

“The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences. We must widen the range of topics and goals, the types of situations we offer and their degree of structure, the kinds and combinations of resources and materials, and the possible interactions with things, peers, and adults” Loris Malauzzi

	1	2	3	4	5	6	7		8	9	10	11	12	13	14	
	4.9.	11.9	18.9	25.9	2.10	9.10	16.10		30.10	6.11	13.11	20.11	27.11	4.12	11.12	18.12
	Chn return 7 th DEAR													Assess wk		
Year 1	Kagan set up. General chn voice. What do they want to learn this year. Curriculum experience logs to set up	Immersion Week					Art focus week- Big book of ART	Half Term			computing		Reflection week	Design and Technology week- linked to STEM	independent learning project week	Break up 20 th Dec
Year 2			computing													
Year 3											Computing					
Year 4			computing													
Year 5											Computing					
Year 6									Computing							

As we will be focusing on Geography and History again, I am very aware that we will have limited coverage of Art and Design and Design and Technology. Hence the focus weeks

Creative Curriculum Medium Term Planning

Year Group:	Year Two	Teacher:	Mrs Price	Term:	Autumn	Length of topic:	14 weeks
Topic Title:	London			Memorable Experiences:	Visit to Haden Hill Fire station/ Visit from the fire brigade		
Linked Text:	Katie in London by James Mayhew The Great Fire of London (Non fiction books)						
Possible Lines of Enquiry (child's voice)- Think about possibilities for take away tasks, independent study week etc.							
<ul style="list-style-type: none"> - Landmarks and buildings in London – what are the landmarks in London? What do they want to know about the buildings in London? - Significant person, Queen Elizabeth/ The royal family – what do they want to find out about her? Is there anything they know already? 							
Topic Table/Environment		Display Outcomes		Celebration Event		Key Dates for Autumn Term	
<p>Key Questions: What Landmarks and famous buildings are in London? What happens at the buildings? Why is Africa hotter than London? What are the similarities and differences between London and Africa? Why did the great fire of London happen? Why did the fire spread so quickly? Would the great fire of London happen today?</p> <p>Key images: London Landmarks and buildings/ Key words to match images Great fire of London images Place on the map</p> <p>Key artefacts: Books – Nonfiction books on London today and the great fire of London Fiction books – Katie in London/ Paddington goes to the tower Flags of Great Britain Card models of Big Ben etc Globe Guards</p>		<p>RE:</p> <ul style="list-style-type: none"> - Signs and symbols of Christianity - Meanings of key words. - Children's questions and any answers to questions we answer through the unit. <p>Science:</p> <ul style="list-style-type: none"> • Key vocabulary – properties e.g. transparent, opaque, waterproof, absorbent, rigid, strong, flexible, smooth. • Samples of materials. • Objects which have been explored by children. • Children's inventions and posters at the end of unit. • Images of <u>staying healthy</u> • Key vocabulary – hygiene, exercise, fit, healthy, different types of food <p>Topic: Published outcomes to demonstrate what the children need to work towards</p> <ul style="list-style-type: none"> • Power point slide of London Landmarks • Fact file of London • Explanation text of the great fire of London • Collage of London • Key vocabulary for each unit 		<p>British tea party – Sharing cake and biscuits and celebrating the published outcomes achieved this term.</p> <p>Children to have their outcomes and any work they would like to show and share their learning with an audience of their choosing.</p>		<p>13th September – Roald Dahl Day ? October- International walk to school month 7th October Jeans for Genes day/ National poetry day? October – Halloween Disco 6th November Fire Station visit? 18th November Children in need 12th December Pantomime 14th December Christmas Dinner day TBC – Christmas Play</p>	

How will this learning journey promote British Values?

