

Year 2 Autumn – Dinosaurs

Maths

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

English

Phonics: Letters and Sounds

Spelling: Key words/ Common Exception Words/Spellings linked to phonics







Reading: Book Talk/Hooked on Books

Writing: The Write Stuff – Writing Rainbow



Music	Active Music Digital
PE	Premier Sports
Computing	Purple Mash https://www.purplemash.com/login/
PSHE/SMSC	Jigsaw

Science	History	Geography	Art	DT	Music	IT	RE
Humans and other animals	The lives of significant individuals in the past	Location	Draw/sketch	Model making	See Active Music Digital	Understand how to use IT safely	Why are some places special?
Humans and our bodies	Mary Anning Guy Fawkes	Human & physical features	Create a portrait	Sewing		Save and retrieve work	Special stories
		Skills & field					Belonging

Sparkling Starts/ Energisers/ Fabulous Finishers	<ol style="list-style-type: none"> 1. Dinosaur visit to school 2. Fossil hunt/digging 3. Visit from Mary Anning 4. Creating fossils
Key Artists/ Art works	<p>Leonardo da Vinci – The Mona Lisa</p>   <p>Johannes Vermeer – The Girl with the Pearl Earring</p>  
Key Composers/ Compositions:	<p>Renaissance Music Ave Maria Greensleeves</p>  <p><i>Thomas Tallis</i> THOMAS TALLIS</p> <p>Thomas Tallis – composer (c. 1505 – 23 November 1585) was an English composer who occupies a primary place in anthologies of English choral music. He is considered one of England's greatest composers, and he is honoured for his original voice in English musicianship.</p>  <p>William Byrd - composer William Byrd was one of several prolific composers from the 16th century. He was born in England, and began what was to be an outstanding career in music, from a very early age. Byrd primarily enjoyed composing psalms, sonnets and songs, prodding religious themes and diaspora of the time in to these compositions.</p>

Science

	Finger Tip Knowledge	Vocabulary	Skills
Animals including Humans	<p>All young animals change at different stages as they grow into adults.</p> <p>Some animals give birth to live young. Their offspring normally look like them when they are born, such as mammals. Other animals have offspring which do not look like them, e.g. fish and amphibians.</p> <p>Some animals lay eggs which hatch into live young. This young then develops into an adult.</p> <p>When these eggs hatch, some animals look like their adult, for example birds and reptiles.</p> <p>To stay alive, animals have 3 basic needs (water, food, air). To stay happy and healthy, humans need more, for example exercise and shelter.</p> <p>All animals have adapted to diets that make their bodies work at their best. Humans need a varied and balanced diet made up of vegetables, fruits, carbohydrates, protein and dairy.</p> <p>We must drink to stay hydrated. 6-8 glasses of water a day.</p> <p>High sugar and high fat foods we must eat in moderation.</p> <p>Exercise changes our bodies, for example changes our temperature, breath and heart rate.</p>	<p>Adult A fully grown up animal or plant.</p> <p>Develop The changes living things go through to become an adult.</p> <p>Offspring The child of an animal.</p> <p>Reproduce When living things make a new living thing of the same kind.</p> <p>Young Offspring that has not reached adulthood</p> <p>Live young Offspring that has not hatched from an egg.</p> <p>Dehydrate To lose water (dry out).</p> <p>Diet The food and water that an animal needs.</p> <p>Disease Illness or sickness.</p> <p>Energy The power needed to carry out a task.</p> <p>Exercise A physical activity to keep your body fit.</p> <p>Germ Small living things that cause disease and illness.</p> <p>Virus Small living things that lives inside other living things, such as animals or plants. Sometimes, it can make us feel unwell and stop our body from working properly.</p> <p>Bacteria Small living things that are all around us. Our bodies need good bacteria and they work as a team. Sometimes, bad bacteria cause disease and illness by stopping our body from working properly.</p> <p>heart rate The number of times a heart beats in one minute.</p> <p>Hygiene How clean something is (to stay healthy and stop disease and illness spreading).</p> <p>Nutrition Food needed to live.</p> <p>Pulse The beating of the heart that can be felt in your neck and wrist.</p>	<p>Observe and then, gather and record data on how human bodies are different and how humans change over time.</p> <p>Observe how humans change over time.</p> <p>Describe the importance for humans to exercise, eat the right amounts and different types of foods.</p> <p>Classify different foods into food groups.</p> <p>Predict the effect of different kinds of exercise on the body.</p> <p>Observe and record the effects of exercise of the body on a simple table or chart.</p> <p>Notice that animals, including humans, have offspring, which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Communicate how humans may have other needs beyond basic survival to stay happy and healthy.</p> <p>Communicate the importance of hygiene, for preventing disease and illness spreading.</p>



What are senses and why do we need them?
 What do humans and other animals need to survive?
 What do humans need to do to stay happy and healthy?
 How does exercise affect my body?
 What is a habitat?
 What is the difference between fish, mammals, amphibians and birds?
 What does being alive mean?
 How do I know if something is alive, dead or has never been alive?
 Do all animals have the same needs?
 How can I identify different native trees and plants?



