/en/>

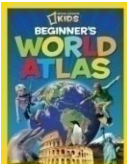
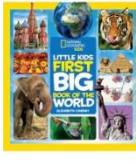
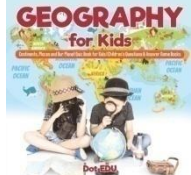
**How does a compass work?**  
A **compass works** because Earth is a huge magnet. A magnet is what makes a compass point north - the small magnetic pin in a compass is suspended so that it can spin freely.

**Is a harbour human or physical?**  
It is not natural or physical! It is human and is a place on a coastline where ships and boats can be kept safely.



**Which continent has the most people on it? What impact does that have on the environment?**  
Asia is the most populated continent. With so many people on the continent, this means there's lots of water pollution, air pollution, global warming and climate change.

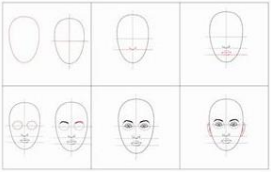


**Books to be Read**








# Art/DT

	Key works of art to recognise/ Artists to know:	Vocabulary	Skills - Art
Art	 <p><b>Van Gogh's</b> - Self portrait 1889 Oil on canvas.</p>  <p><b>Henri Rousseau</b> – Tiger in a Tropical Storm 1891 – Oil on canvas.</p>	<p><b>Self portrait</b> – A portrait an artist produces of themselves  <b>Sketch</b> – a rough design  <b>Observations</b> – Using your sense of sight to notice things.  <b>Sketch book</b> – Art book for drawings/designs.  <b>Canvas</b> – A material often stretched out to draw or paint on.  <b>Post impressionist</b> - French art movement that developed roughly between 1886 and 1905,  <b>Collage</b> - the use of pieces of paper or other materials arranged and stuck down onto a surface.</p>	<ol style="list-style-type: none"> <li>To recall facts about famous influential artists.</li> <li>To use pencils to create lines of different thickness in drawings.</li> <li>To use observational skills to create self portraits using a variety of media.</li> <li>To recreate famous artworks using the technique of collage.</li> </ol>




	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 – Learn facts	<ul style="list-style-type: none"> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>Activity:</b> Children have a selection of art (some self portraits and some landscape art). Children are asked to sort the art without direction. Children explain how and why they have sorted the art in this way and discuss what they notice about the portraits. Children then learn about Vincent van Gogh – finding out facts and information about this key artist.</p>	<p>To know a self portrait is what the artist produces of themselves.</p> <p>To know that <b>Vincent van Gogh</b> was a major Post-Impressionist Dutch painter and his paintings were famous for their 'rough beauty' and bold colours. To know that Vincent van Gogh is now considered one of the greatest artists of his time.</p>
Week 2 – To create a self portrait	<ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<p><b>Activity:</b> Children recap and build on their knowledge of Vincent Van Gogh and self portraits. Children sketch their own self portrait using their observational skills (mirrors). They sketch the outline and divide the face to ensure all features are plotted and sketched correctly.</p>  <p>BBC clip showing the steps of a self portrait:  <a href="https://www.bbc.co.uk/teach/class-clips-video/how-to-draw-a-portrait/zk28gp3">https://www.bbc.co.uk/teach/class-clips-video/how-to-draw-a-portrait/zk28gp3</a></p>	<p>To know how to create a self portrait by using the technique of sketching and dividing their paper to plot all features.</p> <p>To know faces aren't symmetrical but they look this way when creating self portraits.</p>




