Term: Aut1/Aut2

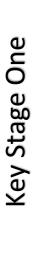
Phase: Y2

Stage: Discover (HUMS)

Blackmoor Park

KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT, LEARNING & DEVELOPMENT **Kev Vocabulary (Schema):** Subject, Scheme, Unit & Lesson Focus Character Education Theme: Who are we? **Key Knowledge** Enquiry question: Is being strong always a good thing? Science: Developing Experts - Everyday Materials • Know how new materials have helped solve problems Temperature, rainfall, wind direction, sunlight hours, thermometer, rain gauge, wind sock, 1. Compare the uses of everyday 4. Understand how the properties of **English Application** Sort and classify materials compass, North, South, East, West, seasons, Spring, Summer, Autumn, Winter, symbols, Non chronological reports/fact files about countries and continents or materials materials can be changed meteorological, average, total, compare, daily, weekly, monthly, seasonal, Met Office. • Use suitable materials to build models 2. Explain why we use certain 5. Recognise that new materials are significant historical people. Symbols, compass, direction, north, South, East and West human, physical, map, Ariel, materials constantly being invented Write letters to soldiers. features, photographs, perspective, near, far, schema. Similarities, differences, chronological 6. Identify and compare the usefulness of 3. Investigate squashing, bending, order, historical events, significant people, past, long ago, decade, century, primary and twisting and stretching materials when forces are applied secondary sources, national and international, time, time line. History S&K/Geography S&K Teach Computing: Computing Systems and Networks - IT Around Us To recognise the key features of computers **Maths Application** To identify that IT can be used in more than one Reading scales and intervals. • Develop an awareness of the past, using common words and phrases relating to the passing 1. What is IT? 4. The benefits of IT Recording observations and data handling. of time • Investigate significant historical events, people and places in their locality · Know 2. IT in school 5. Using IT safely Timelines To understand IT is used all over the world where and people and events they study fit within a chronological framework and identity 3. IT in the world 6. Using IT in different ways To know why we use IT similarities and differences between ways of life in different periods (within and beyond living To be to explain how to use IT safely and what memory). Understand some of the ways in which we find out about the past and identify we do if we find something that is unsafe different ways in which is represented *Investigate the lives of individuals who have STEM Application RE – SACRE: Who is Jewish and what do they believe? What do different people believe about God? contributed to national and international achievements Poppy Art Instillation Bombed out Church. Geography Knowledge/Skills · Use simple compass directions and locational and directional 1. What is precious? What is precious Talk about how a Jewish artefact reminds Jewish 4. What does the story of Chanukah make language to describe the location of features and routes on a map · Use basic geographical people about God or an event to Jewish people? us think about? vocabulary to refer to human and physical features and recognise them in aerial photographs Express their own ideas about the value of times 2. What does a mezuzah remind 5. How do Jewish people think about and plan perspectives · devise a simple map; and use and construct basic symbols in a key Jewish people about? miracles at Chanukah? of reflection, thanksgiving, praise and Identify seasonal and weather patterns in the United Kingdom and the location of hot and 3. How and why do Jewish people remembrance, in the light of their learning cold areas of the world in relation to the Equator and the North and South Poles about why Jewish people choose to celebrate in celebrate Shabbat? these ways Retrieval • setting realistic goal and think about how to **Learning Activities:** PSHE - Jigsaw: Being Me in the World practices/Assessment: achieve it 1. Hopes and Fears 4. Follow the learning charter Pre and Post Assessment Daily recording of; Temperature · Rainfall · Wind direction – reinforce knowledge of compass directions Refer to the Met Office Website for: 2. Member of my class persevering 5. Recognise choices and consequences Sunlight hours (use sunrise and sunset times). 3. Ideas about rewards and recognise who I work well with and why Weekly; look at the highest and lowest temperature for the week. Calculate the average temperature (children could use calculators given consequences recognising what works well in a group dynamic the formula). Total the amount of rainfall and sunlight hours for the week. Record this data on the monthly chart. Music - Charanga: How does music help us to make friends? • Exploring Simple Patterns Monthly; look at the monthly data. Calculate the average monthly temperature (children could use calculators given the formula). • Singing with expression 1. Music is in the soul (part 1) 4. Hey friends (part 2) • Listening with concentration Total the amount of rainfall and sunlight hours for the month. Add the monthly chart to the year grid in the correct season. 2. Music is in the soul (part 2) 5. Hello 6. Assessment Checkpoint 3. Hey friends (part 1) Local Study including Map skills: 1. Review knowledge of local area. What is in West Derby? My sense of place. 2. West Derby located in Liverpool. What is in my city? 3. Liverpool within the UK, explore countries of UK. 4.UK as an island; seas around UK. 5.Europe. 6.Continents. Significant Historical Individuals; Pete Best/Beatles, Henry Tate (Tate and Lyle/Tate Gallery), Molyneux family/Earl of Sefton (Croxteth Park). Guided Read; Amelia Earhart, Marie Curie, Milestones: **Outdoor Learning:** PE - Real Dance - Cognitive Skills • Changing speed and level of actions Trip to Croxeth House and Country Park. • Select movements in time with music 1. Footwork – Follow the Leader 4. One Leg - Mirror image 5. One leg -• Apply these skills and form their own dances Walk around the locality of the school. Mirror leg 2. Footwork – Lose your shadow 3. Footwork – Matching pairs 6. One Leg – Balloon Balance **Outcomes:** Art & Design – Access Art: Drawing and Sketchbooks - Explore & Draw · Developing observational skills







