

Term:		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Other events						Harvest Festival – Scarecrow making/food tasting.			
History	Question								
	Skills								
	Knowledge								
	Activity								
Science – Li	Question		What do my body need to keep healthy?	Where does my food go? What are the parts of my body?	What lives on a farm?	What am I called? (using picture prompts)	What makes a plant a plant? <i>What are the names of plants? What different types of plants are there?</i>	Science: I know that animals, including humans, have offspring that grow into adults. – Meet the chickens.	When can I have a snowball fight?

v i n g T h i n g s	Ski lls		<p>Ask simple scientific questions.</p> <p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p>	<p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p> <p>Talk about what they have done and say, with help, what they think they have found out.</p>	<p>Ask simple scientific questions. Talk about what they have done and say, with help, what they think they have found out</p>	<p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p> <p>With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</p> <p>With support, use simple equipment to measure and make observations.</p>	<p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p> <p>With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</p> <p>With support, use simple equipment to measure and make observations.</p>		
	Know ledge		<p>I know that the body needs a healthy diet to keep it healthy.</p> <p>I know that fruits and vegetables are part of a healthy diet.</p> <p>I can recognise some fruits and vegetables and name them.</p> <p>I know that we need food, water and air and water to stay alive.</p>	<p>Digestion – I know the basic parts of a the digestive system and body.</p>	<p>I can say the basic needs of animals for survival.</p> <p>I know that all animals, including humans, need to feed to grow and to be active.</p>	<p>I can identify and name a variety of common wild and garden plants including trees</p>	<p>I know the basic needs of a plant for growth.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	Farm day	<p>I can observe changes across the four seasons.</p>

							I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees		
	Activity		<p>Food tasting and sorting activity. – Invite parents in.</p> <p>Jamie Oliver - Healthy Schools - poster making</p> <p>Nadia Hussain - healthy cakes</p>	<p>Draw round a child – following the journey of an apple through the digestive system.</p> <p>Children to draw their own.</p> <p>Plenary – Journey of my food.</p>	<p>Source a map of a farm. Discuss why different animals live in different areas and their different needs for food and water.</p>	<p>Starter - 6 pictures of flowers in children’s books. Can they name them?</p> <p>Flower hunt.</p> <p>Bring different flowers inside.</p> <p>Flower art work. Make corrections on picture names.</p>	<p>Plant seeds.</p> <p>Bring flowers from home.</p> <p>Discuss different parts of the flower.</p> <p>Label a picture.</p> <p>Give children some seeds to grow at home.</p> <p>Plant/tree walk on school grounds.</p>		<p>Postcards from each season.</p>
RE	Question	Who am I?	Where do I belong?	How are we connected?	What do you appreciate?	What makes me special?			

	Skills	I can express creatively through art, poetry or drama) their own ideas about the questions: Who am I?	I can express creatively through art, poetry or drama) their own ideas about the questions: Where do I belong?	I can express creatively through art, poetry or drama) their own ideas about the questions: How are we connected?	I can express creatively through art, poetry or drama) their own ideas about the questions: What do you appreciate?	I can express creatively through art, poetry or drama) their own ideas about the questions: Who makes me special?			
	Knowledge	I know who I belong to.	I can name groups I belong to.	I know that we are connected together.	I can say kind words about my friends.	I can recognise similarities and differences between people.			
	Activity	Children draw a picture of themselves and label 3 things about themselves eg a quality, town they live, something they like.	We discuss how school is somewhere we belong, children can share other ideas too. Children work in groups of 4 to design a school crest/ shield to represent 4 different aspects of our school eg Rotherham, Whitehill way.	Children discuss how we all belong to Brinsworth Whitehill – discuss school rules and uniform.	We will discuss the importance of being kind to others in making our school a good place to belong. Children will have time to think and we will model ideas then sit in a circle and give one compliment to the person to their right, going all the way round the circle.	We will discuss some ways others may be different from us eg hair colour, likes and dislikes, religion, disability etc and why it is important to be kind to everyone even if they're different from us. Children will work with a partner and brainstorm ideas on a sheet of			

						paper of similarities and differences between the two of them using words and/or pictures.			
P S H E	Question	What is it like being me?	What are rights and responsibilities?	What is a safe space?	How does it feel to be proud?	What are rewards and consequences?			What is a learning charter?
	Skills	I can understand the rights and responsibilities as a member of my class.	I can understand the rights and responsibilities as a member of my class.	I can understand the rights and responsibilities as a member of my class.	I can understand the rights and responsibilities as a member of my class.	I can understand the rights and responsibilities as a member of my class.			I can understand the rights and responsibilities as a member of my class.
	Knowledge	I feel special and safe in my class.	I know that I belong to my class.	I know how to make my class a safe place for everybody to learn.	I recognise how it feels to be proud of an achievement	I recognise the range of feelings when I face certain consequences			I understand my choices in following the Learning Charter
	Activity								
C o m p	Question								

