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| **Mountains –Autumn 2 – Seal Class**  |
|  **Geography – Mountains****Intent**Children to find out what a mountain is, how it is made and that they can even have their own climate! They will explore the Seven summits of the world with a focus on the UK mountains. A case study of the Himalayas will allow children to learn about how a mountain region can be important to the way people live.  | **Design and Technology – Structure: Pavilions****Intent** Children to explore designing and producing stable structures with a layer of decorative cladding. Children to understand the importance of using the resources that best fit the intended outcome requirements.  | **Science - Properties and Changes of Materials** **PZAZ****Intent**Pupils will explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, e.g. burning, or mixing bicarbonate of soda with vinegar. | **Computing Vector drawing****Intent**Pupils will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the **Google Drawings app** other alternative pieces of software are available.***Purple Mash Unit 5.6******3D Modelling*** | **RE -**  **Christianity – Is the Christmas Story True?** **Intent**Children will learn to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.  |
| **National curriculum links**Describe and understand key aspects of physical geography, including: mountains  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedDescribe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals.Name and locate key topographical features of the UK (including mountains). | **National curriculum links**Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designMake - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.Evaluate - valuate their ideas and products against their own design criteria and consider the views of others to improve their work.Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **National curriculum links**Programme of study – Properties and changes of materials * compare and group together everyday materials on the basis of their properties, including their hardness and solubility.
* know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
* use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
* demonstrate that dissolving, mixing and changes of state are reversible changes
* explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
 | **National curriculum links**Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. | **National curriculum links****(Areas of Enquiry) Discovery RE*** Beliefs, teachings and sources.
* Meaning, purpose and truth.
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| **Key knowledge components (taken from KO’s)**A mountain is a landform that sticks up, high above the surrounding land. It is much taller than a hill (600 metres or above, in the UK) and is often found grouped with others in a mountain range.Mountains are formed when two of the earth’s plates collide and land is pushed upwards or folded.Mountains have their own climates. | **Key knowledge components (taken from KO’s)**Children to understand what a frame structure is.Children to know that a ‘free-standing’ structure is one that can stand on its own.Children to know that a pavilion is a decorative building or structure for leisure activities.Children to know that cladding can be applied to structures for different effects.Children to know that aesthetics are how a product looks. | **Key knowledge components (taken from KO’s)****Grouping materials** · Materials can be grouped depending on their properties; hardness, solubility, magnetism.**Dissolving**· When the particles of a solid mix with the particles of a liquid, this is called dissolving. · The result is a solution. · Materials that dissolve are soluble. · Materials that do not dissolve are insoluble. **Separating/ reversible/ irreversible changes** · Some materials can be separated after they have been mixed— this is called a reversible change. · Some methods of separation include the use of a magnet, a filter (for insoluble materials), a sieve (based on the size of the solids) and evaporation. · When a mixture cannot be separated back into the original components, this is called an irreversible change.  | **Key knowledge components (taken from KO’s)**Children know how to add an object to a vector drawingChildren know what copy and paste is and use this effectively Children know how to modify and reposition objects Children to recognise that each object in a drawing is in its own layerChildren to recognise that objects can be modified in groupsChildren to recognise that vector images can be scaled without impact on quality | **Key knowledge components (taken from KO’s)*** The Bible records the important events in the life of Jesus in the Gospels.
* The Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant)
* The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement).
* The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.
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| **Key progression skills**Geographical enquiryUse primary and secondary sources to find information about a range of localities.Geography skills and field workCommunicate findings using geographical terms, e.g. location, land use, settlement.Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.**Location and Place Knowledge**Identify physical and human features that have contributed towards the change and development of a locality.Talk about the way in which the physical location can determine the growth of a settlement or industryHuman and Physical GeographyGive simple explanations for the location of human and physical features within a locality. | **Key progression skills**Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and sectional diagrams.Make: Join and combine a range of materials and ingredients using appropriate methods. E.g., beating, rubbing in, drilling, gluing, sewing, screwing. Evaluate: Show a clear understanding of the specification and use this to inform decisions.Technical Knowledge: Build framework using a range of materials e.g., wood, corrugated card, plastic to support mechanisms. | **Key progression skills - WS****PZAZ focus areas for whole school KS2**Can define the 3 Types of Variable (1 week)Can name 3 Independent, 3 Dependent and 3 Control Variables (1 week)Can construct questions from chosen variables (1 week)Can identify variables from questions (2 weeks)Can make a prediction (1 week)Can justify a prediction (1 week)Can list the equipment needed to carry out an investigation (1 week)Can write a method for an investigation (1 week)Can identify risks and mitigation procedures associated with an investigation (1 week) Can produce a full plan for an investigation (1 week) | **Key progression skills****Use an increasing variety of tools and effects in paint programs and talk about their choices.****Look at own work & consider how it can be improved for effectiveness.** | **Key progression skills**I can make links between sources, practices, beliefs, ideas, feelings and experiences.I can raise and suggest answers to questions about purpose, truth, values and commitments.  |
| **Implementation*** What is a mountain?