Books to be Read

The Fossil Girl - Catherine Brighton
 Stone Girl Bone Girl - Laurence Anholt
 Germs are not for sharing - Elizabeth Verdick
 All are welcome - Alexandra Penfold



What do animals do all day? - Wendy Hunt

	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 observe	Notice that animals, including humans, have offspring which grow into adults	<p>Key Question: Do baby animals always look like their parents?</p> <p>Have a visitor experience- Pregnant adult or adult with baby. Construct questions as a class and ask about different stages of our lifecycle and experience of looking after a baby.</p> <p>Discuss and write about how we change as we go through our life cycle using life cycle.</p> <p>Humans are mammals that give birth to live young too. Our babies look like us but change as they get older.</p> <p>BBC Clip: https://www.bbc.co.uk/bitesize/clips/z8x76sg</p> <p>Match the animals to the offspring. What do you notice?</p>	<p>Our bodies can be different. We can be different heights, weights, have different colour eyes, hair or skin. However, we all have the same, recognisable features of key body parts.</p> <p>Our bodies change as we get older.</p> <p>All young animals change at different stages as they grow into adults.</p> <p>Some Animals give birth to live young. Their offspring normally look like them when they are born, such as mammals.</p>
Week 2 Communicate	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<p>Imagine you are going on a trip to outer space. You need to pack your suitcase- What would you need on your trip?</p> <p>BBC Clip: www.bbc.co.uk/bitesize/topics/z6882hv/articles/zx38wmn</p> <p>All animals need 3 basic needs to survive but as humans, we also need more to be happy and healthy. We need to food to survive but what if all we ate was chocolate cake?</p> <p>BBC clip: https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxvkd2p</p> <p>True or false statement activity. Can you sort these statements into two piles of true and false. Discuss findings as a class.</p> <p>Different animals and humans have the same basic needs but some maybe different as different animals have adapted and evolved to live in different habitats.</p>	<p>Basic needs, water, food, air</p> <p>Understand what they need to survive and what else they might need to be comfortable and happy</p> <p>Understand that what animals need for survival might be similar or different to humans, depending on the animal.</p>
Week 3 Test	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<p>https://www.bbc.co.uk/bitesize/clips/zswm39g</p> <p>We are looking at the amazing organ the heart. It pumps blood around our body. Keeping our heart healthy is important and one way to do that is through exercise. We are going to test to see how different exercises change our body in different ways and record our findings. Children to make a prediction using key vocabulary- What do you think will happen to our bodies? What changes do you think we will observe? This is called a prediction.</p> <p>Children put hand on chests to find heart and record body at sitting. Conduct series of exercises to observe and record changes to the body. What is warming up? Why do you think that is important?</p> <p>What did we find out? Use stem sentence: 'Exercise changes the body by...'</p> <p>What kinds of exercise do you enjoy doing? What exercise can you do outside school?</p>	<p>Exercise A physical activity to keep your body fit. Heart rate The number of times a heart beats in one minute.</p> <p>Understand that exercise makes the heart work and that warming up before exercise is important</p> <p>Know that some exercise makes their heart beat fast and some slows it down</p> <p>Begin to understand that they can observe changes and record data in a simple table</p> <p>Exercise changes our bodies, for example changes our temperature, breath and heart rate.</p>
Week 4 Classify	Describe the importance for humans of exercise, eating the	<p>https://www.bbc.co.uk/bitesize/clips/zwgnvcw</p> <p>What are your favourite foods?</p>	<p>All animals have adapted to diets that make their bodies work at their best. Humans need a varied and balanced</p>