u t i n g	Ski lls								
	Kno wle dge								
	Act ivit y								
A r t	Qu esti on					How can I sketch a flower?	Who is Andy Goldsworthy?	How can I make a scarecrow?	
	Ski lls					I can draw lines of different size and thickness.	I can use a combination of shapes and materials.	I can use a combination of shapes and materials.	
	Kno wle dge						I can discuss the art work of Andy Goldsworthy and how it makes me feel.	I can talk about the purpose of a scarecrow and where they are from.	
	Act ivit y					Drawing and labelling flowers	Research Andy Goldsworthy and discuss his art work. Make own Andy	Scarecrow making	

							Goldsworthy art using autumn leaves.		
D e s i g n	Q u e s t i o n						How can I make a delicious soup?		
	S k i l l s						I can describe food using my senses. I can use the right tools to cut, peel, grate and chop. I can select from and use a range of equipment to perform practical tasks.		
	K n o w l e d g e								
	A c t i v i t y						Soup making		

Year group: Key Stage One

Topic: Weather Watch Autumn 2 GEOGRAPHY

Term:		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Other events			Remembrance week. Children in Need.	Anti-bullying week.	Warburton's Workshop		Film children's Christmas song – Silent night		
H i s t o r y	Qu e s t i o n								
	Ski lls								
	Kno w l e d g e								
	Act i v i t y								
S c i e n c e –	Qu e s t i o n	Why can't a polar bear live in my garden?	Why can't a polar bear live in my garden?	What are the different months?	What happens in each season?		Why does ice melt when it's warm?	Why does ice melt when it's warm?	

Year group: Key Stage One

Topic: Weather Watch Autumn 2 GEOGRAPHY

L i v i n g T h i n g s	Ski lls	I can begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. I can observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	I can begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. I can observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	I can begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. I can observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	I can begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. I can observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.		Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.	Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.	
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Year group: Key Stage One

Topic: Weather Watch Autumn 2 GEOGRAPHY

	Knowledge	I know the main types of habitats on Earth and know of some animals that live in each habitat. I know animals don't live on other planets as they need air, water and food to stay alive.	I can identify that most living things live in habitats to which they are suited. I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	I know the season and months.	I know and can describe different types of weather. I can observe and describe weather associated with the seasons.		I know that water freezes and forms ice in the winter and this is because it is colder.	I know that water freezes and forms ice in the winter and this is because it is colder.	
	Activity	Drawing and labelling a desert habitat.	Drawing and labelling a desert habitat.	Create a poster about months, seasons and weather.	Create a poster about months, seasons and weather.		Freezing different coloured balls.	Melting our ice balls.	

Year group: Key Stage One

Topic: Weather Watch Autumn 2 GEOGRAPHY

					I know that weather patterns in a place, over time, are called climate				
	Activity	Children to create their own calendar, come up with a seasons poster (decorate a tree, could be for a display) Begin creating a weather log for the week.	Locate Africa and the North Pole on a map. Make predictions on differences, come up with a hula hoop venn diagram, sorting activity of animals	Plant flowers and watch what happens if we water one, leave one outside and put one in a hot place - make predictions and re visit.	Teacher role play - interview somebody who lives in Africa. Write a diary entry as if they are a child in the North Pole I could see a _____. I could hear a _____. I ate some _____. I had to wear my _____.	Large pictures of different houses on carpet, add post it notes to what where we think we would find the house. Give character description (people who live in different countries) and children must read the clues and design a house suitable for them to live in.			
RE	Question	What is Eid?	What is Easter?	What is the Qur'an?	What is the Bible?	What is generosity?	How can we all get along?		