<p>Democracy We all have our voices heard and have the chance to vote on what happens at Corngreaves</p>	<ul style="list-style-type: none"> • Children will be asked at the start of the topic what they would like to find out about during the topic. • Children will vote for their own reward for their marble prize and who they wish their audience to be for the celebration event. • Each week, the children have class council. The children have the opportunity to share their ideas and opinions and know that their voice matters. 	<p>The Rule of Law We understand the value and the reason behind our laws and how they govern and protect us.</p>	<ul style="list-style-type: none"> • As a class, Year 2 are familiar with school rules and apply these ideas to the rule of law by understanding that our school rules are in place to protect each child and ensure that everyone is treated equally. • We will also discuss our own individual class rules at the beginning of the year to ensure that children feel involved in promoting the importance of rules. • Children will develop an understanding of laws through class council meetings, humanities and RE. • Throughout the curriculum safety and protection will be discussed e.g. e-safety and looking after the environment.
<p>Individual Liberty We are encouraged to make decisions and respect the decisions of others</p>	<ul style="list-style-type: none"> • Home school relationships – working together. • Promoting positive learning attitudes and self-motivation • Children will be encouraged to respect one another during group and class discussions. • Children will be asked to discuss key quotes about beliefs, views and opinions in class council sessions. 	<p>Mutual Respect We respect each other and encourage each other to be respectful</p>	<ul style="list-style-type: none"> • Working together – Kagan groups • Positive relationships built and nurtured through class building activities • Listening to and respecting others views and opinions. • Children will work as a class to follow school rules and be respectful. As a reward children will receive a marble prize. • RE discussions and beliefs will be respected.
<p>Tolerance of Faiths We understand there are different faiths and respect them</p>	<ul style="list-style-type: none"> • Explore different cultures through a variety of sources • Understanding and celebrating our similarities and differences • RE – Children will learn, discuss and understand the beliefs of Christians 	<p>Tolerance of Beliefs We promote our own beliefs and those of others</p>	<ul style="list-style-type: none"> • Understanding and celebrating our similarities and differences • Listening to and respecting others views and opinions during class council sessions. • RE – Islam. Children will learn, discuss and understand Christian beliefs.

Week 1- Immersion Week

How will you Hook the children into the topic in order to generate curiosity, questions and motivation?

Prepare a letter from the Queen explaining that she has a special assignment for them to complete. Explain to the children that the Queen has asked if they could promote London to attract more tourists to the capital. This will link to the first unit – computing, where children will be creating a presentation on London.

Collect:

- Introduce topic – share the topic we will be focusing on this term.
- Objects, artefacts and visuals based on the topic.
- Generate curiosity by allowing children to explore independently.
- Working in Kagan teams to generate questions based on the artefacts..
- Look at educational clips which explore London.
- Kagan games to explore new vocabulary. Links to Reading Domain games.
- Non-fiction books on London today/ The Great Fire of London

Pupil Voice:

What do chn want to learn about during this topic?

What questions do they have about the “Collect” objects that may be answered?

Collective display of questions.

Blocks are to be planned using the Chris Quigley Essential Learning Objectives and milestone indicators. The learning journey is to be deepened through the use of collect, connect and create resulting in a published outcome.

The expectation is that children will write during the collect and connect phases (notes, captions, labels, reflections, summaries etc), the **extended** writing piece will be towards the end of the unit in order to show the breadth of their learning. The extended piece of writing will then be feedback marked, and where possible published.

The reflection week will be used to present work in topic books and to write evaluative learning reflections on the knowledge, skills and understanding that the children have now acquired, as a result of completing the blocked teaching sequence

Date: block starts 18.9.17	Session 1 – Collect/Connect/Create	Session 2 - Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
Block 1 Subject: Computing Unit 2.4 We are researchers	<p>Question/ WALT/Title: How do we research for information on the internet?</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Children to have images of London buildings, places and landmarks. Discuss ideas about the images in Kagan teams. - Explain to the children that we will be finding out information about the images of London. Brainstorm ideas about how we find out information. - Children to use the search engine google safely and effectively by using specific key words in the search box e.g for kids/uk. - Discuss e-safety and the risk of accidentally finding content that might concern them and what to do? - Children to make relevant notes from the research they find out about the images. 	<p>Question/ WALT/Title: find out more information using other search engines</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Provide time for children to use other search engines (Bing) and discuss using search engines that are child friendly (swiggle, primary school ICT). - Remind them of e-safety and the risk of accidentally finding content that might concern them and what to do? - Discuss have they found out more information from other search engines? Are other search engines better than google? Compare the search engines. - Introduce simple Wikipedia (online encyclopaedia). Explain that articles are written and edited by ordinary people. Discuss the need for care in using information from Wikipedia. Is this the most appropriate way to find information? - Add notes to the images ready to prepare for the presentation. 	<p>Question/ WALT/Title: prepare a PowerPoint presentation by adding text and images to slides.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Explain to the children that the next step is to share what they have learnt with their target audience. - Children to create slides by adding text and typing up their notes including a title for the first page. - Children to add images to their presentations to illustrate their ideas by copying and pasting from the internet. - Remind them they should only use creative commons or public domain images. 	<p>Question/ WALT/Title: Deliver a presentation to an audience</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Children will be given time to make any last minute changes to their slides. - Explain to children about how to communicate effectively with an audience (eye contact, clear voice, not speaking too quickly) - Encourage children to rehearse their presentation. Decide when each group member will speak. - Evaluate the success of their work in this unit.
Published Outcome				Presentation to an audience sharing their research findings.
SSMC Links PSED Links	Being reflective. Working collaboratively with a partner Be considerate of others views and opinions. Having pride in their own work. Perseverance.			