	right amounts of different types of food, and hygiene.	<p>Recap 3 basic needs. To survive, all animals need food but to stay happy and healthy, we need to think carefully about the food we put into our bodies. We need to think carefully about our nutrition.</p> <p>Children design and create a healthy lunchbox thinking about portion size and different food groups by classifying foods.</p> <p>Complete a Healthy eating Journal about that days lunch. What did you notice?</p>	<p>diet made up of vegetables, fruits, carbohydrates, protein and dairy.</p> <p>We must drink to stay hydrated. 6-8 glasses of water a day.</p> <p>High sugar and high fat foods we must eat in moderation.</p> <p>Nutrition- Food needed to live.</p>
Week 5 Communicate	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<p>Recap classification of different foods from previous lessons. We are going to create a healthy snack for a class picnic- but when we prepare food we need to carefully think about hygiene. What do I mean by hygiene and why is it important? https://www.bbc.co.uk/bitesize/clips/z8yd2p3 So what do you do to stay healthy? Good hygiene is a sign of self-respect and respect for others but it is important to stop the spread of viruses and bacteria that can make us feel unwell. https://www.bbc.co.uk/bitesize/clips/zq4yvk7</p> <p>Children to put in order sequence of washing hands.</p> <p>Go through the equipment and foods that the children use to create their own healthy snack. Eat it as a class/ Year group!</p> <p>Can you communicate with your partner about what you learned today... "It's important to keep good hygiene because..."</p>	<p>To stay alive, animals have 3 basic needs (water, food, air). To stay happy and healthy, humans need more, for example exercise and shelter.</p> <p>We must drink to stay hydrated. 6-8 glasses of water a day.</p> <p>High sugar and high fat foods we must eat in moderation.</p> <p>Germs Small living things that cause disease and illness.</p> <p>Virus Small living things that lives inside other living things, such as animals or plants. Sometimes, it can make us feel unwell and stop our body from working properly.</p> <p>Bacteria Small living things that are all around us. Our bodies need good bacteria and they work as a team. Sometimes, bad bacteria cause disease and illness by stopping our</p> <p>Hygiene How clean something is (to stay healthy and stop disease and illness spreading).</p> <p>Nutrition Food needed to live. Pulse The beating of the heart that can be felt in your neck and wrist.</p>
Week 6 Observe	Observe changes over time, and, with guidance, observe changes over time, patterns and relationships.	<p>https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd</p> <p>What do you think we will observe on our walk today? Why?</p> <p>Go on a walk around the local area observing and recording different signs of autumn and weather.</p> <p>Children to discuss findings and observations from their walk.</p>	<p>There are 4 seasons: Spring, summer, autumn, winter. The length of the day changes in each season.</p> <p>There are different kinds of weather. In different seasons, different kinds of weather are more typical.</p> <p>Precipitation is rain, sleet, snow or hail.</p> <p>Trees change and animals show different habits in different seasons</p>
Week 7 Classify	<p>Explore/compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p>Are you alive? How do you know? Create a list of childrens' ideas https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82 Watch clip and discuss life processes and how this can help us to classify different things by grouping them. Classifying is a scientific skill where we put things into groups that are similar. Today's lesson is classifying things that are alive, that are dead and have never been alive.</p>	<p>Living, dead, never been alive, categories, classification, needs air, feeds, grows, reproduces, gets rid of waste.</p> <p>Life Processes These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.</p>


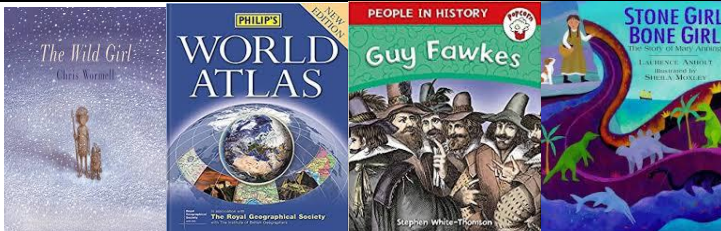
		<p>Children to go outside to collect things that are alive, dead or have never been alive using a clipboard and pictures. Have you found any examples that are difficult to classify?</p> <p>Discuss- A robot can move, so why is it not alive? If a robot magically came to life, how could we test to make sure this were true? Is fire alive? Why not?</p>	<p>Living Things that are living have all the life processes.</p> <p>Dead Things that are dead were once living. They did have all the life processes but don't now never living Things made out of metal, plastic or rock were never living. They never had the life processes.</p> <p>Understand the key features of things that are living, as opposed to dead</p> <p>Be able to categorise specimens according to their features</p>
Week 8 Communicate	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p>https://www.bbc.co.uk/bitesize/clips/znn6n39 -Animals that live in an ocean habitat.</p> <p>Research creatures in larger habitats and ask: why do these living things live there? How have they adapted to live in those conditions. Using Clicker Books to research animals and their habitats.</p> <p>Match the animals to their larger habitats.</p> <p>https://www.bbc.co.uk/bitesize/clips/zrgygk7 -How animals have adapted to live in colder habitats.</p>	<p>All living things live in a habitat. This is the environment in which a living thing has adapted to survive. Living things support and depend on each other in their respective habitats.</p> <p>Different animals and plants are suited to different kinds of habitats.</p> <p>Examples of habitats are rivers, mountains, rainforests, desert, oceans, wood lands, urban.</p> <p>Food Sources This is the place living thing's food comes from.</p> <p>Habitat A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.</p> <p>Microhabitat A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch.</p> <p>Depend Many living things in a habitat depend on each other. This means they need each other for different things.</p> <p>Survive This means to stay alive.</p> <p>Minibeasts live in microhabitats. These creatures are a range of invertebrates. This means that they do not have a backbone, for example worms, spiders.</p>
Week 9 Observe	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Explore/compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>BBC Bitesize: woodland habitat video clip Look at Micro Habitats in Orchard using clipboard- What can you find? What creatures did you find? Why were they there?</p> <p>Create your own bug hotel and place in science garden.</p>	<p>Micro-habitats is a very small habitat where smaller creatures and plants can survive. Minibeasts live in micro habitats. These animals are a range of invertebrates.</p> <p>A micro-habitat can be under rocks, in rotten tree trunks, or in a pile of leaves.</p> <p>Different weather conditions and seasons might change their features and occupants.</p> <p>Understand that creating different microhabitats will encourage a variety of creatures</p>



