

Autumn 2

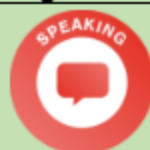
Year 1 Planning





The Big Question: What makes a picture move?

Skills Builder Focus this term:

Learning
Objective

Pre-Assessment
What do you already
know about moving
parts/pictures?
To investigate a
sliding mechanism.

To be able to
investigate and
make a lever
mechanism.

To investigate a
wheel mechanism.

To be able to
design a moving
picture.

To be able to make
a moving picture
based on a design.

To be able to
evaluate a finished
product.

Sequential
Steps

Investigation/ Make
(Sliding mechanism)

Investigation/
Make
(pivot and levers)

Investigation/ make
(wheel mechanism)

Design
(Own moving
picture)

Make
(moving picture)

Evaluate
(Plan/finished
product)

Question Driver

What is a sliding
mechanism?

How does a pivot
and lever work?

Why might you use
a wheel
mechanism?

Which mechanism
will you include in
your design?

How will you make
sure your moving
picture looks like
your plan?

What went well?
What could be
improved?

Assessment for
Learning
Opportunities

Can children
investigate different
ways of making a
slider and explain
the way it moves?

Do children
understand the
term 'lever' and
'pivot'.

Can they create a
lever mechanism?

Can children cut
out and join
materials to create
a wheel
mechanism?

Can children
discuss their ideas
for how they could
incorporate moving
mechanisms into
pictures?

Can children follow
a design to create
their moving
picture?

Can children evaluate
their own work and
say what they think
and feel about them?
Post Assess
Green pen
What do you know
about mechanisms??
Can you name any?



Subject: Computing		Term: Autumn 2		Topic: Algorithms	
The Big Question: What is an algorithm?				Skills Builder Focus this term:	
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Objective	To write an algorithm	To understand and explain debugging	To compose, use and improve a 'how to share fairly' algorithm	To improve an algorithm	To write an algorithm for a dance routine
Sequential Steps 	Crazy Characters To write, use and improve an algorithm to design and draw a crazy character	Recipe Algorithms To write an algorithm for a recipe	Sharing Sweets Work with a partner to think of instructions for sharing sweets fairly between two people	The Human Crane Use instruction cards to programme a crane to move the blocks	Programming Dance Break a dance routine into parts
Question Driver	How are you improving your algorithm?	What does debugging mean?	What is an algorithm?	Does the order of instructions matter?	How can you break a dance routine into parts?
Assessment for Learning Opportunities	I know to make my instructions clear.	I know to write my instructions in order.	I can clearly say the steps for sharing sweets.	I can order instruction cards to complete a task.	I can make up and follow a short dance routine



History

Subject: History		Term: Autumn 2		Topic: Toys from the past	
The Big Question: How have toys changed over time?				Skills Builder Focus this term:	
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Objective	To learn about changes within living memory by exploring toys	I can compare similar toys from different times	To compare similar toys from different periods.	To compare Victorian toys with modern toys.	To recognise how toys have changed over time.
Sequential Steps 	Discuss favourite toys today. Explore and handle modern toys. Describe toys using simple vocabulary (materials, appearance, movement). Record favourite toy through drawing and writing. Introduce ways historians find out about the past.	Revisit toy timeline. Listen to adults describing toys from their childhood. Explore photographs and artefacts. Ask questions about toys from the past. Identify similarities and differences between past and present toys.	Explore early 20th century toys (Meccano, Teddy Bears, Crayons). Investigate when toys were invented Compare historic and modern versions. Identify similarities and differences. Discuss why some toys are still popular today.	Place Victorian toys on timeline. Examine Victorian toy images/artefacts. Learn about toys for rich and poor children. Compare Victorian and modern toys. Sort similarities and differences.	Review toys studied across the unit. Explore changes in materials, technology and safety. Discuss how attitudes to toys have changed. Investigate why toys have changed. Explain how modern toys are different.
Question Driver	How can we find out what toys were like in the past?	What toys did children play with in the past?	How have toys stayed the same and changed over time?	How were Victorian toys different from our toys?	Why have toys changed over time?
Assessment for Learning Opportunities	Can children describe a toy's features? Can children suggest sources of information about the past?	Can children identify evidence from a source? Can children answer simple questions using information provided? Pupil talk during toy exploration.	Comparison vocabulary used. Can children identify at least one similarity and one difference?	Can children identify features of Victorian toys? Can children explain differences in materials and design?	Can children explain a change using simple historical language? Can children identify reasons for change? Discussion about materials, safety and technology.