Date: block starts 2.10.17	Session 1 – Collect/Connect/Create	Session 2 - Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
Block 2 Subject: Geography	<p>ELO: To investigate patterns Milestone: G1.9 Question/ WALT/Title: Why are some places on earth hotter than others? Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Introduce the question and provide children with images of hot and cold countries (Africa ,Anatartica, England). Discuss in Kagan teams what the weather is like there. Why is one place hotter than the other? Share ideas - Build on knowledge. Introduce equator PowerPoint. Use a globe to help with understanding. - Show children Youtube clip about why is it so hot near the equator? - Children to identify countries that are hot and cold using a blank world map with an equator line. Provide children with an atlas to locate countries. - Using all their collected knowledge in pairs can children answer the question why is Africa a hotter country than London? 	<p>ELO: To investigate places and patterns Milestone: G1.3, G1.5 G1.11 G1.12 Question/ WALT/Title: identify and sort the differences and similarities of the geographical features of London and Africa using a venn diagram. Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Discuss what they know so far about both countries (refer to previous lesson about weather patterns). - Provide children with aerial images and plans of both London and Africa. As a team can they identify similarities and differences of the two places. - Children to then sort key geographical features on the overlapping venn diagram of London and Africa. - Children to create their own geographical similarities and differences using the aerial images and plans. - Challenge question Explain which country would you prefer to live in and why? 	<p>ELO: to Investigate patterns Milestone: G1.3, G1.5 G1.11 G1.12 Question/ WALT/Title: research facts about the two countries using a range of books and online sources Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Provide children with key questions to help them prepare for their factfiles. (Name of country, location on map, climate, animals that live there, landmarks, environment features etc) - Children to use Ipads/information texts to research key information. - Children to add more information they have found and think of sub headings for factfile. - Children to collate their facts using a given template. This would be used when writing their written outcome. 	<p>ELO: To investigate patterns and places Milestone: G1.9 G1.3, G1.5 G1.11 G1.12 Question/ WALT/Title: London/Africa factfile Activities that will show visible progress towards the milestone: Children would demonstrate their learning over the unit by creating a factfile (Africa/London) which would show the name of country, location on map, flag, climate, animals that live there, landmarks, environment features etc . Also to share key facts they have found through their research and create own subheadings for factfile.</p>
Published Outcome				Children to create a factfile about London and Africa demonstrating their learning over the Geography unit, particularly the climate, location on a map and environmental features of the place.
SSMC Links PSED Links	Building curiosity and fascination based on the world in which they live. Being aware of how people live in different countries. Being able to work independently as well as working collaboratively, including taking turns.			

Date: block starts 16.10.17	Session 1 – Collect/Connect/Create	Session 2 - Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
Block 4 Subject: Art week	<p>ELO: To take inspiration from the greats (classic and modern)</p> <p>Milestone: A&D 1.28 A&D 1.29</p> <p>Question/ WALT/Title: prepare shapes of London images to create a collage in the style of Peter Blake</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Children to discuss the artwork of Peter Blake (pop art collage) What techniques and styles does he use? Explain most of his collages are made up of collected images/items that create memories of holidays/places/trips. - Children to use previous knowledge of London and their presentations. Can they copy and paste images to print for their collage? What images represent London? - Prepare London images by printing and cutting them out. 	<p>ELO:</p> <p>Milestone:</p> <p>Question/ WALT/Title:</p> <p>Activities that will show visible progress towards the milestone:</p> <p>If time allows during the art week continue skills from session one.</p>	<p>ELO: To master techniques</p> <p>Milestone: A&D 1.12 A&D 1.13 A&D 1.14</p> <p>Question/ WALT/Title: Collage of London memories in the style of Peter Blake</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Children to continue to cut out collage images. Discuss mix materials to create texture (fabric, material, wood) - Children to use collage techniques (overlapping, sorting and arranging materials) - Children to create a collage of London memories. 	<p>ELO: D&T - To master practical skills: food/nutrition.</p> <p>Milestone: D&T 1.2, D&T 1.3, D&T 1.5</p> <p>Question/ WALT/Title:</p> <p>Activities that will show visible progress towards the milestone:</p> <p>If time allows during the art week continue skills from session three.</p>
Published Outcome				Children to create a collage of London memories in the style of Peter Blake.
SSMC Links PSED Links	Having pride in their own work. Perseverance Listening to ideas and taking on board when making decisions. Ownership of their own learning.			