Year group: Key Stage One

Topic: Weather Watch Autumn 2 GEOGRAPHY

	Skills								
	Knowledge	I can explore how and why Muslims take part in Ramadan and celebrate Eid ul Fitr.	I can retell the story of Easter and find out how and why Christians celebrate the festival of Easter today.	I can discuss how Islamic artefacts are used in everyday life and in festivals, specifically Ramadan and Eid ul Fitr.	I can discuss how some Christian artefacts are used in everyday life and in festivals, specifically Christmas.	I can discuss the importance of appreciation and generosity and how this is shown in different faiths and non-faiths.	I can notice some factors which help us to know if someone belongs to a certain religion. I can suggest ways which we can all get along even though we are different.		
	Activity	We will watch the videos from the links then do the quiz together as a class. Discuss how Muslims may feel during Ramadan and how their feelings may change once it is Eid. Then	We will watch the video from the link about the Easter story. Children will then split an A4 sheet of paper into two sections and on one side draw and label a picture representing the Easter story and the other side	We will look at pictures of some Islamic artefacts such as prayer mats and the Qur'an and discuss what they are/ what they are used for. We will then watch the video telling a traditional story about a Ramadan lantern. Children	We will look through and discuss the PowerPoint on advent/the Christmas story and then children do the matching activity, matching pictures of artefacts to their names. Then the children will write a short	We will discuss how religions encourage giving to others, but you do not need to be part of a religion to be kind. As a class we will watch the video on Zakat, as an example of generosity in Islam. Then we will go through	We will acknowledge that there are many religions but we have been learning about Islam and Christianity. We will list some beliefs/artefacts/actions which may show someone is a Christian or		

Year group: Key Stage One

Topic: Weather Watch Autumn 2 GEOGRAPHY

		children will draw round their hand and decorate it with patterns like the patterns created with Henna which Muslims do for Eid.	draw and label a picture representing how Christians celebrate Easter today.	will follow the instructions to make their own Ramadan lantern.	sentence about each artefact underneath it.	the photo book about Harvest as an example from Christianity. Children will create an acrostic poem about Harvest or Zakat.	Muslim. The teacher will ask children to discuss whether they think some values are shared such as being generous and sharing celebrations with family, and whether they are unique to religions or if anyone can share these values. We will then create a Venn diagram using words and pictures to show similarities and differences between these two religions.		
P S H E	Question	How am I the same?	How am I different?	What is bullying?	How can I be kind?	How can I be a good friend?	What is special about my difference?		
	Skills	I can tell you some ways in		I can tell you what bullying is.	I can be kind to children who are bullied	I know how to make new friends.	I can tell you some ways I am		

Year group: Key Stage One

Topic: Why Can't I Fly? HISTORY

Term:		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Other events									
H i s t o r y	Qu esti on	How did people travel around the world in the past?	How did people travel around the UK in the past?	How did the train change over time?	Who invented the hot air balloon?	How did the hot air balloon teach people about other ways of flying?			
	Sk i l l s	I can talk about the different ways that humans have travelled. i can talk about the different goods that were transported around the country.	I can place events in order on a timeline and use the correct historical language.	I can ask and answer questions about the past.	I can begin to use different sources to find out about the past and identify the ways the past is represented	I can ask and answer questions about the past. I can say out loud my opinion and facts about what I have learnt.	Interview someone from the past about transport?		
	Kn ow l e d g e	I can describe what transport was used and what it moved around the world.	I know that transport has changed throughout time.	I know that trains used to be powered by steam. I know that trains are electric.	I know the first hot air balloon flight was in 1703. I know that hot air balloons have changed over time.				

Year group: Key Stage One

Topic: Why Can't I Fly? HISTORY

	Activity	<p>Gather all ideas on how people travel today. Who has been on holiday? How did they travel there? Show world map - if I wanted to travel to Spain, how could I get there? Show transport cards - which ones do we use today? How have they changed? Activity - complete worksheet on past and present modes of travel.</p>	<p>timeline using masking tape on the carpet - see cards to discuss and put in correct place. take photo for worksheet and put into topic folder.</p>	<p>see powerpoint - children complete timeline (Y1 as a group?) Children write a sentence about which train they would most like to have tried.</p>					
Science -	Question	How do things move?	How does a vehicle move?	What does friction do?	How can I stay safe on the roads?	What is a material?	How can I describe materials?		

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Topic: Why Can't I Fly? HISTORY

Living Things	Skills	With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. With support, use simple equipment to measure and make observations	With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. With support, use simple equipment to measure and make observations	Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.	With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).		
	Knowledge	I know I can move things with a push and a pull I understand that there are many sorts of movement which can be described in many ways.	I know that when I use things like a scooter or a bike that I am using energy. I understand that when a vehicle moves it is caused by a force.	I understand that friction can stop the movement of a vehicle. I know that wheels are used for vehicles to move/travel.	I can recognise risks to myself when objects are moving.	I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	I can describe the simple physical properties of a variety of everyday materials.		