Subject: Music		Term: Autumn 2		Topic: Rhythm in the Way We Walk and Banana Rap	
The Big Question: What is Reggae style music?				Skills Builder Focus this term:	
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Objective	<u>Pre Assess</u> – Play 3 Little Birds. Can children keep a steady pulse? Can they say how the music makes them feel? Step 1 - Listen and appraise Rhythm In <u>The Way We Walk</u> by Joanna Mangona	Step 2 - Sing, listen and appraise The Planets: Mars by Gustav Holst	Step 3 - Listen and Appraise Tubular Bells by Mike Oldeld	Step 4- Listen and Appraise The Banana Rap	Step 5 - Listen and Appraise Happy by Pharrell Williams
Sequential Steps 	Sing the song	Play instrumental parts within the song	Identify and name different instruments	Sing the song	Clap the pulse of the music
Question Driver	Do you like the song? How is the song put together?	Can children talk about the song and answer questions about it?	Which instruments can you hear?	How are the songs different/similar?	Can children use their body to find the pulse?
Assessment for Learning Opportunities	Can children find the pulse?	Can children copy back rhythms they hear?	Can children recognise two instruments that they hear?	Can they rap and sing in time with the music?	Can they play instruments accurately and in time for a performance?



Subject: PE		Term: Autumn 2		Topic: Parachute Games	
The Big Question: How can we work together to make the parachute move successfully?				Skills Builder Focus this term:	
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Objective	To work safely and cooperatively when using a parachute.	To develop coordination and control through parachute movements.	To communicate and cooperate effectively with others.	To develop agility and reaction skills through parachute games.	To apply teamwork, coordination and movement skills in parachute challenges.
Sequential Steps 	Introduce safety rules and parachute grips. Practise lifting and lowering together. Create small waves and big waves. Move clockwise and anticlockwise whilst holding the parachute. Finish with "Popcorn" using a few soft balls.	Warm up with waves from Week 1. Make different sized waves on command. Keep a ball moving around the edge of the parachute. Try to keep the ball moving without it falling off. Introduce "Roll the Ball to a Friend."	Revise previous skills. Play "Mushroom" (everyone lifts together). Play "Cat and Mouse." Introduce simple team challenges such as keeping all balls on the parachute. Reflect on successful teamwork.	Warm-up with mushroom and waves. Play "Fruit Salad" or "Colour Swap" under the parachute. Introduce running between spaces safely. Play "Sharks and Lifeguards" or similar reaction game. Cool down and discuss quick decision-making.	Review favourite activities from previous weeks. Complete a series of parachute challenges: Keep 5 balls moving for 30 seconds. Build a mushroom and hold it. Roll a ball to a target. Swap places safely. Small-group challenge stations. Reflect on progress. Celebration game chosen by class.
Question Driver	How can we work together to control the parachute?	How can we move the parachute to control where the ball goes?	What does good teamwork look like?	How can we react quickly while staying safe?	How have our parachute skills improved?
Assessment for Learning Opportunities	Can pupils hold the parachute correctly? Can they follow stop and start signals? Can they work safely with others? Do they move in time with the group?	Can pupils adjust their movements? Can they control the speed of the ball? Can they respond to instructions quickly? Can they explain what helped them succeed?	Can pupils communicate appropriately? Do they encourage others? Can they follow group instructions? Are they able to complete a challenge together?	Can pupils react to changing instructions? Can they move safely in space? Can they avoid collisions? Can they show good body control when changing direction?	Can pupils apply skills independently? Do they demonstrate teamwork consistently? Can they explain what they have improved? Can they complete increasingly difficult challenges?