Date: block starts 30.10.17	Session 1 – Collect/Connect/Create	Session 2 – Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
Block 3 History	<p>ELO: To understand chronology/To investigate and interpret the past Milestone: H1.3 H1.5 H1.8 Question/ WALT/Title: put the events of the Great fire of London in order on a time line. Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Ask children to predict why the historical event was called the great fire of London? - Children to listen/watch the events that took place. Discuss key information about Where did the Great fire start? How do we know about the great fire of London? Why did it take four days to put out? - Children to order the events to show an understanding of the facts. - Children to add other key facts to the timeline. - Topmarks website - Story and Quiz use laptops to ensure comprehension skills. 	<p>ELO: To understand chronology/To investigate and interpret the past. Milestone: 1.17, 1.18, 1.21 Question/WALT/Title: How has London changed from 1666? Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Recall events of the Great fire of London. Ask children to look at the images of the events and pose the question has London changed? - Provide children with images of the past and present. In pairs can they identify the differences of the past and present (focus on materials of buildings, design of houses/streets, fire fighting,transport). Note these on sugar paper. - Children to compare and describe the differences and similarities of London past and present. - Using all their collected knowledge in pairs can children answer the question why did the fire spread so quickly? 	<p>ELO: To understand chronology Milestone H1.10 Question/ WALT/Title: Ask questions to find out about fire fighters today. Activities that will show visible progress towards the milestone: Introduce the outcome question – Would the Great fire of London happen today? Explain to the children that we will get to find out information about how firefighters keep people safe today. This will help us to make a decision about our outcome question. Ask children to think of questions that would help us to understand about firefighters today. These questions should be about Fire prevention equipment – alarms, evacuation procedures Fire fighting equipment How do you get to the fire? (alarms/speed that fire engines go) How do you know about the location of fires? What do you do to stop the fire? A visit to Haden Hill fire station/ visit to the school.</p>	<p>ELO: to design, make, evaluate and improve/to take inspiration from design throughout history. Milestone: 1.20, 1.21 Question/ WALT/Title: Would the great fire of London happen today? Activities that will show visible progress towards the milestone: Children to write an explanation text to answer the question. Provide children with a template and suggest possible subheadings to help them explain their point of view e.g houses/buildings, Equipment, fire fighters, transport</p>
Published Outcome	Children to write an explanation text to answer the question would the Great fire of London happen today?			
SSMC Links PSED Links	Working collaboratively. Respectful of our community. Listening to and understanding others views and opinions Being aware of fire safety in homes.			

Date: block starts 4.12.17	Session 1 – Collect/Connect/Create	Session 2 - Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
<p>Block 4 Subject: Design Technology</p>	<p>ELO: To design, make, evaluate and improve Milestone: D&T 1.17 Question/ WALT/Title: What materials and joining techniques are best to build a fire engine which will travel from the top to the bottom of a slope?</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Introduce the challenge (build a fire engine which will travel independent from the top to the bottom of a slope). Explain purpose is to use for a competition. In Kagan teams discuss ideas about what would be the best design? What does a fire engine have? - Children to work in pairs and use ipads to research ideas using a search engine. - Children to then have a range of materials to test and decide which they would use for their design. - Children to plan design and materials they will need in order to create their wheeled vehicle. - Children to explain reasons for selecting the materials and joining techniques they are using. 	<p>ELO: To master practical skills Mechanics/materials/construction Milestone: Question/ WALT/Title:</p> <p>Activities that will show visible progress towards the milestone:</p> <p>If time allows during the DT week continue skills from session one. exhibition</p>	<p>ELO: To master practical skills mechanics Milestone: D&T 1.15 1.6 1.7 1.8 1.9 Question/ WALT/Title: create a wheeled fire engine using the planned design</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> - Children would draw upon their research, looking at the best materials to use, which joining methods are best and would then create their fire engine. - Provide competition challenges to ensure children are thinking about their best choices e.g. Which fire engine will go the furthest? - Which fire engine will reach the bottom of the ramp in the quickest time? 	<p>ELO: D&T - To design, make, evaluate and improve Milestone: D&T 1.1 Question/ WALT/Title: Reflection on fire engine Activities that will show visible progress towards the milestone:</p> <p>Reflection on wheeled vehicle</p> <ul style="list-style-type: none"> - Reflection of their wheeled vehicle, buddy marking as well as a self-reflection. - Children to explain making process and reasons - -Using key vocabulary for joining techniques and materials used. - Children to assess and explain their refinements to their design and why, likes and dislikes, improvements they suggest to existing design.

Published Outcome		Children to create a collage of London memories in the style of Peter Blake.
SSMC Links PSED Links	Having pride in their own work. Perseverance Listening to ideas and taking on board when making decisions. Ownership of their own learning.	