Year group: Key Stage One

Topic: Why Can't I Fly? HISTORY

A U T U M N 2	Knowledge								
	Activity								
R E	Question	Where do I belong?	What is a Humanist?	What is a moral story?	What is a moral Story?	How are religions different/the same?	What is goodness?		
	Skills	I have a developing awareness of my needs, views and feelings and be sensitive to those of others.	I can listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions	I can listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions	I can listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions	I can understand that I need to treat others, needs, views, cultures and beliefs with respect. I	I can show sensitivity to others' needs and feelings to form positive relationships.		
	Knowledge	I know who I belong to and the groups I belong to and we are connected to together	I know what a Humanist is and what is important for Humanists.	I know the stories of The Good samaritan and Jonah and the whale for moral stories in	I know the stories of the prophet of the Ants and the crying camel and Malik Bin	I know and understand how people can come from different religions.	I know how to ask questions about goodness. I understand what happens		

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Topic: Why Can't I Fly? HISTORY

				the Christian faith.	Dinar and the thief for moral stories in the Islamic faith I know the humanist view of morality	I know people from all faiths and non-faiths can live together	when people are kind and generous. I know what happens and the consequences of when people are unkind, ungrateful and mean.		
Activity	(See separate planning.) Ask the children to complete a pre-drawn family unit, they could add on other people who are important to them in their lives. Talk again about what they do to be part of their family.	(See separate planning.) How do people decide what is right and wrong if they do not believe in God? <i>Refer back to, and add to our set of rules for the classroom/school.</i> As you do, talk about being fair, making things better for everyone (reciprocity) and love.	(See separate planning.) Watch the video telling a traditional Christian story about The Good Samaritan to help explain the Christian view of the world. Think and list the characters from the story. List the qualities and what type of person they think each of them is. Compare the characters and discuss which	(See separate planning.) Watch the video telling a traditional Islamist story The Crying Camel and Malik Bin Dinar to help explain the Muslim view of the world.	(See separate planning.) Get the children to think about the people who help them on a daily basis – teachers, parents, siblings, mid-day supervisors, police men. Get them to <i>list</i> the things they help them to do. See if they can think about a time when one of these helped them. What did they do, how did	(See separate planning.) Acknowledge that there are many religions and non- faiths. We will list some beliefs/actions which may show someone is a Christian or Muslim or Humanist. The teacher will ask children to discuss whether they think some values are shared such as			

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				<p>they think is the nicest.</p> <p><i>Hot Seating:</i> choose a character from the story. Ask appropriate questions to that character about their behaviour and decisions.</p>		<p>it make them feel, what might have happened if they hadn't been helped?</p>	<p>being kind and sharing celebrations with family, and whether they are unique to religions or if anyone can share these values. Complete the 'Caught you being kind vouchers'.</p>		
P S H E	Qu esti on								
	Ski lls	I can choose a realistic goal and think about how to achieve it. .	I can persevere even when I find tasks difficult	I can recognise who it is easy for me to work with and who it is more difficult for me to work with .	I can work cooperatively in a group to create an end product.	I can work cooperatively in a group to create an end product.	I can explain some of the ways I worked cooperatively in my group to create the end product. I know how to share success with other people		

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	Knowledge								
	Activity								
C o m p u t i n g	Question								
	Skills								
	Knowledge								
	Activity								
A r t	Question	What is the weather like in winter?	How do I create a striking balloon design? 2 weeks	What differences do we see in Spring?					


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Topic: Why Can't I Fly? HISTORY

	Skills	Use a combination of materials. I can fold, tear & cut paper and card.	Draw lines of different thickness. Show patterns or texture by adding dots. Use a combination of materials. Use repeating shapes. I can fold, tear & cut paper and card.	Respond to ideas and starting points. Draw lines of different thickness. Use thick and thin brushes to make secondary colours.					
	Knowledge	I know how to use equipment correctly. I understand how to make my paint thicker/thinner. I understand what a colour wash is.	I know how to use equipment correctly. I know which materials/equipment make the best patterns.	I know the primary colours and know how to mix secondary colours.					
	Activity	See photograph.	Children to make a 3D balloon picture. Children to use different patterns to create effect.	Children to paint a spring picture.					