Children to describe what a mountain is and locate the world’s ‘Seven Summits’ on a map.* How are mountains made?

Children to describe the key features of mountains and how they are formed.* What is it like on a mountain?

Children to describe the climate of mountains and explore mountain life.* What are the UK's highest mountains like?

Children to explore and locate the UK’s highest mountains* What is it like in the Himalayas?

Children to recognise the importance of the Himalayas for people living in the region.* What can I find out about the world's highest mountains?

Children to share their knowledge about a world- famous mountain or mountainous region | **Implementation*** Exploring frame structures – children to create a range of different shaped frame structures.
* Designing a Pavilion – children to understand that different materials have varying affects when building a structure. Children to use this knowledge to design a stable structure.
* Pavilion frame - Using their designs and a range of materials, children build a strong frame structure for their pavilion
* Pavilion cladding – children to experiment with different decorative techniques, pupils use paper and other materials to clad their pavilions
 | **Implementation*** Pre-teach vocabulary assessment
* Children will compare and group together everyday materials on the basis of their properties (Materials Classification & The Hardness of materials 5.11 PZAZ)
* Children will demonstrate that dissolving, mixing and changes of state are reversible changes. To compare and group together everyday materials on the basis of their properties, including their, solubility (Making a solution & Does temperature affect solubility? 5.8 PZAZ)
* Childrne will demonstrate that dissolving, mixing and changes of state are reversible changes (Reversible changes with water (teacher led) & Reversible changes with chocolate 5.8 PZAZ)
* Children will recall that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Separating mixtures by sieving 5.9 & set up Disappearing Water 5.10 for last week PZAZ)
* Disappearing water findings (separation by evaporation) & Post-teaching vocabulary assessment
 | **Implementation*** Pupils are introduced to vector drawings and understand that they are made up of simple shapes and lines. Use draw tools in the Google Drawings app to create vector drawings. How do vector drawings differ from paper-based drawings?
* Pupils identify shapes that are used to make vector drawings. They explain that each element of a vector drawing is called an object. They create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They learn to duplicate the objects.
* Pupils increase complexity of their vector drawings and use the zoom tool to add detail to their work. They are shown how grids and resize handles can improve the consistency of their drawing. They also use tools to modify objects to create a new image.
* Pupil understand layers and how they are used in vector drawings. Discover that each object is built on a new layer -these layers can be moved to create effective vector drawings.
* Learners select and duplicate multiple objects at a time. Learn how to group multiple objects. Learners then use this knowledge to group and ungroup objects, to make changes to and develop their vector drawings.
* Use the skills to create a vector drawing for a specific purpose. Reflect on skills used to create the vector drawing. Begin to compare vector drawings to freehand paint program drawings.
 | **Implementation*** What does true mean?
* Children will explore a variety of news articles and consider how they are the same/different based on the different perspectives of people.
* What do you know about the Christmas story?
* Children will explore different versions of the Christmas story and compare the differences. Which version is true?
* Was Jesus really born on the 25th December?
* Children to consider what we can learn from stories, even if they didn’t happen exactly as they have been recorded.
* Are there different types of truth?
* Children to consider historic/scientific/personal truth.
* Children will complete an activity sheet considering if the Christmas story is true and whether this matters to Christians.
* What is a story that you have learnt the most from?
* Children to discuss and share stories that are meaningful to them.
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|   **End composite**Pupils create a fact-file on one of the Seven Summits, using the knowledge they have gained from their learning. | **End composite**Children to produce a pavilion with a stable structure and a variety of chosen cladding. | **End composite**Children to complete their own evaporation investigation. | **End composite**Pupils will create a vector drawing for a specific purpose. They reflect on the skills they have used to create the vector drawing and think about why they used the skills they did. Learners then begin to compare vector drawings to freehand paint program drawings. | **End composite**Children will complete an activity sheet answering the question ‘Is the Christmas story true?’.  |
| **Impact**Pupils to be able to explain what a mountain is and how it is made. They will be able to explain the type of climate found on a mountain and how this might impact the life style of people living in these regions. | **Impact**Children to understand the process of designing, planning and creating a stable structure and subsequently understanding the cladding options that could be used to decorate and ‘house’ their structure. | **Impact**Pupils can talk about reversible changes, including evaporating, filtering, sieving, melting and dissolving. They can explain that melting and dissolving are different processes. Pupils can explain what an irreversible change is.  | **Impact**Pupils will be able to create vector drawings for a specific purpose. Pupils will reflect on the skills they have used and discuss why they have used them.Pupils will compare vector drawings to freehand paint drawings | **Impact**Children will be able to retell the Christmas story and will be able to identify the differences between the same story told by different sources. Children will develop an understanding that stories can be meaningful, whether they have happened or not.  |