Week 1	<p>ELO: To understand practices and lifestyles. (AT1)</p> <p>Question: Why is praying powerful to Christians?</p> <p>KPIs:</p> <ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	<p>Start by explaining to children that this term we are going to be look at the religion, Christianity. Start by asking children what they remember from learning about this religion in Year 1. Note down these ideas and place them at the top of our display under 'Our prior learning'</p> <p>Explain to children that we are going to deepen our understanding of this religion and really learn what it is like to live as a Christian. Ask the class if any of them are Christians. Do they go to church? Do they pray?</p> <p>Share the lesson's question with the children. What does it mean to be powerful?</p> <p>Show children a clip from 'The Incredibles' These superheroes have power, but what different types of power can you have? Encourage children to come up with physical power, mental, spiritual, the power to care, the power to love and the power of saying sorry.</p> <p>Ask children – Do they think Jesus is like a superhero?</p> <p>Take ideas from the class. Do they think that Christians would think he is like a superhero? Why might they think that? Take ideas from children.</p> <p>Explain to children that an important Christian Prayer used by Christians is the Lord's prayer. Explore the Lord's prayer including its source in the Bible (Matthew 6: 5 – 15) Discuss this location in the bible. It can be found in Matthew Chapter 6 verses 5 – 15. Provide children with a large copy of the Lord's Prayer. Ask them to highlight any words they don't understand. Ask them to write any questions they would like to ask God about the prayer or praying around the edges.</p> <p>Books: Picture of the annotated copy of the Lord's prayer.</p>
Week 2	<p>ELO: To reflect. (AT2)</p> <p>Question: Why is praying powerful to Christians?</p> <p>KPIs:</p> <ul style="list-style-type: none"> Relate emotion to some of the experiences of religious figures studied. 	<p>Remind children of our question and explain to them that we are still focusing on this question this week. Recap with children – what does 'powerful' mean?</p> <p>Explain to the children that Christians believe Jesus used the power gained from prayer to help him follow God's path. Read children some examples of this. (Luke 4:1-14), (Matthew 14:23) and (Luke 23:34). Allow children to complete thought bubbles for each stage revealing what Jesus might have been feeling.</p> <p>Develop feeling words with children. Provide Blue/Red writers with a word bank to develop their answers here.</p> <p>Bring children back to the question. Why is praying powerful to Christians?</p> <ul style="list-style-type: none"> Gives them faith to carry on Gives them someone to talk to when times are hard Provides them with support <p>Books: Provide children with a little picture depicting the scenes read from the bible. Children to write an appropriate feeling in the bubble. Children to write a sentence explaining why they think praying is powerful to Christians.</p>

	Week 3	<p>ELO: To reflect. (AT2)</p> <p>Question: How do Christians choose to pray?</p> <p>KPIs:</p> <ul style="list-style-type: none"> Ask questions about puzzling aspects of life – the act of praying may be puzzling to some children if they have never experienced it. 	<p>Remind children that we now understand that prayer is very powerful to Christians and that they believe prayer is a source of power from God. Explain to children that Christians choose to pray in lots of different ways. Do the children know any? Take some ideas from children. Examine some posters, leaflets and photographs of notice boards about prayer groups. Allow children to think of questions they might like to ask a Christian based on their exploration of the posters and photographs. Create a bank of questions from children.</p> <p>Organise for Mrs Rose to come in and answer children's questions about praying.</p> <p><i>Books: Children to choose two questions that they would like answering about praying. They should record their answer from Mrs Rose in books too.</i></p>
	Week 4	<p>ELO: To understand practices and lifestyles. (AT1)</p> <p>Question: How do Christians choose to pray?</p> <p>KPIs:</p> <ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	<p>Remind children of our work last week with our visitor Mrs Rose. What methods of prayer did Mrs Rose introduce us to? Find prayers/ideas linked to her discussion with the children. For example, share some modern prayers with children, look at meditation, the use of rosary, saying Grace.</p> <p>Why do Christians choose different prayers for different times? When might you find a prayer or reflection useful? Share an idea of my own with children. I wish I had a stress prayer that I could say when feeling stressed. Saying this prayer would give me the faith and belief to carry on.</p> <p>Take ideas from children and record to give inspiration for later learning.</p> <p>Explain to children that they can now choose to create their own prayer or poem (do not insist on the children writing a prayer) for a purpose of their choosing.</p> <p><i>Books: Children to create a spidergram of ideas about how Christians pray. Children to write their own prayer or poem in the books.</i></p>