<p><b>Week 3 – Add detail using oil pastels</b></p>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>Activity:</b> Children learn 6 different techniques using pastels:</p> <ol style="list-style-type: none"> <li>1. Blending</li> <li>2. Layering</li> <li>3. Short strokes</li> <li>4. Long strokes</li> <li>5. Pointillism</li> <li>6. Drawing</li> </ol>  <p>Children will build on and use these techniques in Week 4.</p>	<p>To apply a range of techniques to art, including blending, layering, strokes, pointillism and drawing.</p>
<p><b>Week 4 – Learn facts</b></p>	<ul style="list-style-type: none"> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>Activity:</b> Children listen to sounds from a jungle, including a tiger with rain coming down in the distance. They discuss what the setting might be and talk about what they can hear and how the sounds make them feel. Children discover the art – 'Tiger in the Storm' by Henri Rousseau. Children to talk about what they notice about the painting. Children to learn facts about Henri Rousseau.</p>	<p>To know Henri Rousseau was a famous <b>French</b> painter and he taught himself how to paint. To know his art was called post impressionism - This was an abstract style of art, which means that he didn't try to paint things exactly as they look in real life.</p> <p>Hi most famous painting is called '<b>Tiger in a Tropical Storm</b>'.</p>
<p><b>Week 5 – Create texture</b></p>	<ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>	<p><b>Activity:</b> Children create the background to the tiger in the storm.</p> <p><a href="https://www.youtube.com/watch?v=nV6UrvQ20mM">https://www.youtube.com/watch?v=nV6UrvQ20mM</a></p> 	<p>To know how to create a background using texture.</p>
<p><b>Week 6 - Draw</b></p>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Activity:</b> Children draw the outline of a tiger and add detail and features using pastels/paints</p>	<p>To know how to use line, shape, colour and form to create a 3D effect.</p>
<p><b>Week 7 - Evaluate</b></p>	<ul style="list-style-type: none"> <li>To evaluate and analyse creative works using the language of art, craft and design</li> </ul>	<p><b>Activity:</b> Children evaluate their art and discuss 'Tickled Pink' (what they have achieved as an artist) and Green for Growth (what they could improve).</p>	<p>To know how to self and peer asses. To be able to say what has been achieved and what areas could be improved upon.</p>
	<p><b>Who was an influential post-impressionist artist? What did they paint? Who else lived during this period? What does impressionism mean?</b></p>		



# RE



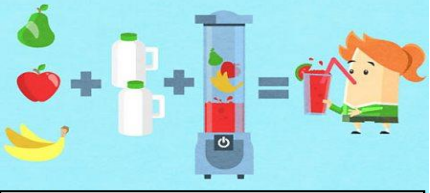
	Finger Tip Knowledge	Vocabulary	Skills
Religious Education	 <p><b>Bible – 2 parts: New and Old Testament.</b></p>  <p><b>Church - a building for Christian worship.</b></p>  <p><b>Diwali – a Hindu festival.</b></p>	<p><b>Christianity</b> - a religion where people believe that Jesus Christ is the Son of God, and who follow his teachings.</p> <p><b>Bible</b> – Special Christian book with 2 parts: The Old and New Testament.</p> <p><b>Church</b> – A building for Christian worship.</p> <p><b>Commandments</b> – Christian rules</p> <p><b>Diwali</b> – Hindu festival (means 'row of lighted lamps').</p> <p><b>Rangoli</b> – Indian patterns are created on the floor or the ground.</p>	<ol style="list-style-type: none"> <li>To recall facts about the Hindu and Christian faith</li> <li>To recognise religious symbols</li> <li>To retell religious stories.</li> <li>To recall and describe religious festivals.</li> </ol>