			Understand that microhabitats need to vary according to their inhabitants' needs
Week 10 Record	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Explore/compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>https://www.bbc.co.uk/bitesize/clips/z44g9j6 -Clip about minibeasts and survival adaptations. How do insects and other minibeasts survive?</p> <p>Observe any minibeasts in your bug hotels. Which creatures did you find?</p> <p>Record your findings as a class on a tally chart and pictogram.</p>	<p>Micro-habitats is a very small habitat where smaller creatures and plants can survive. Minibeasts live in micro habitats. These animals are a range of invertebrates.</p> <p>A micro habitat can be under rocks, in rotten tree trunks, or in a pile of leaves.</p> <p>Different weather conditions and seasons might change their features and occupants.</p> <p>Understand that creating different microhabitats will encourage a variety of creatures</p> <p>Understand that microhabitats need to vary according to their inhabitants' needs</p>
Week 11 Classify	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Recap learning on herbivores, carnivores and omnivores. What do they mean?</p> <p>https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb</p> <p>All living things are part of a food chain and depends on each other. Model simple food chain and introduce concepts of producer, consumer and how the consumers further down the food chain are larger animals. They are carnivores and predators.</p> <p>Children go outside and find different food chains and put them together on the playground.</p>	<p>All living things are part of a food chain. This is the description of how different animals depend on each other for survival. A food chain is made up of producers and consumers.</p> <p>Carnivores- Animals that mostly eat other animals (meat) are carnivores.</p> <p>Herbivore- Animals that only eat plants are herbivores.</p> <p>Omnivore- Animals that eat both plants and other animals are omnivores.</p> <p>Depend- Many living things in a habitat depend on each other. This means they need each other for different things. Survive This means to stay alive.</p>


History/Geography

	Finger Tip Knowledge	History/Geography Knowledge	Vocabulary	Skills
History – Significant People	<p>Visit from Mary Anning - children to ask her questions</p> <p>Who was Guy Fawkes?</p>	<p>Mary Anning:</p> <ul style="list-style-type: none"> • She was born in Lyme Regis in 1799 • Mary's dad didn't earn much money - he started to look for fossils (curiosities) for more money • Mary and her brother would help their dad look for fossils • When Mary was 12 (1811) she found a 5.2m long! • 1823 - she discovered another important fossil - plesiosor skeleton • She went on to discover lots of other fossils including poo that helped her to work out what dinosaurs ate. • Mary died in 1847 <p>Guy Fawkes was born in York, in 1570.</p> <ul style="list-style-type: none"> • He wanted to kill the king because he thought that Catholics might then have better lives. • After he was caught, he was put in the Tower of London. He didn't actually lead the Gunpowder Plot. • There were 13 people involved. Bonfire night, on the 5th November every year, remembers Guy Fawkes and the failed Gunpowder Plot 	<p>Fossil Ichthyosaur Atlas map North, East, South, West Land, sea, forest, ocean</p> <p>Treason Gunpowder King Parliament</p>	<p>Map Reading</p> <p>Understanding chronology</p>
Geography - Experiences	<p>Autumn in the Park Visit to our local area.</p>	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identifying seasonal changes.</p> <p>Knowing geographical language.</p>



	<p>What was life like for Mary Anning? Why was it unusual for a woman like Mary Anning to become famous? Why do we celebrate key events in History? How would we describe our local area?</p>
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 <p>Books to be Read</p>	
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	National Curriculum PoS	Learning	Lesson Knowledge
W e e k 1 - G e o	Using geographical language Using maps NC: 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.	Key question: How fossils are made How are fossils made? Where are they found? Introduce Mary Anning. Explain that she lived in Lyme Regis. Locate this on a map. Describe the features of there. Use this video to explain how fossils are formed. https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/z2ym2p3 Mary Anning info: https://www.natgeokids.com/uk/discover/history/general-history/mary-anning-facts/#:~:text=Mary%20Anning%20was%20born%20in,her%20was%20struck%20by%20lightning. Make a fossil using mod rock. Enquiry Based Question/Big Thought Question: What makes someone a significant person?	Know how: Fossils are made (compressed or filled). To describe the geographical features using the correct language (ocean, river, mountains, desert, woodland, coastal). To know how to use a map, including the key.
W e e k 2 G e o	Locate oceans and continents NC: Name and locate the world's 7 continents and 5 oceans	Key question: What are the names of the world's oceans and continents? Where are the world's oceans and continents located? Where have dinosaurs been found? Locate them on a map. https://www.youtube.com/watch?v=X6BE4VcYngQ  https://www.youtube.com/watch?v=X6BE4VcYngQ	Know the: Location of the world's oceans and continents. Names of oceans Names of continents Compass points
W e e k 3 G e o	Use geographical language NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Key question: What are the names of the countries and capital cities of the United Kingdom? Activity: Find where Mary Anning was born on a map. Use geographical language to describe the location of Lyme Regis. Pupils find the UK and label the countries and capital cities of the UK.	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Know the countries and capital cities of the United Kingdom.
W e e k 4 H i s	History: Who was Guy Fawkes? NC: History: The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods Geography: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Why do we celebrate Fireworks night?  https://www.bbc.co.uk/bitesize/topics/zjk382/articles/zjsqbdm Learn about the life of Guy Fawkes. Know why he wanted to kill the King.	Know where the House of Parliament are. Locate London on a map Know the countries of the United Kingdom.