Increased children's knowledge of where they live	1. Introduction 2. Explore and Collect 3. Sketchbook work	1 ,	Explore and use art materials, being inventive Creating compositions	
Golden Rules: Ready, Respect, Safe School Values: Happiness, Friendship, Belonging, Resilience, Pride, Honesty,	Project Concepts: Individuality, conflict, morality, freedom, belonging	D&T – Projects on the Page: Text - Toy related to a celebration for	Investigate fabrics, templates and toolsDesign a functional and appealing product	
Individuality, Creativity		Research/Evaluate what exists Focus Practical Tasks Focus Practical Tasks	Designing and Planning Designing and Planning	

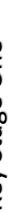
Project Plan

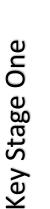
KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT, LEARNING & DEVELOPMENT

Grounding Texts & Favourite 5 x 2

Grounding Text 1	Vocabulary		Key Questions	Content	Application
Title: The Gigantic Turnip Author: Aleksei Tolstoy	Gigantic Turnip Crooked Overgrown Pot-bellied sowed	produced harvested yanked fetch speckled heaved	Why were they successful when they worked as a team? Who is the strongest character?	Introduce text after mind mapping children's ideas of the project key questions and ideas.	Compare and contrast with key moments and figures in history and their strength.
Grounding Text 2	Vocabulary		Key Questions	Content	Application
Title: The Lion and the Mouse Author: Miles Kelly	Grassy Feared During Particularly Ventured Scampered entangled	plains warned meant curious gasped prowled gnawing	What are your strengths? Is the biggest always the strongest? Is strength always physical?	Introduce text after mind mapping children's ideas of the project key questions and ideas	Compare and contrast with key moments and figures in history and their strength
Favourite Text 1a	Favourite Text 2a		Favourite Text 3a	Favourite Text 4a	Favourite Text 5a
Title: The Huge Bag of Worrries Author: Virginia Ironside	Title: Clarice Bean – My l Author: Lauren Child	Jncle is a Hunkle.	Title: How Big are your Worries little bear? Author: Jayneen Sanders	Title: The Emperors Egg Author: Martin Jenkins	Title: The Way Back Home Author: Oliver Jeffers
Focus	Focus		Focus	Focus	Focus
Vocabulary: recently, gloomier, ignoring, health, decided, 'tossing and turning', 'stood its ground', nonsense, astonished Theme: Talking about, sharing and exploring how to deal with worries.	Vocabulary: Toppling, we whimpering, property, so Theme: Family life and go		Vocabulary: worrier, wandered, carefully, brightly, underneath, Theme: Talking about, sharing and exploring how to deal with worries.	Vocabulary: Antarctica, females, waddled, generally, mainly, shrimp-like, krill, shuffle, slippery, finally. Theme: Exploring facts about penguins.	Vocabulary: Lifted off, spluttered, steering, flicker, Martian, realised, lowered, spanner, wondered. Theme: Story of friendship and family.