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| **Music**  **Classroom Jazz 1** **Intent**In this unit the children will listen to Bossa Nova and Swing music. They will learn about the 3 note Bossa Nova and the 5 note swing. They will learn the vocabulary linked to Bossa Nova and Swing music. | **PSHE – Celebrating Difference** **Intent**In this unit, the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people’s cultures. |  **PE** **Intent****Dance** As in all units, pupils develop physical, social, emotional and thinking whole child objectives.Pupils explore different styles of dance, working individually, as a pair and in small groups. Pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. |  **MFL** **Hobbies and Pets**  **Intent**Children will learn how to construct simple negative verb form ‘I do not’ and will also learn more verbs in the first person singular, including, for example: to understand, to like, to play, to read etc. |
| **National curriculum links****By the end of KS1 pupils should:**-play and perform in solo and ensemble contexts, using their voices ad playing musical instruments with increasing accuracy, fluency, control and expression.- improvise and compose music for a range of purposes using the inter-related dimensions of music.-listen with attention to detail and recall sounds with increasing aural memory.-use and understand the staff and other musical notations.-appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.-develop an understanding of the history of music. | **National curriculum links****By the end of Primary pupils should know:*** (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
* (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
* (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
* (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
* (R15) the importance of self-respect and how this links to their own happiness
* (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
* (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
* (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive
* (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
* (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
* (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
* (R32) where to get advice e.g. family, school and/or other sources
* (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
* (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings
* (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
* (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
* (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
* (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online.
 | **National curriculum links**develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns | **National curriculum links**Speak in sentences, using familiar vocabulary, phrases and basic language structures.Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences.  |
| **Key knowledge components (taken from KO’)*** Listen and appraise the 3 note Bossa Nova and the 5 note Swing. What instruments can they hear?
* Use glocks or recorders to play instrumental parts. using the notes G, A + B and D, E, G, A + B
* Improvise in a Bossa Nova style using the notes G, A + B.
* Improvise in a swing style using the notes D, E, G, A + B.
* Perform and share involving improvisations and/or instrumental performances.
 | **Key knowledge components (taken from KO’s)****Knowledge:*** Know external forms of support in regard to bullying e.g. Childline
* Know that bullying can be direct and indirect
* Know what racism is and why it is unacceptable
* Know what culture means

**Social and Emotional Skills:*** Appreciate the value of happiness regardless of material wealth
* Identify their own culture and different cultures within their class community
* Identify their own attitudes about people from different faith and cultural backgrounds
* Develop respect for cultures different from their own
 | **Key knowledge components (taken from KO’s)*** I can accurately copy and repeat set choreography.
* I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
* I can lead a group through short warm-up routines.
* I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
* I can suggest ways to improve my own and other people’s work using key terminology.
* I can use counts when choreographing to stay in time with others and the music.
* I can use feedback provided to improve my work.
 | **Key knowledge components (taken from KO’s)*** To great others and respond politely.
* To count from 11 – 20
* To describe when and how you like to play.
* To describe what you do at breaktime.
* To describe your hobbies
* To describe which pets you have.
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| **Key progression skills****Listen and Appraise**● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel.**Games**Find the pulse, copy back rhythms, copy back 3 note riffs.**Singing**● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.**Playing**● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session**Improvisation**Using up to 3 notes.**Composition**● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).**Performance**● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | **Key progression skills** **Knowledge:*** Know what culture means
* Know that differences in culture can sometimes be a source of conflict
* Know what racism is and why it is unacceptable
* Know that rumour spreading is a form of bullying on and offline
* Know external forms of support in regard to bullying e.g. Childline
* Know that bullying can be direct and indirect
* Know how their life is different from the lives of children in the developing world