Subject: PE		Term: Autumn 2		Topic: Ball Skills		
The Big Question:				Skills Builder Focus this term:		
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective Sequential Steps 	To know that you must warm up your body before you do a sporting activity. To demonstrate coordination when passing a ball around different parts of the body	To know that you must move around space safely. To bounce and pat bounce a ball with a degree of control	To understand how to kick and dribble a ball	To understand how to correctly receive a ball	To show a degree of control when sending and receiving a range of equipment	To send a ball in various ways to play target games To know that you must aim for a target when throwing
Question Driver	What is the best tactic to balance the ball?	When should you release the ball?	Can you think of a sport where it is important to dribble a ball?	What is the position to receive the ball?	What piece of equipment is easiest to work with?	How should you stand when aiming at a target?
Assessment for Learning Opportunities	Can children throw and catch a larger ball? Can children keep the ball balanced in 2 hands/1 hand? Can children walk while keeping the ball balanced in their hand?	Can children pat the ball with 2 hands? Can children bounce the ball and keep it under control? Do children know to release the ball when their arm is extended?	Can children keep the ball controlled at their feet? Can children accurately kick a ball towards a target?	Can children keep their eyes on the ball? Do they stand with their arms out ready to catch? Do they bring the ball into their body when it reaches their hands?	Can children release a ball / beanbag at the correct time? Can they throw accurately towards a target?	Can children use the correct technique when throwing underarm? Can they accurately throw and hit a target?

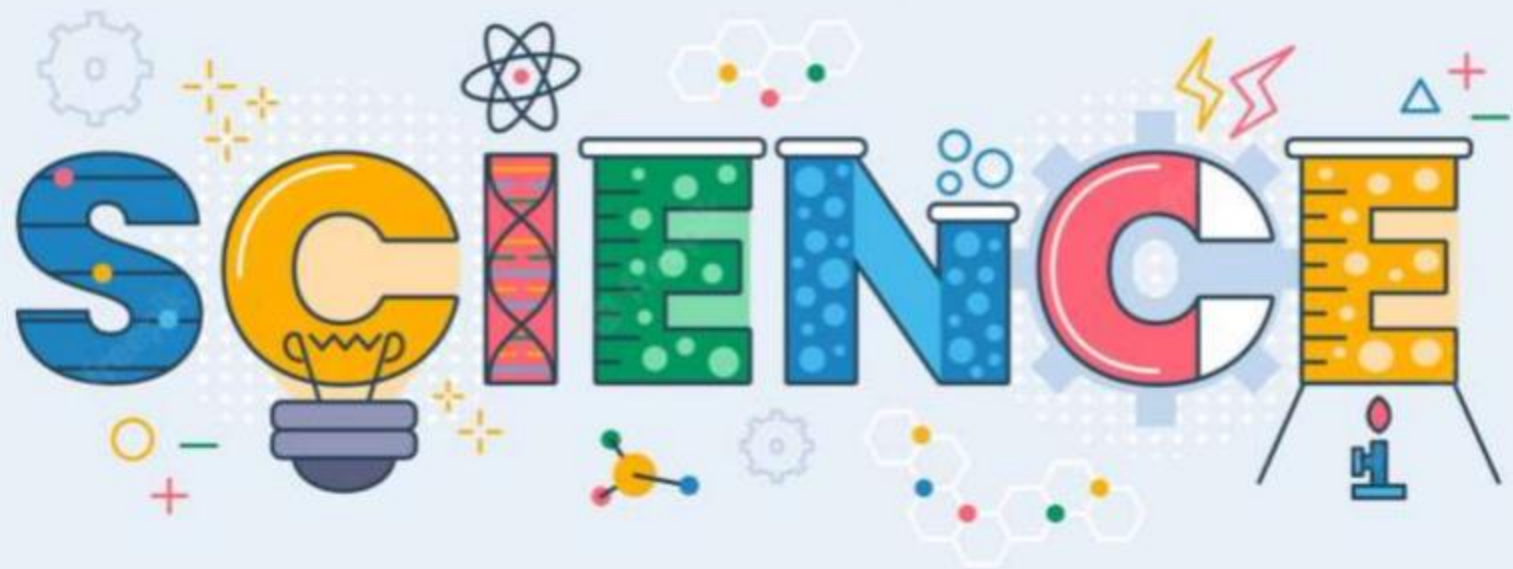


Subject: PSHE		Term: Autumn 2		Topic: Celebrating Differences	
The Big Question: How are we different?				Skills Builder Focus this term:	
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Objective Sequential Steps 	To accept that everyone is different.	To include others when working and playing	To know how to help if someone is being bullied	To help others solve problems. To be kind to others.	To know how to give and receive compliments
Question Driver	What makes me special?	How do our differences make us special?	What is bullying?	What do I do about bullying?	How can I be kind to others?
Assessment for Learning Opportunities	Can children identify similarities between people in their class? Can children tell you some ways in which they are the same as their friends?	Can children identify similarities between people in their class? Can children tell you some ways they are different from their friends?	Can children tell you what bullying is? Do children understand how being bullied might feel?	Do children some people who they could talk to if they were feeling unhappy or being bullied? Can children be kind to children who are bullied?	Can children tell you some ways they are different from their friends? Do children understand these differences make them all special and unique?