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D e s i g n	Q u e s t i o n	Can I design a boat that floats? 2 weeks	Can I design a hot air balloon? 2 weeks.	Can I make an aeroplane? 2 weeks					
	S k i l l s	I can draw a simple design and label the key parts of my design I can communicate my ideas for my design.	I can draw a simple design. I know how to make models stronger, stiffer and more stable.	I can draw a simple design. I know how to make models stronger, stiffer and more stable. I can join materials using tape & glue.					
	K n o w l e d g e	I know how to design a purposeful and functional product. I know how to communicate my ideas through talking, drawing,	I know what materials can be recycled and why this is important. I know how to design a purposeful and functional product. I know	I know what materials can be recycled and why this is important. Using kitchen roll tubes. I know how to design a product.					

Year group: Key Stage One

Topic: Why Can't I Fly? HISTORY

Term:		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Other events									
H i s t o r y	Qu esti on	How have humans tried to fly throughout history?	Who invented the aeroplane?	How did the invention of flight change the world?	How else can I fly around the UK?	Who is Amelia Earheart?			
	Sk i l l s	I can talk about the different ways that humans have tried to fly throughout history.	I can describe who the Wright brothers were and when they invented the aeroplane.	I can place events in order on a timeline and use the correct historical language.	I can begin to use different sources to find out about the past and identify the ways the past is represented.	"I can ask and answer questions about the past. I can begin to use different sources to find out about the past and identify the ways the past is represented			
	Kno w l e d g e	I can discuss what life was like in America before and after the invention what impact flight had on the world.	I can use historical language. I can ask and answer questions about the past.	I can describe how people travel via aeroplanes, helicopters and jets.	I can talk about gliding and paragliding and how they originated. +	I can communicate about historical events and significant people from the past			

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Topic: Why Can't I Fly? HISTORY

	Act ivit y					https://www.bbc.co.uk/teach/class-clips-video/ks2-amelia-earhart/zv6k382			
S c i e n c e	Qu esti on								
	Ski lls	I can observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	I can observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). Follow a set of instructions to perform a range of simple tests, making simple predictions for what might					

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Topic: Who Am I? GEOGRAPHY

Term:		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Other events									
H i s t o r y	Qu e s t i o n								
	Ski lls								
	Kno w l e d g e								
	Act i v i t y								
S c i e n c e	Qu e s t i o n	What are the parts of my body?	What are the names of the main internal organs in my body?	What are the five senses and what do they do?	Why do I need to keep my teeth clean?	What do teeth do?	What exercises will help my body?		

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Topic: Who Am I? GEOGRAPHY

e – L i v i n g T h i n g s	Skills	I can observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I can talk about what they have done and say, with help, what they think they have found out	Ask and answer scientific questions about the world around them.	Ask and answer scientific questions about the world around them.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Talk about what they have done and say, with help, what they think they have found out	Ask and answer scientific questions about the world around them.	Ask and answer scientific questions about the world around them.		
	Knowledge	I can name the parts of the human body and label them.	I can identify, name, draw and label the basic parts of the human body, including basic internal organs.	I can identify, name, draw and label the basic parts of the human body, including basic internal organs and say which part of the body is associated with each sense. I know that we have five senses which allow us to find out about the world.	I know that it is important to keep my teeth clean.	I can identify the different types of teeth in humans, that their teeth are deciduous and their simple functions.	I know that different types of exercise can help different body parts.		

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Topic: Who Am I? GEOGRAPHY

	<p>Activity</p>	<p>Sing Heads, shoulders, knees and toes. Build a person (jigsaw) Draw round a child and label in groups. Resources: Flip chart paper or A3 paper stuck together. Labels can either be written directly on to the paper or slips of paper and blu tack them in the correct place. Chn then complete their own worksheet of labelling body parts.</p>	<p>-Recap prior learning -Adding organs to a large scale diagram - where are they located. Resources: 'Inside my body'. Each child will cut and stick organs to a diagram. Whole class will complete this together first using the labelled diagram from last week. Images of the internal organs printed and laminated for the chn to see in person.</p>	<p>Sensory deprivation experiences - blindfold pairs obstacle course, feely boxes, smelly boxes, Blindfold tasting, how far away can you hear? Listening walks outside. etc. Resources: Blindfold Boxes Different foods</p>	<p>Disclosing tablets-teeth cleaning. Resources: Whiteboards and pens. How to brush your teeth posters to be shown before the activity begins and after the video clip. YouTube Clip: https://www.youtube.com/watch?v=3Qvo1nlkQnM Start at 2:00 then pause at 3:25 to allow the children to answer the quiz question.</p>	<p>Observe and match teeth to purpose. - cut, tear and grind. Resources: Cut, stick and match worksheets. Two levels. Whiteboards and pens. YouTube Clip: https://www.youtube.com/watch?v=3Qvo1nlkQnM Pause at 1.54 to allow the children to answer the quiz question.</p>	<p>Devise exercises for different body parts in PE. Resources: Circuit</p>		
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Topic: Who Am I? GEOGRAPHY