Week 5	History: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.	Key question: Why do we wear poppies?  https://www.youtube.com/watch?v=pv_ub7Be7oA Watch the animation. What did you notice? What do you know about remembrance? Have you seen people wearing poppies before? Explain the symbolism behind the poppy. Children make their own poppies	Vocabulary: Remembrance War Peace Veterans
Week 5 Geography	Autumn in the Park NC Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Key question: How can we describe the physical features of our local area? Explain to the children that this week we will be looking closely and noticing the physical features of our local area. Look at an aerial view of Stony Stratford and explain where we will be visiting. What do you notice? How could we describe the features using our new vocabulary? Walk to the Mill Field	Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

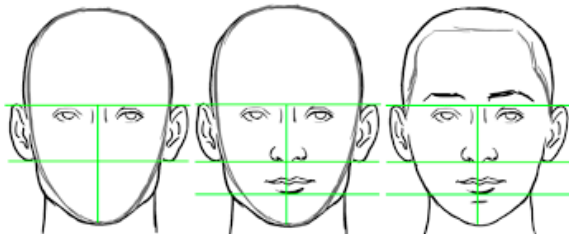
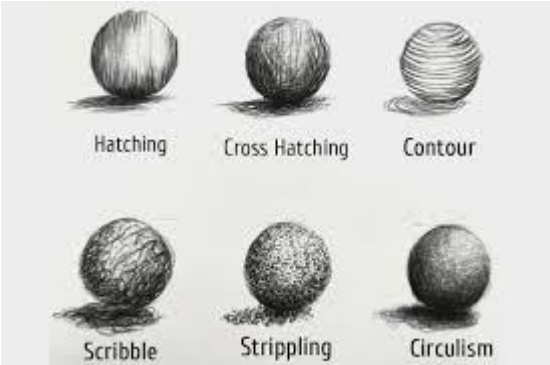
Art/DT



	Key works of art to recognise/ Artists to know:	Vocabulary/ Knowledge (see BIG Questions)	Skills (ART)	Skills (DT)
Art – DT –	 	Why are some portraits famous? Who painted these portraits? VOCAB? What does the word portrait mean etc	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Children know how to use different grades of pencil in my drawing for a specific purpose. Children know how to use charcoal, pencil, pens and pastels. Children know how to create different tones using light and dark. Children know how to show patterns and texture in drawings. Children know how to use a viewfinder to focus on a specific part of an artefact before drawing it.	To use a range of materials creatively to design and make products

	How can we create a 3d effect in our sketching? Why do we have different grade pencils? How do we use a viewfinder?
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	National Curriculum PoS	Learning	Lesson Knowledge
W e e k 1 - D T	Art: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To know how to use a mould Using the mould and the air drying clay pupils will create a fossil sculpture.	That different materials can be used for sculpting. Moulds are used to create an image.
W e e k 2 - A r t	Art: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To know how to create a portrait. Look closely at a selection of different portraits. What do you notice? How has the artist created those effects? Demonstrate how shading is used to create effect. Include the ideas below and let the children experiment.	Children know how to use different grades of pencil in my drawing for a specific purpose. Children know how to use charcoal, pencil, pens and pastels. Children know how to create different tones using light and dark. Children know how to show patterns and texture in drawings. Children know how to use a viewfinder to focus on a specific part of an artefact before drawing it.
W e e k 3 - A r t	Art: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To know how to draw a portrait. Recap the previous weeks learning on how to create shading. Explain how different grades of pencil can create different techniques. Focus on specific parts of the face. Pupils use mirrors and experiment with drawing the different parts of the face. Looking closely at their partners face and paying particular focus to the shapes.	Children know how to use different grades of pencil in their drawings for a specific purpose. Children know how to use charcoal, pencil, pens and pastels. Children know how to create different tones using light and dark. Children know how to show patterns and texture in drawings.
W e e k 4	Art: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To know how to draw a portrait. Demonstrate how we can draw the outline of a face and then split it into sections. Demonstrate using teacher errors how and why we should section the face. Pupils look closely at their partners face and feel the shape of their own face.	Children know how to use different grades of pencil in their drawings for a specific purpose. Children know how to use charcoal, pencil, pens and pastels. Children know how to create different tones using light and dark. Children know how to show patterns and texture in drawings.