Foundation Subject Overviews





Focus Vocabulary: 'at sixes and sevens', nonsense, irritating, adolescence, swivelling, acrobat. Theme: Family life and getting along. Theme: Eamily life and getting along. Theme: Enquiry question: Is being strong always a good thing? English Application Write reports about Armistice Day. Create a poster about healthy living and fact files about how to look aft animals. Maths Application Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines STEM Application STEM Application Retrieval practices/Assessment: Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;	xt 2b	Favourite Text 3b		Favourite Text 4b		Favourite Text 5b
Author: Lauren Child Focus Vocabulary: 'at sixes and sevens', nonsense, irritating, adolescence, swivelling, acrobat. Theme: Family life and getting along. Theme: Family life and getting along. Theme: Enquiry question: Is being strong always a good thing? English Application Write reports about Armistice Day. Create a poster about healthy living and fact files about how to look aft animals. Maths Application Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines STEM Application STEM Application Retrieval practices/Assessment: Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;			Favourite Text 4b			Tavounte Text 30
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Focus Vocabulary: 'at sixes and sevens', nonsense, irritating, adolescence, swivelling, acrobat. Theme: Family life and getting along. Theme: Family life and getting along. Theme: Who are we? Enquiry question: Is being strong always a good thing? English Application Write reports about Armistice Day. Create a poster about healthy living and fact files about how to look aft animals. Maths Application Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines STEM Application STEM Application Retrieval practices/Assessment: Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;	ıkhurst	Author: Jan Fearnley				Author: Raymond Briggs
Vocabulary: 'at sixes and sevens', nonsense, irritating, adolescence, swivelling, acrobat. Theme: Family life and getting along. Theme: Family life and getting along. Theme: Enviror Significant peopafter the word. Theme: Mho are we? Enquiry question: Is being strong always a good thing? English Application Write reports about Armistice Day. Create a poster about healthy living and fact files about how to look aft animals. Maths Application Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines STEM Application Retrieval practices/Assessment: Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;	Kildist	Addio: sair carrier		Addition. Buselice cole		Author: Naymond Driggs
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English Application Write reports about Armistice Day. Create a poster about healthy living and fact files about how to look aft animals. Maths Application Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines STEM Application STEM Application Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;	nect, protection, chimpanzee reserve, unting, habitats, intelligence. mental change and animal welfare. e who used their skills and voices to look	Vocabulary: narrow, alley, particularly, hurried, de inspector, suspected, delightful, patisserie, thrilled boomed, familiar, decidedly, plumper, trailed, rave determined, trundled, official, duty, seized, snatch tumbling, appetite. Theme: Exploring humour and right and wrong.	d, declared, rilled, exhibition, banquet, con natched, Theme: Equality for even		ntents, litre, stir violently.	Vocabulary: beanstalk, pesky, hardly, heap, wig-maker, harp, gnashing, champing, oculist. Theme: Alternative to a traditional tale.
English Application Write reports about Armistice Day. Create a poster about healthy living and fact files about how to look aft animals. Maths Application Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines STEM Application STEM Application Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;						
English Application Write reports about Armistice Day. Create a poster about healthy living and fact files about how to look aft animals. Maths Application Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines STEM Application STEM Application Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;	Key Vocabulary (Schema):			Subject, Scheme	, Unit & Lesson Focus	Skills + Knowledge
Write reports about Armistice Day. Create a poster about healthy living and fact files about how to look aft animals. Maths Application Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines STEM Application Learning Activities (including outdoor Significant Historical Events: 1.Armistice Day, what is it and why do we 2.How do we remember? 3. Symbols. Create poppies. 4.Exploring the significance of West Derby Weather;			Science -	- Developing Experts: I	Diet & Health	Identify what a healthy, balanced diet consists of
Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines STEM Application Retrieval practices/Assessment: Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;	sock, compass, North, South, Eas symbols, meteorological, average Met Office. Symbols, compass, di	Temperature, rainfall, wind direction, sunlight hours, thermometer, rain gauge, wind sock, compass, North, South, East, West, seasons, Spring, Summer, Autumn, Winter, symbols, meteorological, average, total, compare, daily, weekly, monthly, seasonal, Met Office. Symbols, compass, direction, north, South, East and West human, physical, map, Ariel, features, photographs, perspective, near, far, schema,		Describe the needs of animals, including humans, for survival Describe how animals obtain their food from other animals Learn about the importance of nutrition for humans A. Explore what's in your packed lunck to be found the importance of diet, and hygiene is important to the importance of daily exercise.		bodies through exercise Understand and carry out measurements which are