					Continue watching till 5:25. Children make a leaflet writing instructions on how to brush your teeth and why it is important.				
G e o g r a p h y	Q u e s t i o n	Where is Brinsworth and Rotherham, in the world?	What is the UK made of?	What will I find in my local area?	Why is my neighbour's house different to mine?	What is a problem in my local area?	Who can I talk to about the problems in my local area?		
	S k i l l s	I can find Rotherham on a UK map	I can identify the four countries of the UK on a map	I can talk about natural and man-made features of our locality. I can use geographical language to talk about features such as hill, river, valley, woods I can use geographical vocabulary to talk about	I can identify the different kinds of houses (terraced, semi-detached etc.) in our locality I can talk about people who do not have homes, in our locality and elsewhere	I can name some ways that humans have changed the landscape in our local area I can identify some environmental issues such as litter or pollution I can suggest ways to look after our environment	I can talk about school council and local council.		

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Topic: Who Am I? GEOGRAPHY

				man-made features such as roads, shops, houses and schools					
Knowledge	I know where Rotherham is on a map of the UK I know the four countries of the UK	I know that the UK is made of four different countries and I can talk about what makes them the same and different.	I can talk about the different places I have visited and identify the geographical features of these places.	I know there are different kinds of houses in the locality	I know that humans have changed the landscape in our locality. I know about some kinds of environmental damage in the local area	I know that local councillors make some decisions about our locality			
Activity	Draw map of Brinsworth - directional language to get to your house. What places have we visited by walking?	Using string, draw map of UK on the carpet (make each country with string and then piece together), identify where Rotherham is.	Google Earth and photos can be used to identify landmarks in the local area. Children discuss the landmarks	Pictures of different houses can be placed in a 'street' on the floor of the classroom or on the walls. Children have	Problems in our local area - could we go on a walk? Identify issues. If walk isn't an option Google Street view	Children could write a letter to their local councillor / MP to share their thoughts and feelings about the environment?			

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		<p>Resources:</p> <p>Google Maps to show where Rotherham is in the UK.</p> <p>Google Earth - Search Brinsworth for a birds eye view of the school that the children can then copy into a map. Can zoom incrementally to Europe - UK - Rotherham - Brinsworth.</p> <p>Paper/colours needed for drawing of map.</p>	<p>Talk about journey length to each place.</p> <p>Resources: String, Map of UK on Interactive whiteboard or physical paper.</p>	<p>in the photos with a focus on whether these are man made or natural.</p> <p>They can draw a picture of their favourite place/s in the local area and label it with key features. They can be given the option to select one man-made and one natural place.</p> <p>Resources: Photos of local area (found in google search or taken personally)</p>	<p>to walk around to see the different types of house styles.</p> <p>An option may be to include different types of people/families with the images of the houses to incorporate diversity and illustrate that just as the houses are all different, so are the people inside.</p> <p>Key questions: What is the same about all the houses? What is different? (Same for people)</p>	<p>could be used to go on a 'virtual walk'.</p> <p>Pre-walk - discuss photos where there has been a negative impact of humans on the environment e.g. lack of green spaces, litter, graffiti etc.</p> <p>Resources: Google street view / Enough members of staff to do a safe walk / a pre-planned route around the local area, risk assessment etc.</p>	<p>These could be sent collectively to receive a response.</p> <p>Children use information from the previous lesson to construct their letters and identify what they would like to change.</p> <p>Resources: Letter template, Councillor details.</p>		
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					<p>One person could be put on the street or wall without a house and children could be invited to discuss why that person isn't next to a house.</p> <p>Resources: Printed out images of people and different types of houses (terraced, semi-detached, flats etc.</p> <p>Photos could be taken of children looking at and discussing the photos.</p>				
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R E	Qu esti on	What do religious stories tell us?	What do religious stories tell us?	How can I recognise religious symbols?	How do I know what a religious symbol means?	What makes communities different?	What story does a painting tell us?		
	Ski lls	I can talk about Islamic stories such as the 'Prophet and the Ants' and the story of 'The Crying Camel', showing that no matter how small or large animals are they are all important to God and need to be cared for.	I can ask and answer 'who', 'when', 'where', 'how' 'what if...' and 'why' questions about religious stories.	<i>I know what symbols belong to different religions.</i> I can learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church, mosque or synagogue using digital photographs.	I can find out about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols	I can find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock.	I can use exciting photographs or works of art to stimulate my questions.		