<p>Week 5</p>	<p>Art: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>To know how to create a portrait.</p> <p>Recap the previous weeks learning. Using pupils' work identify two tickled pinks and a green for growth. How could we add a 3d effect to our portraits. Revisit the first weeks shading lesson and demonstrate on the teachers portrait how we can add shading to create aeffect.</p>	<p>Children know how to use different grades of pencil in their drawings for a specific purpose.</p> <p>Children know how to use charcoal, pencil, pens and pastels.</p> <p>Children know how to create different tones using light and dark.</p> <p>Children know how to show patterns and texture in drawings.</p>
<p>Week 6 / 7</p>	<p>Children know how to use a variety of techniques, inc. monoprint, block, relief and resist printing.</p>	<p>To know how to use a range of printing techniques.</p>  <p>Demonstrate using a mono print technique to create a leaf picture. Poster paint on an old whiteboard, put the paper on the top and peel it off. Using padded wallpaper, draw a leaf onto the wall paper to create a block printing effect. Demonstrate using a candle to create a wax resist effect. The leaves when put together will be part of our Autumn display.</p>	<p>Children know how to use a variety of techniques, inc. monoprint, block, relief and resist printing.</p>
<p>Week 8 / 9</p>	<p>Children know how to create textured collages from a variety of media.</p>	 <p>To know how to create a collage.</p> <p>Explain to the pupils that collage is a year of layering materials to create images. Explain that we can also add detail using different media including paint, pastels, pencils and pens.</p> <p>Explain that we are going to create the background first and then add the details by using collage. Demonstrate-remember to look closely and think about the colours that you are going to use.</p>	<p>Children know how to use a range of techniques.</p> <p>Children know how to add texture and detail.</p> <p>Children know how to add tone.</p>
<p>Week 10</p>	<p>DT: Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</p> <p>Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>What makes a good cuddly toy?</p> <p>Show the children a selection of soft toys. What do you like about them? Why are they made from the material that they are made from? Why are they not falling apart? (Explain that the word material does not just refer to fabric)</p> <p>Explain to the pupils that everything we use has been designed by someone. Show them a sewing pattern to demonstrate and watch the video https://www.youtube.com/watch?v=Grn4olcJgPU</p> <p>The criteria for our cuddly dinosaur is that it needs to be: soft strong washable colourful</p> <p>Could we make it out of paper and meet the criteria? Why?</p> <p>Children design their dinosaurs.</p>	<p>Children know how to design an object to meet a design criteria.</p>

W e e k 1 1	Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	How could we join these two materials together? Paper, plastic, fabric. Recap the previous weeks learning and discuss the choices of material that we would use for our cuddly toy. How could we join the material together? Why do we need to join them together? Demonstrate stapling/gluing and sewing two pieces of fabric together. Which one is the best choice for our dinosaur? Why? Pupils cut out their design and begin sewing the dinosaur together	Children are able to select from a range of tools and decide which materials to use based on our design design criteria.
W e e k 1 2	Evaluate: explore and evaluate a range of existing products evaluate their ideas and products against design criteria	How do our products compare to other cuddly toys? Make comparisons between our finished dinosaurs and other products. What are the similarities and differences? Go back to the original criteria. Have we met the criteria?	Children can evaluate their finished designs and link their evaluation to the original criteria.

RE

	Finger Tip Knowledge	Vocabulary	Skills
RE	<p style="color: purple;">Belonging - We all belong to groups (school, class, religious groups, friendship groups, families etc)</p> <p style="color: purple;">Special people - people that are special to us and what makes them special</p> <p style="color: purple;">Special places - What is a special place? Why do people go there?</p> <p style="color: purple;">Festivals: Harvest Hanukkah Diwali 14.11.2020 Christmas</p>	Belong Special people Special places Places of worship Special events Religious Beliefs Harvest Hanukkah Bible Parable Judaism Christianity	<ol style="list-style-type: none"> 1. Identify a person that is special to you 2. Identify some places of worship 3. Identify special objects 4. Understand what Harvest is and how it is celebrated 5. Understand what the Bible is 6. Retell a parable

	<p>What does it mean to belong?</p> <p>What is Diwali?</p> <p>Why is Diwali celebrated?</p> <p>Why do we celebrate Christmas?</p>
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	National Curriculum PoS	Learning	Lesson Knowledge
		To identify a special person	