**Social and Emotional Skills:*** Identify their own culture and different cultures within their class community
* Identify their own attitudes about people from different faith and cultural backgrounds
* Identify a range of strategies for managing their own feelings in bullying situations
* Identify some strategies to encourage children who use bullying behaviours to make other choices
* Be able to support children who are being bullied
* Appreciate the value of happiness regardless of material wealth
* Develop respect for cultures different from their own
 | **Key progression skills*** Adapt and refine the way they use weight, space and rhythm in their dances
* Perform different styles of dance clearly and fluently
* Vary and combine spatial patterns, speed, tension and continuity on own / with others.
* Think about character and narrative ideas created by stimulus
* Use the following to create motifs; action and reaction, question and answer.
* Practise and combine longer and more complex phrases. Describe and interpret dance styles using appropriate vocabulary.
* Compose motifs and plan dances creatively and collaboratively
* Choose appropriate warm up and cooling down activities.
* Suggest how performances can be improved, so they communicate more effectively
 | **Key progression skills*** Follow along and repeat key words from a song, rhyme or poem.
* Use the visual cues and context to follow the gist of a short text.
* Ask and answer simple pre-learned questions from memory and use several short phrases and questions in predictable classroom interaction.
* Copy words and short phrases accurately.
* Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).
* Use the high-frequency verb forms in the 1st person (eg j’ai, je suis) confidently.

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| **Implementation*** Children will listen and appraise Bossa Nova and Swing music.
* Children will listen to the structure of a 3 note Bossa Nova and a 5 note Swing
* Children will Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.
* Children will Improvise in a Bossa Nova style using the notes G, A + B.
* Children will Improvise in a swing style using the notes D, E, G, A + B.
 | **Implementation*** Children will understand that cultural differences sometimes cause conflict.
* Children will understand what racism is.
* Children will understand how rumour-spreading and name-calling can be bullying behaviour.
* Children will explain the difference between direct and indirect types of bullying.
* Children will compare their life with people in the developing world.
* Children will understand a different culture from their own.
 | **Implementation*** THEME: Dance by ChanceChildren will create a dance using a random structure and perform the actions showing quality and control.
* THEME: Dance by ChanceChildren will understand how changing dynamics changes the appearance of the performance.
* THEME: Dance by ChanceChildren will understand and use relationships and space to change how a performance looks.
* THEME: Rock ‘n’ RollChildren will copy and repeat movements in the style of rock ‘n’ roll.
* THEME: Rock ‘n’ RollChildren will work with a partner to copy and repeat actions keeping in time with the music.
* THEME: Rock ‘n’ RollChildren will work collaboratively with a group to create a dance in the style of Rock ’n’ Roll.
* THEME: Ancient MayaChildren will develop set choreography inspired by a Mayan god.
 | **Implementation*** Useful phrases
* Numbers 11-20
* I like to play
* In the playground
* Hobbies
* Pets
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| **End composite**. Perform and share including improvisations and /or instrumental performances. | **End composite**To create the Hall of Fame display. | **End composite**To work collaboratively to perform a dance of choice learnt over the unit  | **End Composite** Children will prepare a short speech to introduce themselves and give information about their hobbies and pets. |
| ImpactPupils will be able to identify a 3 note Bossa Nova and a 5 note swing piece of music. Pupils will be able to improvise and use instruments to create a performance. They will be able to say what they enjoyed and didn’t enjoy. | ImpactPupils can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. Pupils can explain why racism and other forms of discrimination are unkind.  | ImpactPupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others. | ImpactChildren will understand how to construct simple negative verb form ‘I do not’ and will also have learnt more verbs in the first person singular.Children will be able to introduce themselves and give additional information about their hobbies and pets.  |