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	Knowledge	I know some Islamic stories and why creatures of the Earth are all important to God.	I know how to ask and answer questions about these stories.	I know the names of places of worship and I know which religions the buildings relate to.	I know the meanings of the symbols found on the outside of places of worship. For example, I know that when I see a cross it will be a church.	I know what symbols represent in religious imagery. For example I know what water symbolises in different religions.	I know how to generate religious, philosophical and ethical questions using art as inspiration.		
	Activity	<p>Tell children we are learning about the religion of Islam this lesson. See if children can remember anything about Islam?</p> <p>The children should have heard the story of the prophet and the ants, and the story of the crying camel last term. See if children can remember</p>	<p>Watch the video of The Prophet and the Ants and the story of The Crying Camel again to remind children what happens in these stories.</p> <p>Have a vote to decide which story the class would like to ask some questions about. Which one do they</p>	<p>Explain that we will be learning about places where people from different religions go to worship. What does worship mean? Discuss how worship involves singing/praying to the God they believe in.</p> <p>Different religions have special places where they can</p>	<p>Recap the three religions we looked at last week – Christianity, Islam and Judaism.</p> <p>Show the children a picture of a church with a cross on the front – which religion uses the cross symbol?</p>	<p>Recap what are symbols? (Pictures or objects which are linked to something else, such as a religion, and make people think of that religion when they see it.)</p> <p>What symbols did we look at last week? (Cross for Christianity; Star and Crescent for Islam; Star of David for Judaism.)</p>	<p>Look at a piece of Christian art and a piece of Islamic art. Explain that we will use the pictures to help us think of questions to ask about each religion. Brainstorm these on the board around each picture.</p> <p>Christian – Picture of Jesus eg why does Jesus have light around his</p>		

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	<p>anything about these stories.</p> <p>Watch the video, pausing after each story to ask why the children think the prophet wanted people to be kind to the animals? Is the camel more important than the ants because it's bigger? (Discuss how Muslims use this story to remind them that all animals are important and humans should be kind to them).</p> <p>Get the children to think of their favourite animal,</p>	<p>want to know more about or understand the least?</p> <p>Brainstorm questions as a class which children could ask to find out more about the story. Then choose a few to try and answer together. Eg: Why did the man leave the camel stood in the sun with no water? - The man might not have realised that animals have feelings like we do.</p>	<p>meet with other people who share their beliefs to do these things. Can anyone remember some religions we have learnt about?</p> <p>Briefly recap on Christianity and Islam, then briefly introduce Judaism.</p> <p>Ask if the children know the name of the special place where Christians meet to worship? Note the word 'church' on the board and show an example picture.</p>	<p>Repeat with the star and crescent symbol for Islam; and the star of David for Judaism.</p>		<p>head? Why does he have a heart on his chest?</p> <p>Islamic – Why are there no people? What do the patterns mean? What language is the writing in?</p>		
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		or it can be a pet if they have one. Ask them to draw a picture of their chosen animal and label things they may need to give/ do for the animal to help care for it eg food, water, a bed, cuddles.		Repeat with Islam – mosque; and Judaism – synagogue.					
P S H E H	Q u e s t i o n	What would make a healthy plate?	What choices can I make to have a good day?	I'm poorly! What will help me feel better?	I'm poorly! What will help me feel better? (Y2 - link to lesson 1)	How do I cross the road safely? I'm hungry - what healthy snack can I eat?	I'm going for a run - what should I eat before I go?		

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E A L T H Y M E	Ski lls								
	Kn ow le d ge	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>I know what I need to keep my body healthy</p>	<p>I know how to make healthy lifestyle choices</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p>	<p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly</p> <p>I understand how medicines work in my body and how important it is to use them safely</p>	<p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p>	<p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can make some healthy snacks and explain why they are good for my body</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can decide which foods to eat to give my body energy</p>		