<p>W e e k 1</p>	<p>See MK Local Syllabus</p>	<p>Everyone is special. Do you agree or disagree? Why? TPS</p> <p>Explain that if something is special it is very important to someone. It doesn't matter what it is, it can be big or small, if someone believes something is very important to them, then it is.</p> <p>Different people believe that different things are special to them. People who follow Judaism believe that people are special to them as well as objects.</p> <p>Show chn the story of Moses. Read together. Discuss why Moses is special.</p> <p>Activity: Chn to identify a person that is special to them, draw and label them.</p>	<p>- Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives.</p> <p>- Communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts.</p> <p>Who is special to you?</p> <p>Can you identify people that are special to different religions?</p>
<p>W e e k 2</p>	<p>See MK Local Syllabus</p>	<p>To identify a special place</p> <p>Only beautiful places can be special to us. Do you agree or disagree? Why? TPS</p> <p>Explain that a place can be special for lots of reasons. Show children some photos of special places and discuss the reasons they may be special e.g. school - we learn and play, home - it is where we live.</p> <p>A synagogue is special to Jewish people because it is their special place of worship. Jewish people go to a synagogue to learn about their religion, worship and pray.</p> <p>Can you think of any special places of worship? TPS Which places are special to you? TPS</p> <p>Activity: Chn to identify a place that is special to them, draw a picture of it and write about it.</p>	<p>- Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives.</p> <p>- Communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts.</p> <p>What is a special place of worship?</p> <p>Where is special to you?</p>
<p>W e e k 3</p>	<p>See MK Local Syllabus</p>	<p>To identify special objects</p> <p>Special objects are for breaking and snatching. Do you agree or disagree? Why? TPS</p> <p>Lots of people have objects that are special to them for a range of reasons. Circle: Tell me about an object that is special to you.</p> <p>Religions can have special objects too. In Judaism there are special objects that help Jewish people to learn and pray:</p> <ul style="list-style-type: none"> ● Torah - No-one can touch this ● Yad - a pointing stick used to read the Torah <p>Activity: Children to work in pairs to complete sorting activity - objects - are these for adults or children? How do you know?</p>	<p>- Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives.</p> <p>- Communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts.</p> <p>What is a special object?</p> <p>Which religion does the Torah belong to? What is it?</p>
<p>W e e k 4</p>	<p>See MK Local Syllabus</p>	<p>To understand the Christian festival of Harvest</p> <p>Show a selection of fruit and vegetables. How many of these foods can you identify? TPS then discuss how they are harvested and what this means.</p> <p>Remind children that Christians believe that God created the world and everything in it. Harvest is a time for Christians to celebrate and thank God for everything he created including the food and everything that helped the food grow.</p> <p>How do we celebrate Harvest at Russell Street School? TPS</p> <p>Activity: Children create their own observational drawings/paintings of real life food.</p>	<p>-Explore a range of religious and moral stories and sacred writings and talk about their meaning.</p> <p>-Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives.</p> <p>What is Harvest? How is it celebrated?</p>

W e e k 5	See MK Local Syllabus	<p>To know why there are special events and how they are celebrated</p> <p>Can the children name any special events? Explain that there are lots of special religious events throughout the year e.g. Easter, Christmas and Harvest. Discuss how we celebrate these events.</p> <p>Judaism has special religious events too e.g. Hanukkah. Share this: https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zj446v4 This is usually celebrated by lighting one candle each day on a candle holder called a Menorah. Jewish people play games, eat special food and share gifts.</p> <p>Children will compare Harvest with the Jewish festival of Sukkot on sugar paper.</p>	<p>To name and explore a range of celebrations, worship and rituals in religion or beliefs, recognising the difference they make to individuals, families and the local community.</p> <p>What are special events/festivals? How are they celebrated?</p>
W e e k 6	See MK Local Syllabus	<p>To understand what the Bible is and how it is used</p> <p>Show the children an object that is special to you. Why might it be special to you? TPS discuss and share.</p> <p>explain that we are going to be learning about Christianity and about what Christians believe is special to them. Show a Bible. What is this book? What do you know about it? Explain that it is a book special to Christians for many reasons. Watch this video: https://www.bbc.co.uk/bitesize/clips/z24wmp3 TPS - One fact you learnt from the video.</p> <p>Share facts and discuss what a commandment is and discuss why these are important to Christians.</p> <p>Activity: Children to create their own set of commandments to follow that they believe would make the world a better place.</p>	<p>Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives.</p> <p>What is the Bible? How is it used?</p>
W e e k 7	See MK Local Syllabus	<p>To recall Christian stories</p> <p>What can you remember about the Bible? TPS We are going to share some parables. Parables are stories with special meanings.</p> <p>Share the two parables below and discuss their meaning: The Good Samaritan: https://www.bbc.co.uk/programmes/p011400q The Lost Sheep: https://www.youtube.com/watch?v=094upaf4BME</p> <p>Activity: Children to work in groups to reenact the parables. Groups to decide which parable they choose.</p>	<p>Recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives.</p> <p>What is a parable?</p>

Computing


	Finger Tip Knowledge	Vocabulary	Skills
	<p>How to log on</p> <p>How to use a capital letter</p> <p>How to stay safe online</p>	<p>Log on Save Retrieve Edit Algorithm Left Right Forwards Backwards</p>	<p>Logging on Editing Inserting images Save and retrieve. Staying safe online</p>



What is the Internet?
 How do we stay safe online?
 Why do we save our work?
 Are photographs private information?
 Is it ever safe to share photographs?