	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 – To understand the meaning of special	<ul style="list-style-type: none"> <li>Beliefs and teachings from various religions.</li> <li>Spiritual, moral, social and cultural development.</li> </ul>	<p><b>Activity:</b> Teacher brings in something to share that is very special to them. Discuss precious and the meaning behind special. Children think of something that is special to them too and explain to the class why it is important to them. Next, children draw and label the object that is 'special' and write a sentence explaining why.</p>	To be able to explain what is special and make links to their own cultural development.
Week 2 – To begin to understand the Christian faith.	<ul style="list-style-type: none"> <li>Children begin to recall and name different beliefs and main festivals associated with religions.</li> </ul>	<p><b>Activity:</b> Children learn about the Christian Faith. Children retain and share facts about the religion.</p>	To describe the main beliefs of a religion.
Week 3 – To understand the bible	<ul style="list-style-type: none"> <li>To recognise, name and describe religious artefacts, places and practices.</li> </ul>	<p><b>Activity:</b> Children watch the short clip about a Christian family. They will learn the importance of the Bible and baptism for Christians.  <a href="https://www.bbc.co.uk/bitesize/clip/z6wmpv4">https://www.bbc.co.uk/bitesize/clip/z6wmpv4</a></p> <p>Children listen to facts about the Bible and sort the statements into True or False groups.</p>	To know the Bible is the most important book to Christians. To understand the Bible is made up of 2 main parts (The Old and New Testaments).
Week 4 - To understand the bible	<ul style="list-style-type: none"> <li>To recognise, name and describe religious artefacts, places and practices.</li> </ul>	<p><b>Activity:</b> Children learn about commandments in the Bible and what they mean. Children discuss these and write two commandments that they think should be followed.</p>	To know commandments are a set of rules that Christians aim to follow every day.

<p><b>Week 5 – To recognise features of a church</b></p>	<ul style="list-style-type: none"> <li>To recognise, name and describe religious places.</li> </ul>	<p><b>Activity:</b> Children visit the local church and are taught the main features of a Christian church. Children complete the activity back at school and label the main features.</p>	<p>To identify the main features of a church and to understand the function of each.</p>
<p><b>Week 6 - To understand Diwali</b></p>	<ul style="list-style-type: none"> <li>Children begin to recall and name different beliefs and main festivals associated with religions.</li> </ul>	<p><b>Activity:</b> Children learn about the Hindu celebration of Diwali. Children watch the clip below and share facts.</p> <p><a href="https://www.youtube.com/watch?time_continue=7&amp;v=Niy1XYspVfg&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=7&amp;v=Niy1XYspVfg&amp;feature=emb_title</a></p>	<p>To recall facts about Diwali and understand it is a 'festival of light' which celebrates the New Year.</p>
<p><b>Week 7 - To identify Diwali symbols</b></p>	<ul style="list-style-type: none"> <li>To recognise religious symbols and their meaning.</li> </ul>	<p><b>Activity:</b> Children learn to recognise Diwali symbols and their meanings. (Including Oil Lamps and Rangoli patterns).</p> <p>Children draw and label the symbols.</p> 	<p>To recognise religious symbols and link these to the correct religion.</p>
<p><b>Week 8 - To retell a religious story</b></p>	<ul style="list-style-type: none"> <li>To retell religious stories and suggest meanings in the story.</li> </ul>	<p><b>Activity:</b> Children learn the Hindu story of Rama and Sita and sequence events using story cards.</p>	<p>To retell a religious story including main events in chronological order.</p>
<p><b>Week 9 – To retell a religious story</b></p>	<ul style="list-style-type: none"> <li>To retell religious stories and suggest meanings in the story.</li> </ul>	<p><b>Activity:</b> Children learn the Christian (Christmas Story). Children retell the story in groups and sequence the story using story cards.</p>	<p>To retell a religious story including main events in chronological order.</p>

	<p><b>How did Christianity begin?</b>  <b>When is Diwali and why does it change yearly?</b>  <b>Where is the oldest Christian church in the UK?</b>  <b>Do all Christians believe in Christmas?</b></p>
 <p>Books to be Read</p>	