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Topic: Who Am I? GEOGRAPHY

	Activity								
C o m p u t i n g	Question	Impact on humans - technology in our lives. Where do I live?	Significant People Who is.....?	E-Safety How do I keep myself safe online?	Programming Where is it?	Multimedia Presentation			
	Skills	Year 1 What technology do we use at home and at school? How does this technology help us? What is a website? Year 2 What technology do we see in our local area? How does it help people? What is a website and why is it useful?	Year 1 Who is ? John Logie Baird - first coloured TV Vladimir Kosma Zworykin- first TV Year 2 Who is ? Alexander Bell - telephone	Year 1 I can tell an adult when I see something unexpected or worrying online. I can talk about why it is important to be kind and polite online. Year 2 I can describe the things that happen online that I must tell an adult about. I can talk about why it is	Year 1 I can give instructions to my friend and follow their instructions. I can describe what actions I will need to do to make something happen. I can begin to use software/apps to create movement and patterns on a screen.	Year 1 I can select the appropriate program to present my work. I can use the keyboard or a word bank on my device to enter text. I can save information to a specific location. I can talk about the different ways in which information can be shown			

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				<p>important to be kind and polite online and in real life.</p>	<p>YI can give instructions to my friend and physically follow their instructions. Year 2 I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot or software to do a particular task.</p>	<p>I can use technology to organise and present my ideas in different ways. Year 2 I can use the keyboard on my device to add, delete and space text for others to read. I can save and open files on the device I use. I use technology to collect information, including a camera, microscope or sound recorder. I can sort different kinds of information and present it to others.</p>			
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	Knowledge	I know how to use a website to find where Rotherham, Brinsworth (school/my house) is on google maps	I know how to use a website to find out about a famous person	I know how to keep safe online	I know how to give and follow instructions. I know how to programme a robot/screen robot				
	Activity	Discuss how technology can help us at home or in school to find out about our local area. Discuss how to use a website. Go through the process with the children. Use google maps to find Rotherham, Brinsworth, school, own address/house.	Discuss the internet and the use of websites to help us find out information. Refer back to the previous lesson with google maps to help us find out where we live. Use the internet to find out about John Logie Baird, Alexander Bell etc. Make a class/group fact sheet.	Watch the KS1 Safer Internet Day Information powerpoint on Twinkl.	See separate planning (3 sessions)				

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A r t	Q u e s t i o n	I understand the changes in the seasons.	I understand that I can use natural objects to make art.	Clay tiles continued.	How can I design a poster that will encourage children to brush their teeth?				
	S k i l l s	Draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints.	Use techniques such as rolling, cutting, moulding and carving using tools and equipment.	Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints. Add black to colours to create tones.	Draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints.				
	K n o w l e d g e	I understand what flowers grow in Spring.	I know how to use modelling tools. I understand how to prepare and work clay.	I understand how to mix primary colours.	I understand the purpose of a poster.				

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	Activity	Children to draw and paint observational drawings and paintings of spring flowers.	Children to use clay to make a clay tile. Children to understand how to prepare the clay and roll out the clay. Children to create a square tile. Children will use natural objects eg leaves flowers cones to create a pattern/picture.	Children to paint their tiles. Paint the tile as a whole then paint in the patterns they have made. Discuss the use and need of thick and thin brushes.	Look at some adverts for brushing your teeth. Look at the slogans. Look at what to include, discuss and record. Children to design their own poster. Children to peer evaluate. Use sticky notes.				
Design	Question	I can design, make and review toothpaste packaging.							
	Skills	I can cut accurately to create a 3D shape. I can create a design with a consumer in mind.							

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	Knowledge	I understand that a net makes a 3D shape. I can identify a cuboid. I understand the importance of a striking design.							
	Activity	Children to look at and evaluate toothpaste packaging. Look at the colours used and font. Discuss the information contained on the packaging. Deconstruct a toothpaste box and discuss the term net. Children to design toothpaste packaging. Children to accurately cut their nets.							

Year group: Key Stage One

Topic: Who Am I? NHS Focus

Term:		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Other events									
H i s t o r y	Qu e s t i o n								
	Ski lls								
	Kno w l e d g e								
	Act i v i t y								
S c i e n c e	Qu e s t i o n	What happens when humans get older?							

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e - L i v i n g T h i n g s	Ski lls								
	Kno wle dge								
	Act ivit y								

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Topic: Who Am I? NHS Focus

C o m p u t i n g	Q u e s t i o n	Multimedia Presentation Which is the best program?	Multimedia Presentation How can I save my work?	Multimedia Presentation Which looks best?					
	S k i l l s	Year 1 To select the appropriate program to present my work. To use the keyboard or a word bank on my device to enter text. Year 2 To use the keyboard on my device to add, delete and space text for others to read.	Year 1 To save information to a specific location. To talk about the different ways in which information can be shown. Year 2 To save and open files on the device I use.	Year 1 To use technology to organise and present my ideas in different ways. Year 2 To use technology to collect information, including a camera, microscope or sound recorder. To sort different kinds of information					