Reading scales and intervals. Timelines STEM Application Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;	History S&K/Geography S&K				: Creating Media – Digital	To take a photograph and explain how you capture
Retrieval practices/Assessment: Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;		Develop an awareness of the past, using common words and phrases relating to the passing of time • Investigate significant historical events, people and places in their locality · Know where and people and events they study fit within a chronological framework and identity similarities and differences between ways of		Photography 1. Taking photographs 2. Landscape or portrait 3. What makes a good photograph? 4. Lighting 5. Project design 6. Is it real?		photographs in both portrait and landscape
Retrieval practices/Assessment: Learning Activities (including outdoor Significant Historical Events: 1. Armistice Day, what is it and why do we 2. How do we remember? 3. Symbols. Create poppies. 4. Exploring the significance of West Derby Weather;	the passing of time • Investigate their locality · Know where and p chronological framework and ide					 To use a variety of tools to improve the quality of the photograph To know that a photographs can be changed and be able to identify the changes
Significant Historical Events: 1.Armistice Day, what is it and why do we 2.How do we remember? 3. Symbols. Create poppies. 4.Exploring the significance of West Derby Weather;	ways in which we find out about represented *Investigate the live and international achievements Geography Knowledge/Skills · Us directional language to describe to basic geographical vocabulary to them in aerial photographs and proposition construct basic symbols in a key Identify seasonal and weather pa	nd beyond living memory). Understand some of the the past and identify different ways in which is es of individuals who have contributed to national se simple compass directions and locational and the location of features and routes on a map. Use orefer to human and physical features and recognise plan perspectives devise a simple map; and use and atterns in the United Kingdom and the location of in relation to the Equator and the North and South	1. What is happen: 2. How an and word 3. Mosque	RE: Who is a Muslim as a mosque, and what is at a mosque? Id why do Muslims pray rship at the mosque? es near where we live: an we find out?	nd what do they believe? (pt2) 4. What can we learn from Muslim holy words? 5. What happens at the celebration of Eid-ul-Fitr, and why? 6. Who is a Muslim, and what do they believe? Final learning ideas	of Allah
1.Armistice Day, what is it and why do we 2.How do we remember? 3. Symbols. Create poppies. 4.Exploring the significance of West Derby Weather;	l		PSHE – Ji	gsaw: Celebrating Diff	erence	Understand ways to keep my body healthy and about
Weather;	Significant Historical Events: 1.Armistice Day, what is it and why do we remember? 2.How do we remember? 3. Symbols. Create poppies. 4.Exploring the significance of West Derby (barracks and cenotaph).			ypes – boys and girls ad girls – how are they at? g – difference	4. Recognise right and wrong 5. How am I different from my friends	relaxation
· · · · · · · · · · · · · · · · · · ·					nusic teach us about the past?	Inventing a Musical Story
Daily recording of; Temperature · Rainfall · Wind direction – reinforce knowledge of compass directions Refer to the Met Office Website for: · Sunlight hours (use sunrise and sunset times). Weekly; look at the highest and lowest temperature for the week. Calculate the average temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the week. Record this data on the monthly chart. Monthly; look at the monthly data. Calculate the average monthly temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the month. Add the monthly chart to the year grid in the correct season.				in the sun (part 1) in the sun (part 2) part 1)	4. Listen (part 2) 5. The orchestra song 6. Assessment checkpoint	Singing with expressionListening with concentration
			1.Jumping 2. Jumping combinati	g and Landing -	4.Seated – exchange objects 5.Seated – mirror image 6.Seated – exchange objects	Balls skills Counter balance with a partner Make up their own rules and versions of activities
Outcomes:	Outcomes:				t, Collage and Colour - Exploring the	Exploring mono printing

Project Plan

Individuality, Creativity

Term: Aut1/Aut2

Phase: Y2

Stage: Discover (HUMS)

1.Research/Evaluate what exists

2.Focus Practical Tasks

3. Focus Practical Tasks

Techniques - Toy related to a celebration for a group of children

4.Designing and Planning

5.Designing and Planning

Blackmoor Park Infant School

Evaluate and compare their design and product

against criteria

KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT, LEARNING & DEVELOPMENT Increased children's knowledge of the historical importance of significant events which impacted both globally and 1. Explore – Draw from still and 4. Find your focus - choose a theme Generating narratives and inventions through i. 'Change, Grow, Live' 2. Drawing from observation – Inventions Create responses to different stimuli and drawing small 6. Display & Reflect -Present, Talk, personalising their work 3. Introducing Mono Prints Share and Celebrate School Values: Happiness, Friendship, Belonging, Resilience, Pride, Honesty, **Project Concepts:**: Individuality, conflict, morality, freedom, belonging D&T - Projects on the Page: Textiles: Templates and Joining Select appropriate tools, equipment and textiles

Overviews

Foundation Subject

Key Stage One