



Subject: Art

Term: Autumn 1

Topic: Tell a story

The Big Question: Who would like to become an illustrator?

Skills Builder focus this term



	Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Learning objectives Sequential steps 	Pre-Ass To draw your favourite story <u>character</u> and add texture <u>Charcoal Mark Making</u> To develop a range of mark making techniques	<u>Creating Texture</u> To experiment with making different marks to make texture  I can listen with my ears and eyes	<u>My Toy Story</u> To develop an observational drawing	<u>Creating characters</u> To understand how to add expressions to illustrate a character  I don't interrupt	<u>Tell a story</u> To create and draw an <u>imaginary scenes</u> for a storybook	Post Assess Green pen To draw your favourite Halloween <u>character</u> and add texture
Question Driver	Does the way you hold charcoal affect the marks you make?	How can you draw what an object feels like?	What shapes make up an object?	How do illustrators use lines to draw characters?	What are your favourite storybook scenes?	What vocabulary can you remember that tells me something about texture?
Assessment for learning opportunities	Can children show experimentation using the charcoal stick?	Can children freely experiment with different tools and suggest ways to create different textures?	Can children talk about the shapes that are in their object and show an understanding of how to add textures?	Can children make a basic stick-like figure and develop it into a character? Do they understand how facial features	Can children create a scene from their own imagination and demonstrate an understanding for mark making to imply different textures?	Are children able to draw a character using shapes and lines? Have they demonstrated an understanding of how to mark make-using different textures? Quiz Quiz Answer Sheet



Subject: Computing

Term: Autumn 1

Topic: Keep safe and create

The Big Question: How can I keep myself safe online?

Skills Builder focus this term



	Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Learning objectives Sequential steps 	Pre-assess To Understand the importance of being safe, responsible and respectful online	Understand the importance of being safe, responsible and respectful online.	To recognise how technology makes you feel	To create an interactive survey to gather other people's opinions.	To understand that being safe online is <u>similar</u> to staying safe in real life.	To create an interactive educational game. Post <u>assess</u>
Question Driver	Do you believe everything you see on the internet?	Can you use what you learned last lesson to create multimedia resources?	Can you recognise the different kinds of feelings you can have when using technology?	Do you understand the importance of being safe, responsible and respectful online?	Do you know how to get help from an adult if they are unsure about a website?	Do you understand that being safe online is <u>similar</u> to staying safe in real life?
Assessment for learning opportunities	Do children recognise the importance of 'pausing and thinking' when online?	Can children import images into multimedia resources?	Do children know what to do when they don't have a	Can children import images and add and format text appropriately into	Can the children identify websites and apps that are	Can the children create an interactive educational game?



The Big Question: Who is Grace Darling and what is she famous for? Trip to Bamburgh and Grace Darling Museum



	Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six	Lesson Seven
Learning objectives Sequential steps 	<u>Pre Assess</u> Find out what the children already know about Grace Darling Use a historical source (painting of Grace Darling) to make observations and inference about that person. Learn facts about lighthouses now and in the past.	To order key events on a timeline. Explore the life of Grace Darling. Use the RNLI story. Explore unusual vocabulary and give indications of what life was like almost 200 years ago. (Queen Victoria). Put the main events in order of date on a timeline.	To know what a fact is? Watch the rescue on video. What were the facts and what was opinion? Children <u>have to</u> record the facts only.	To <u>make a decision</u> based on historical facts and evidence. Look at some old new photographs. What clues tell us something is very old and from the past e.g. clothes, fashion Sort photos into past and present. Explain <u>your</u> thinking. Read some statements. Explain why you think they are true/false/ from the past/present	To explore the link between lifeboats and Grace Darling Find out what lifeboats are and what they do. Compare images of Grace Darling's rescue and more recent rescues at sea. Use RNLI website to see other rescues by women What is similar/ different (<u>RNLI</u>)	<u>Post Assess</u> Find out what the children now know about Grace Darling and the rescue Remind the children of their learning journey Children record any historical facts they remember about Grace Darling.	To know that being brave can be about change What does bravery mean? When have you been brave at school/home? Share clips of brave people from the past and explain how their bravery inspired others and brought about change Collect examples of your friend being brave and share _____ was brave when
Question Driver	Who is Grace Darling and what is she famous <u>for</u> ?	Who is this local hero we are going to find out <u>about</u> ?	Is the story of Grace Darling's rescue true?	How do you know if something is from the <u>past</u> ?	What main event do we remember Grace Darling <u>for</u> ?	How have we grown our learning about Grace <u>Darling</u> ?	What does it mean to be brave?
Assessment for learning opportunities	I can explain what a historical source is. I can talk about some differences between past and present.	I can tell you what a simple timeline is. I <u>know what</u> chronological order	I can tell you a fact from the rescue. I can tell you 3 facts about	I can use facts and new knowledge to <u>explain why something</u> or someone is from the past.	I can tell you how after Grace Darling's bravery changes were made. I know that	I can recall key events and <u>factual information</u> about Grace Darling	I can talk about a historical character and explain what the and the impact of their bravery upon <u>others</u> ?

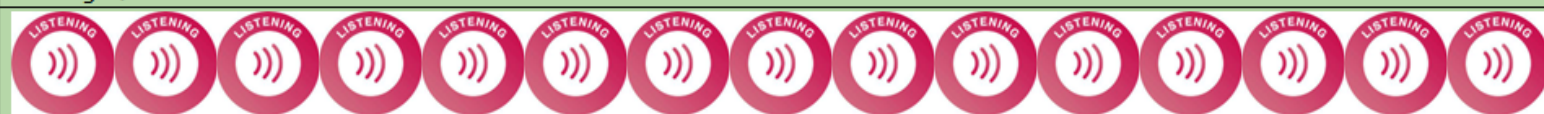


Subject: Music

Term: Autumn 1

Topic: hands, feet , heart

The Big Question : What is South African Music?



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven
Learning objectives	Pre-assess	Step 1 - start to learn the sing- hands , feet, heart by Joanna Mangona	Step 2 - listen and appraise - The click song	Step 3 - listen and appraise - Mbube	Step 4 - listen and appraise- Bring him back home	Step 5 - Listen and appraise- You can call me Al	Step 6 - Listen and appraise - Hlokolosa
Sequential steps 	What do the children already know about African music?	Listen and appraise- what can you hear?	Continue to learn Hands feet heart.	Start to learn instrument parts for hands, feet, heart.	Continue to learn to play the instrument and sing the song	look at what it means to compose music	Are the children ready to perform?
Question Driver	What is African music? How can you tell?	Do you like the song? How is the song put together?	What instruments can you hear?	What instrument are we playing?	Can you remember what style of music we are learning about?	What does compose mean?	Can you perform our song?
Assessment for learning opportunities		Can the children talk about how they feel about the song?	Can the children name some of the instruments they can hear?	Can the children hold the beater correctly and play notes in time to the music?	Can the children play the correct note at the correct time?	Can the children compose a simple melody	Can the children perform confidently?



Subject: PE indoor		Term: Autumn 1			Topic: SAQ		
The Big Question: How can we improve our Speed, Agility and Quickness							
Skills Builder focus this term							
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Learning objectives		Lesson One		Lesson Two		Lesson Three	
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Subject: PE Outdoor