Religious Education

Subject: Religious Education		Term: Autumn 2		Topic: Christmas	
The Big Question: Why are gifts given at Christmas?				Skills Builder Focus this term:	
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Objective	To understand what a celebration is and how people celebrate special times.	To know that Christmas celebrates the birth of Jesus. To recall key events in the Nativity story.	To identify how Christians celebrate Christmas today.	To understand that Christians give gifts at Christmas to remember the gifts given to Jesus and to show love.	To reflect on why Christmas is a special time for Christians.
Sequential Steps 	Create a "celebration mind map" with pictures and words. Children draw or write about their favourite celebration.	Order simple story cards or pictures. Create a class story map of the Nativity.	Look at photos/videos of Christmas celebrations. Discuss symbols (star, candle, crib) and their meanings Make a simple Advent wreath or Christmas card with a Christian message	Revisit the story of the wise men bringing gifts. Discuss why people give presents today. Make a "gift of kindness" box – children write/draw ways to show kindness to others.	Circle time reflection: "What is the most special thing about Christmas for you?" Sing a Christmas carol (e.g., <i>Away in a Manger</i>) and discuss its message.
Question Driver	What is a celebration?	What does Christmas celebrate?	How do Christians celebrate Christmas?	How do Christians give kindness at Christmas?	Why is Christmas important to Christians?
Assessment for Learning Opportunities	Can children identify what makes something a celebration? Do they recognise that people celebrate in different ways?	Can children recall who the story is about and where it happened? Can they explain that Christmas celebrates Jesus' birth?	Can children describe some Christian traditions at Christmas? Do they understand that Christmas has a religious meaning?	Can children explain why Christians give gifts? Can they suggest ways to show kindness?	Can children explain that Christmas is important to Christians because it celebrates Jesus' birth?



Subject: Science			Term: Autumn 2		Topic: Everyday Materials	
The Big Question: How can we identify, <u>describe</u> and choose materials for different purposes?			Scientific Enquiry Skills 		Skills Builder Focus this term:	
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective	To identify objects and materials.	To identify and sort materials.	To describe the properties of materials.	To name properties of materials through testing.	To carry out a comparative test.	To sort materials into groups.
Sequential Steps 	- Distinguish between an object and a material. - Identify everyday materials. - Explore materials around school. - Label objects and materials. - Answer enquiry question using observations.	- Recap material names. - Sort objects by material. - Learn about recycling. - Discuss environmentally friendly choices. - Sort recyclable materials.	- Learn meaning of properties. - Describe how materials look and feel. - Match materials to properties. - Compare materials. - Complete materials hunt.	- Learn absorbent, waterproof, transparent and opaque. - Observe demonstrations. - Ask enquiry questions. - Test materials. - Use results to answer questions.	- Consider why materials are chosen for specific purposes. - Investigate Ted's shelter problem. - Predict which material will be best. - Carry out waterproof test. - Draw conclusions from evidence.	- Revise materials and properties. - Compare materials. - Identify similarities and differences. - Sort materials using properties. - Explain sorting choices and review learning.
Question Driver	What materials are everyday objects made from?	How can we sort materials and why is recycling important?	How can we describe and compare materials?	How can we test the properties of materials?	Which material is best for keeping things dry?	How can materials be grouped in different ways?
Assessment for Learning Opportunities	- Can they correctly identify everyday materials? - Can they answer a simple enquiry question using observations?	- Can children identify materials objects are made from? - Can they sort materials correctly? - Do they understand that some materials can be recycled?	- Can children use scientific vocabulary to describe materials? - Can they identify and compare properties?	- Can children carry out simple tests? - Can they identify absorbent, transparent and opaque materials? - Can they use observations to answer questions?	- Can children use equipment correctly? - Can they identify waterproof materials? - Can they draw a simple conclusion from results?	- Can children identify materials and their properties? - Can they justify how materials have been sorted? - Can they sort the same materials using different criteria?