# Computing

Computing	<b>Finger Tip Knowledge</b>	<b>Vocabulary</b>	<b>Skills</b>
	 <p><b>Be safe online:</b></p> <ul style="list-style-type: none"> <li>- Only go online when a grown up is with you.</li> <li>- Be kind</li> <li>- Keep information about me safe</li> <li>- Tell a grown up if something online makes me unhappy.</li> </ul>  <p><b>Logging on and off safely.</b></p>  <p><b>Algorithm = set of instructions</b></p>	<p><b>Online safety</b> – Being safe and only going online when a grown up is present. Not sharing personal information and thinking before we click.</p> <p><b>Logging on</b> – switching the computer on.</p> <p><b>Logging off</b> – Switching the computer off.</p> <p><b>Retrieve</b> - getting something back, or accessing stored work in a computer.</p> <p><b>Algorithm</b> – a set of instructions.</p> <p><b>Technology</b> - <b>Technology is the</b> use of knowledge to invent new devices or tools.</p>	<ol style="list-style-type: none"> <li>1. To know how to say safe online.</li> <li>2. To know what to do if something online is inappropriate.</li> <li>3. To be able to log on and off using a laptop.</li> <li>4. To save and retrieve work.</li> <li>5. To follow an algorithm.</li> <li>6. To write an algorithm.</li> </ol>

	<b>National Curriculum PoS</b>	<b>Learning</b>	<b>Lesson Knowledge</b>
<b>Week 1 – Know how to stay safe online</b>	<ul style="list-style-type: none"> <li>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p><b>Activity:</b> Children discuss as a class what online means. Children give examples of when they have been online and how they keep safe.</p> <p>Children watch 'Buddy the dog's internet safety PowerPoint'. Class draw up internet safety rules and children use these to create their own 'Safety internet poster'.</p>	To know how to use the internet safely and to know what to do if they have concerns.
<b>Week 2 – To know how to log on to a laptop</b>	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children recap what the internet is, who can access it and why we should keep our information safe. Children watch 'Hectors World': 3 reasons why we shouldn't share information online.</p> <p><b>Children learn how to log on to a laptop.</b></p>	To know how to log on to a laptop.

<p><b>Week 3 – To know how to log on to a programme</b></p>	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and build on their learning of accessing Purple Mash. Children log on and learn to search the programme safely. Children log on and search for 'animals'.</p>	<p>To know how to log in to a programme safely.</p>
<p><b>Week 4 – To know how to log on to a programme</b></p>	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and build on their learning of accessing Purple Mash. They will learn to log on and save their work.</p> <p>Children log on and search for 'birds'. Children label and colour the bird using the '2 Paint' programme. Children learn to <b>save their work</b>.</p>	<p>To know how to log in to a programme safely.</p>
<p><b>Week 5 – To retrieve work</b></p>	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and build on their learning of accessing Purple Mash. They will learn to log on and <b>retrieve</b> their work.</p>	<p>To know how to log on and retrieve work.</p>
<p><b>Week 6 - To understand algorithms</b></p>	<ul style="list-style-type: none"> <li>To understand what algorithms are and how they are implemented as programs on digital devices.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and learn what an algorithm is. Children use an algorithm to instruct a robot on how to brush his teeth.</p> <p>Children use their understanding on algorithms to create their own Lego building and share their algorithm with a partner. Was it successful? Was the algorithm clear?</p>	<p>To know an algorithm is a set of instructions.</p>
<p><b>Week 7 - To use algorithms</b></p>	<ul style="list-style-type: none"> <li>To understand what algorithms are and how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and learn how to create an algorithm using the 'Mr Potato Head' programme. Children have one minute to create their own animals from Lego. They reflect on what they made and how they are similar or different. Children understand to make something exactly the same; we must all use the same algorithm. Children create their own algorithm for Mr Potato Head.</p>	<p>To say why it is important to be precise when writing an algorithm.</p>
<p><b>Week 8 - To recognise technology around us.</b></p>	<ul style="list-style-type: none"> <li>To recognise common uses of information technology beyond school.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and learn about other examples of technology in the world; including cameras, phones, traffic lights etc.</p> <p>Children work with a partner to draw and label as many examples of technology as they can recall.</p>	<p>To know technology is all around us and give examples.</p>