Term: Autumn 1

Topic: Games unit 1
Throw and Catch Val Sabin

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
 Learning objectives Sequential steps	To throw and catch with one hand. Children choose their object to throw	To throw, roll and catch a <u>ball</u> .	To throw and catch a small ball.	To throw and aim accurately.	To throw backwards and catch the ball	To move and control a ball.
Question Driver	How can we challenge ourselves to throw and catch?	How can we throw in a different direction?	Who can bounce in the hoop?	Who can hit the target?	Who can throw backwards?	Who can control the ball whilst moving?
Assessment for learning opportunities	Can the children throw and catch with one hand? Throw and catch with the other hand? Can chn throw and clap and catch?	Can the children roll the ball accurately? Can they throw up and catch? Can they bounce the ball and catch? Can the children throw to a partner and the partner catch? And <u>visa versa</u>	Can chn bounce a small ball and catch it? Can they throw it u and catch it? Bounce in a hoop and catch it? Bounce out of the hoop and catch it?	Can chn throw the bean bag in the hoop? Can they throw <u>their</u> <u>hoop</u> over the bean bag? Can chn bowl the hoop? (control with one hand)	Can chn throw the ball over their head and catch? Throw it over head and allow it to bounce and catch? Can chn roll and race their ball	Can chn make shapes with their feet? Can they walk and throw and catch? Can chn dribble with the ball?



Subject: PHSE

Term: Autumn 1

Topic: Being Me

The Big Question: What rights and responsibilities do we have in our school and classroom?

Skills Builder focus:

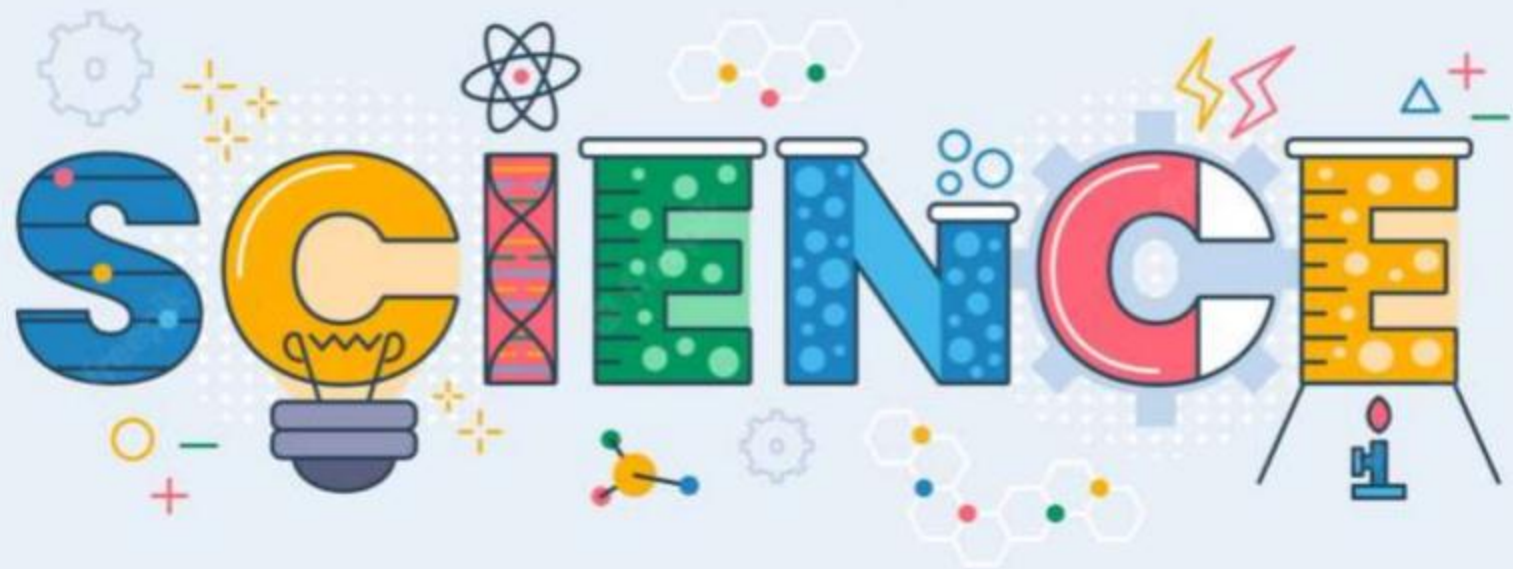


	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives  Sequential steps	<u>Hopes and fears for the year</u> I can identify some of my hopes and fears for this year	<u>Rights and responsibilities</u> I understand the rights and responsibilities for being a member of my school	<u>Rewards and consequences</u> I understand the rights and responsibilities for being a member of my class	<u>Rewards and consequences</u> I can listen to other people and contribute my own ideas about rewards and consequences	<u>Our learning charter</u> I understand how following the Learning Charter will help me and others learn	<u>Owning our learning charter</u> I can recognise the choices I make and understand the consequences
Question Driver	Who are your safe 5?	What's the difference between a right and a responsibility?	Why do we need to be responsible to look after our things?	What is a consequence and when do they happen?	How does our BLOSSOM code help us learn?	Do we always have a choice to make?
Assessment for learning opportunities	What feelings do you experience when you are worried?	Can children label what their rights and responsibilities are on the BLOSSOM code?	Make a class poster. Can children talk about what responsibilities and rights they have in their class?	Can children talk about ways that keep their classroom safe and fair? Link to BLOSSOM	Can children identify and explain how each letter of the BLOSSOM code helps us to learn?	Using the class poster and BLOSSOM code can children come up with their own consequences for making a poor choice?



Religious Education

Subject: R.E		Term: Autumn 1			Topic: The Bible	
The Big Question: Why is the Bible important to Christians?						
Skills Builder focus:						
						
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Learning objectives Sequential steps 	Pre assess- What do the children already know about the Bible? To find out what the Bible is.	To be able to retell the story of Noah's Ark	To be able to retell the story of David and Goliath.	To be able to retell the story of Daniel in the Lions den.	To be able to retell the story of Jonah and the whale.	Post - assess- What do the children know now about what is in the Bible
Question Driver	Which religion does the Bible come from? What are the 2 parts of the Bible called?	Why did God flood the world?	Why was David not afraid of Goliath?	Why did Daniel refuse to stop praying to his God?	Why did God send a storm?	What are the two main parts of the Bible? Do you know any subsections within the Old Testament?
Assessment for learning opportunities	Do the children know anything about the Bible? Do the children understand that the Bible is a holy book?	Do the children understand why Noah was picked by God?	Do the children understand how David won?	Do the children understand why the Lions didn't harm Daniel?	Do the children understand how Jonah escaped from the whale?	Can children name 2 or more Old Testament stories and describe the significant religious figures within these.



Subject: Science			Term: Autumn Term			Topic: Living Things and their Habitats		
The Big Question: What is a habitat?								
Skills Builder focus:								
								
	Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six	Lesson Seven	
Learning objectives Sequential steps 	To investigate the meanings of habitat, herbivore, carnivore, omnivore. Pre-Ass What do they already know about living things and their <u>habitats</u> ?	To investigate local habitats.	To identify different habitats and animals that live there.	To identify different <u>habitats, animals</u> that live there and basic adaptations.	To identify whether objects are alive, dead or never alive.	To create a simple food chain.	Post Assess Green pen - What have they learnt about living things and their habitats?	
Question Driver	What living things are around you?	Which habitats are around you?	Which plants/animals live in the why? How do they survive?	Why could a polar bear not live/survive in the desert?	How do you know if something <u>is alive/dead/never been</u> alive?	What is always at the start of a <u>food</u> chain?	What have they learnt about living things and their habitats?	
Assessment for learning opportunities	Can children identify a variety of different habitats? Can they describe the differences between herbivores, carnivores and omnivores?	Can children identify habitats local to them? Can they identify plants and animals correctly?	Can children research a habitat and discover what lives there and why?	Can children apply prior knowledge to identify a habitat, state what lives there and why?	Can children sort everyday items into alive/dead/never alive?	Can children <u>create</u> <u>their</u> own food chain and start it with a producer?		