<p>Week 5</p>	<p>ELO: To understand beliefs and teaching. (AT1) To understand values (AT2)</p> <p>Question: What can Christians learn from the teachings of Jesus?</p> <p>KPIs:</p> <ul style="list-style-type: none"> Describe some of the teachings of a religion. Explain how actions may affect others. 	<p>Explain to the class that one of the things Jesus taught us was to be kind. Read children the story of the 'The Good Samaritan' (Luke 10: 25-37). Show pictures depicting each part of the story and ask children which they think the most important part of the story is and why. Links to activity below. Is it easy to be kind to someone that you don't know? Why do you think that Jesus chose to tell this story? Link to 'love your neighbour as yourself' Discuss what this means with children. What do they understand by the term 'neighbour'? Take ideas from children.</p> <p>Play a little game with children. Read them each of these statements. Children should stand up if they agree and stay sitting if they disagree.</p> <ul style="list-style-type: none"> <i>Mummy asks you to help her lay the table. You are watching TV so it is ok not to help.</i> <i>A new child has started in the class so you ask them to play a game with you at playtime.</i> <i>A child from Year 5 has fallen over. They are bigger than you so you just leave them to get up themselves.</i> <i>It's your birthday and you give everyone in class a sweet except the person who was mean to you yesterday.</i> <p>Have a short discussion after each one.</p> <p>So recap with children – back to the question. What is one thing that Christians can learn from the teachings of Jesus? How to be kind. Books: Children to draw part of the story of 'The Good Samaritan'. They should choose the part they think is the most important. Green/Yellow – explain why they think this is the most important part. All – write a sentence explaining how Jesus showed kindness in the story.</p>
<p>Week 6</p>	<p>ELO: To understand beliefs and teaching. (AT1) To reflect. (AT2)</p> <p>Question: What can Christians learn from the teachings of Jesus?</p> <p>KPIs:</p> <ul style="list-style-type: none"> Describe some of the teachings of a religion. Identify the things that are important in their own lives and compare these to religious beliefs. 	<p>Recap our question – We now know that Christians can learn about being kind from the teachings of Jesus. Start the lesson by explaining that we are going to look at another example of the teachings of Jesus. Show children the animation 'Jesus heals a paralysed man (Mark 2: 1-12)' www.bbc.co.uk/learningzone/clips/raising-the-roof/2876.html</p> <p>Who shows kindness in this story? Jesus? The man's friends? The crowd? What message does the story give us? What are sins? Why do you think that Jesus showed kindness to the man he did not know?</p> <p>In groups, allow children to act out this story. Complete activity one linked to this story. Have a mini circle time with children. Do you think you are kind to everyone all of the time? How can we be better friends? Let's think about the teachings of Jesus and how he shows Christians kindness. Come up with ways we can be kinder. Complete activity two.</p> <p>Books: Activity One - Children can then make a simple cartoon strip showing the story. Green/Yellows – Children to write a couple of sentences explaining how Jesus demonstrated kindness in this story. Red/Blue – children to write one sentence. This story teaches Christians how to be _____. Activity Two - Children to create a short acrostic poem using the word 'KIND'. Their poem should reflect their understanding of how Christians show kindness.</p>

	Week 7	<p>ELO: To understand practices and lifestyles. (AT1) To understand how beliefs are conveyed. (AT1)</p> <p>Question: What is a sacred place for Christians?</p> <p>KPIs:</p> <ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. • Name some religious symbols 	<p>Organise a trip to the Church to take place during this lesson. Children will explore what the church looks like and will learn about the different artefacts within a church.</p> <p>Introduce the following vocabulary to children during the trip:</p> <ul style="list-style-type: none"> • Steeple • Bell tower • Aisle • Pews • Cross • Font • Holy water • Altar • Vicar • Priest • Minister • Congregation <p>Whilst inside the church, discuss the symbolism with children. Point out statues, wall hangings, carvings, stained glass windows and discuss the meaning of these things to Christians.</p> <p>Books: Photographs of the children from the trip.</p>
	Week 8	<p>ELO: To understand practices and lifestyles. (AT1) To understand how beliefs are conveyed. (AT1)</p> <p>Question: How do Christians use the church?</p> <p>KPIs:</p> <ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. • Name some religious symbols • Explain the meaning of some religious symbols 	<p>Remind children of our visit to the church last week. Show children pictures that were taken during the trip and see if children can remember the vocabulary discussed during the trip.</p> <p>Discuss with children the places that are special to them and why. What is special about them? Is this a place where you like to be alone or can it be shared with others?</p> <p>Discuss and fully introduce the term 'sacred'.</p> <p>Definition: connected with God or a god or dedicated to a religious purpose and so deserving veneration. This will need simplifying for the children.</p> <p>Special places for those who have a faith are considered to be sacred places. A church is a sacred place for Christians.</p> <p>Remind children that they now know what a church looks like but do they know what happens there.</p> <p>Explain to children that church services take place in churches and that congregation will attend to listen to the Priest or Vicar preach a sermon. Explain to children that the sermon will contain lessons from the bible to help guide people with the teachings of Jesus. Remind children of our work look at stories from the bible which teach people kindness.</p> <p>Share with children the Sacrament of the Eucharist Communion and explain that sometimes the congregation take part. Bring some bread and "wine" for children to try as part of explaining this. Discuss the symbolism around it.</p> <p>Play children some hymns and songs that they may hear inside a church. Play them clips of an organ as these are typically played in churches.</p> <p>Discuss other events that may take place in churches such as Christenings, Funerals, Weddings.</p> <p>Books: Children to create a short information text/leaflet explaining the different ways that Christians use the church. Red/Blue – may need the support of pictures (i.e. people singing hymns, a wedding) to help them structure their piece.</p>