Anti- Bullying week resources. (November)

	National Curriculum PoS	Learning	Lesson Knowledge
Week 1	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.	<p>How do we stay safe online?</p> <p>Watch Jessie and Friends episode 1 about watching videos online. How can we stay safe when we are watching videos? What should you do if you feel you have seen something that isn't safe?</p> <p>https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</p> 	How to stay safe- what to do if you have a problems when you are watching something online.
Week 2	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<p>How do we log onto Purple Mash?</p> <p>Explain to the pupil that our log on details are private information. Watch the Lee and Kim clip. https://www.youtube.com/watch?v=-nMUbHuffO8</p> <p>How do we stay safe online? What is personal information and how do we keep it safe?</p> <p>Demonstrate logging on to Purple Mash and how to select a capital letter and a number. Demonstrate how to use the My Dinosaur app on Purple Mash to create a dinosaur, label it, save and retrieve it.</p>	<p>How to stay safe online</p> <p>Know what information is private.</p> <p>Know how to use a keyboard to select capital letters and numbers.</p> <p>Know how to save and retrieve.</p>
Week 3 / 4	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<p>How do we log on, save and retrieve? How do we create an animation?</p> <p>How do we stay safe online? What is personal information and how do we keep it safe?</p> <p>Demonstrate logging on to purple mash. Demonstrate how tp use 2animate. Explain to the pupils that we are going to create a dinosaur animation. It must include at least 3 slides and a main event. Show how to save and retrieve so that we can add to it next week.</p>	<p>Understand how to stay safe online</p> <p>Know what information is private.</p> <p>Know how to use a keyboard to select capital letters and numbers.</p> <p>Know how to save and retrieve.</p>
Week 4 / 5	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<p>How do we log on, save and retrieve? How do we insert text?</p> <p>How do we stay safe online? What is personal information and how do we keep it safe?</p> <p>Demonstrate logging onto 2create a story. Using the traditional story that we have focussed on in our English lessons pupils are going to create their own story book.</p> <p>Use the story plan to sequence events then write the story.</p>	<p>Understand how to stay safe online</p> <p>Know what information is private.</p> <p>Know how to use a keyboard to select capital letters and numbers.</p> <p>Know how to save and retrieve.</p>
		What is an algorithm?	

<p>Week 6/7</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs create and debug simple programs</p>	<p>What is directional language?</p> <p>https://www.bbc.co.uk/bitesize/clips/z28qmp3</p> <p>Explain that an algorithm is the same as a set of instructions that tell a computer what to do. Explain that they are used in all types of technology including traffic lights, washing machines etc. Recap directional language</p> <p>Working in pairs pupils have to create a set of directions to get their partner from the classroom to the bottom playground.</p> <p><u>A group of pupils will use the Bee Bots. They need to use a map of the school and then direct the bee bots to the correct places.</u></p>	<p>Know what an algorithm is and how they are used.</p> <p>Use the vocabulary-Left, Right, Forwards and Backwards.</p>
<p>Week 7/8</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs create and debug simple programs</p>	<p>What is an algorithm? What is directional language?</p> <p>https://www.bbc.co.uk/bitesize/clips/z28qmp3</p> <p>Explain that an algorithm is the same as a set of instructions that tell a computer what to do. Explain that they are used in all types of technology including traffic lights, washing machines etc. Recap directional language</p> <p>Using the Haunted House app on Purple Mash demonstrate how to create a set of instructions for the computer to follow. Move onto the challenge.</p> <p><u>A group of pupils will use the Bee Bots. They need to use a map of the school and then direct the bee bots to the correct places.</u></p>	<p>Know what an algorithm is and how they are used.</p> <p>Use the vocabulary-Left, Right, Forwards and Backwards.</p>
<p>Week 9</p>	<p>Recognise common uses of information technology beyond school</p> <p>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.</p>	<p>What is an email</p> <p>Recap how do we stay safe online?</p> <p>How can humans communicate with each other? Recap all the different ways including letters, phonecalls, text messages, whats app. Is there a way we can communicate via the internet?</p> <p>Listen to the pupils suggestions and then watch the following clip. https://www.youtube.com/watch?v=87eWLOWAnyw</p> <p>Are photographs private information? Discuss.</p> <p>Demonstrate logging on to Purple Mash and creating an email. Explain that we can send an email to anyone in class but that the class teacher can read all of them. They must be respectful and we must not share personal information.</p>	<p>Understand how to stay safe online.</p> <p>Know why we need to communicate?</p> <p>Understand that some information is private and should not be shared.</p> <p>Should we share pictures?</p>
<p>Week 10</p>	<p>Recognise common uses of information technology beyond school</p> <p>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.</p>	<p>How do we write an email</p> <p>Recap how do we stay safe online? How do we stay safe when sending messages?</p> <p>Demonstrate logging on to Purple Mash and creating an email. Explain that we can send an email to anyone in class but that the class teacher can read all of them. They must be respectful and we must not share personal information.</p> <p>Reply to the emails sent the previous week.</p>	<p>Why do we need to communicate?</p> <p>What information is private?</p> <p>Should we share pictures?</p>

w e k 1 1 / 1 2	ANTI-BULLYING WEEK Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	How do we stay safe online? Recap how do we stay safe online? How do we stay safe when sending messages? What is bullying? Can bullying happen online? How? Discuss sharing pictures, videos etc and why it is not always safe. Is it safe to share a picture of you in your school uniform on your birthday? Discuss Log onto Purple Mash and using the anti bullying week resources to create an anti bullying poster.	What is bullying? What makes a good friend? How can we stay safe online?
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