	<p>Week 9</p>	<p>ELO: N/A</p> <p>No Question as I want his to be a reflective week for the children.</p> <p>KPIs: N/A</p>	<p>Ask children to look back through their R.E books. What do they know now about Christianity that they didn't know before? Take ideas from the class and bullet point them on the flipchart.</p> <p>Explain to children that today they are going to get the chance to reflect on all of the lovely things they have learnt about Christianity.</p> <p>Show children a large A3 keyhole template. Ask them to close their eyes and imagine that they are looking through the keyhole into the sacred place of the church. What might they see? Can children remember the correct language to describe? Can they think a little outside the box? They may need support with this? <i>A woman crying with happiness as she sings a hymn on her wedding day.</i> <i>A child listening carefully to a sermon teaching the wrong in stealing.</i></p> <p>Books: Children to work in pairs to draw and label the keyhole with all the things they might see looking through the keyhole into a church.</p>
	<p>Week 10</p>	<p>ELO: To understand beliefs and teaching. (AT1)</p> <p>Question: Why do we celebrate Christmas?</p> <p>KPIs:</p> <ul style="list-style-type: none"> Describe some of the main festivals or celebrations of a religion. 	<p>This will be the week that we start to look at the nativity in detail. Use R.E time this week to teach children The Christmas Story.</p> <p>How does it compare to the version we are acting out in our nativity – Lights Camel Action. What is the same? What is different?</p>
<p>SMSC Links</p>	<p>In RE we celebrate different cultures and learn about religions which are different to our own. The children are encouraged to ask questions, to seek answers, but also to interpret messages given my religious studies and then develop their own meanings and understanding for them. The children develop respectful attitudes towards others, and are encouraged to share their feelings and thoughts, whilst taking in account the feelings and values of others.</p>		

Music

<http://www.teachprimary.com/learningresources/view/ks1-music-compositions-for-traditional-tales>

Unit:	Week 1	<p>ELO: To describe music.</p> <p>Question: Can you sing accurately following the melody?</p> <p>KPI: 1.1, 1.6, 1.13</p> <p>PI:</p>	<p>Begin by playing the song 'here we go round the mulberry bush' to the children to familiarise them with the tune. Clap to the beat of the tune to help them to find a rhythm and enjoy singing along to the tune.</p> <ul style="list-style-type: none"> - As the children sing to the tune, identify with them how the sound of our voices (pitch) changes at certain parts of the song. Draw a symbol at these points so that the children can identify when to change their pitch. 		
	Week 2	<p>ELO: To describe music.</p> <p>Question: Can you sing accurately following the melody?</p> <p>KPI: 1.1, 1.13</p> <p>PI:</p>	<p>With enough practice, begin to introduce the 3 little pig's version to them whilst following the same tune. Discuss similarities that they find between the two songs.</p> <p>How have they changed the song to make it about the 3 little pigs?</p>	<p>The Three Little Pigs (Tune: Here we go round the mulberry bush)</p> <p><i>Now three little pigs leave home one day Home one day, home one day Telling their Mum they just can't stay They want to build their own houses</i></p> <p><i>The first pig builds a house of straw House of straw, house of straw He builds a roof, he builds a floor The big, bad wolf blows it down</i></p>	<p><i>The second pig builds a house of wood House of wood, house of wood He thinks the house looks pretty good The big, bad wolf blows it down</i></p> <p><i>The third pig builds a house of brick House of brick, house of brick The roof is firm, the walls are thick The wolf can't blow the house down</i></p> <p><i>The wolf climbs up the chimney pot Chimney pot, chimney pot He slips and falls – the water's hot The wolf won't chase them again!</i></p>

	Week 3	<p>ELO: To perform.</p> <p>Question: can you follow instructions on how and when to sing or play an instrument?</p> <p>KPI: 1.1, 1.2</p> <p>PI:</p>	<p>Talk about the sounds that would be heard in each of the verses, e.g:</p> <p>V1: calling 'Goodbye', doors slamming and the tapping of their trotters as they walk down the road.</p> <p>V2: cutting through straw and the wolf's huffing and puffing</p> <p>V3: sawing and hammering and the wolf's huffing and puffing</p> <p>V4: bricks knocking together and the wolf's unsuccessful huffing and puffing</p> <p>V5: climbing feet – perhaps using a pitched instrument such as a xylophone or glockenspiel to underpin the rising movement, with some splashes as he falls into the pot.</p> <p>- As a class add instrumentals to each verse..</p>
	Week 4	<p>ELO: To compose</p> <p>Question: Can you use instruments to create sound effects?</p> <p>KPI: 1.8</p>	<p>Split the children into groups of 5, one verse for each group, the children will practise singing their verse, and choose an instrument to play alongside the singing (as like how we practiced in the previous lesson). This is where the children will get to improvise for the performance and create an interlude for between verses.</p>
	Week 5	<p>ELO: To compose</p> <p>Question: Can you use instruments to create sound effects?</p> <p>KPI: 1.8, 1.9</p>	<p>Record the class performance – all children sing but each group have their selected instruments for their musical interludes.</p>
	Week 6	<p>ELO: To perform</p> <p>Question: How would you reflect upon your performance?</p>	<p>Evaluate their performance; discuss their effectiveness from listening to their recorded performance implement any changes.</p>
SMSC Links	<p>Collaborative learning</p> <p>Teamwork: leading others when appropriate and taking turns.</p> <p>Being respectful of other's opinions.</p>		

Music

Week 7	<p>ELO: To describe music Question: What is ostinato? KPI: PI: 1.14</p>	<p>The Waggon Passes – Recognise and respond to an ostinato</p> <ul style="list-style-type: none"> • Listen and respond to a piece of descriptive music, notice and describing the use of dynamics and ostinato [repeating rhythm] • Perform an ostinato using body movement •
Week 8	<p>ELO: To describe music Question: Can you recognise and respond to the beat? KPI: 1.13 PI: 1.14</p>	<p>Come to the party [chorus beat] – Recognise and respond to steady beat</p> <ul style="list-style-type: none"> • Move to the steady beat of a chorus and improvise movements to the steady beat • Accompany a chorus with a steady beat on untuned percussion • Control dynamics and steady beat as they perform a song on body percussion and instruments <p>Come to the party [verse rhythms] – recognise and respond to rhythm</p> <ul style="list-style-type: none"> • Listen to a song and perform body percussions • Take turns to play three rhythms on percussion in groups • Learn a song and accompany with mime and rhythm patterns on body percussion and instruments
Week 9	<p>ELO: To describe music Question: How can you use your body to respond to a steady beat? KPI: 1.13 PI: 1.14</p>	<p>Dance of the Knights – listen and respond to different steady beats</p> <ul style="list-style-type: none"> • Explore steady beat as they listen to music and respond in movement • Take turns to lead the class, selecting body percussion to perform a steady beat as they listen to music • Use body movement to combine two steady beats
Week 4	<p>ELO: To perform Question: How can we accompany the beat of a song? KPI: 1.3 PI: 1.1, 1.2, 1.4</p>	<p>Slowly walks my grandad – listen and respond to different steady beats</p> <ul style="list-style-type: none"> • Listen to a song and identify three steady beats • Move in response to the three steady beats in a song • Learn to sing in two parts <p>Grandad’s band – combine three different steady beats on instruments</p> <ul style="list-style-type: none"> • Understand and follow a graphic score to play three steady beats • In groups, accompany a song with three steady beats using tuned percussion

	Week 5	<p>ELO: To describe music</p> <p>Question: Can you identify the steady beat?</p> <p>KPI: 1.13</p> <p>PI: 1.14</p>	<p>The Ball – recognise and respond to different steady beats</p> <ul style="list-style-type: none"> Listen to descriptive music to identify and tap a steady beat <p>Throw, Bounce, Twist – perform a rhythmic pattern to a steady beat</p> <ul style="list-style-type: none"> Listen to a song and respond in rhythmic movement Recognise and internalise a steady beat in a song
	Week 6	<p>ELO: To describe music</p> <p>Question: Can you identify the steady beat?</p> <p>KPI: 1.13</p> <p>PI: 1.14</p>	<p>Throw, Bounce, Twist – perform a rhythmic pattern to a steady beat</p> <ul style="list-style-type: none"> Listen to a song and respond in rhythmic movement [REVISE] Recognise and internalise a steady beat in a song [REVISE] Perform rhythmic movements while internalising a song
	Week 7	<p>ELO: To perform To describe music</p> <p>Question: Can you identify the steady beat?</p> <p>KPI: 1.3, 1.13</p> <p>PI: 1.1, 1.2, 1.4, 1.14</p>	<p>Throw, Bounce, Twist, Play – perform a rhythmic pattern on percussion instruments to a steady beat</p> <ul style="list-style-type: none"> Perform a song in two groups using movement and untuned percussion Perform a song in three groups by combining movement, rhythms and ostinato [repeating rhythm pattern].
SMSC Links	<p>Collaboration Team work. Listening and responding to other’s ideas – sharing their own ideas. Respecting others views and opinions.</p>		

