

Together with love, we can inspire, discover and thrive.

## Understanding the world

**Intent:** Children will learn that traditional tales were written long ago. Children will learn that kings and queens are rulers of countries.

**Vocabulary:** Adult, baby, belief, change, clothes, event, family, grow, heritage, long ago, memory, past, toy, tradition, vehicle, week, year, yesterday.

Lesson	Sequence of Learning
1	<p><b>WALT: What is the past?</b></p> <p>Introduce them to the theme of life in the past. Share a virtual tour of a museum, looking at what life was like in the past.</p> <ul style="list-style-type: none"> <li>•Do you know what a museum is?</li> <li>•Have you ever visited a museum?</li> <li>•What did you see in the museum?</li> <li>•What would you like to find out about life in the past?</li> </ul>
2	<p><b>WALT: Why are photos from the past are black and white?</b></p> <p>Explore why the photographs taken in the past are in black and white, whereas modern day photos are in colour. Discuss that photograph took a long time to take in the past, and people had to stand in the same pose for a long time, so they don't show people smiling. Children to take photographs of each other, editing them to turn them into black and white.</p>
3	<p><b>WALT: Have had you changed since you were a baby?</b></p> <p>Ask the children to bring in photographs of themselves as babies. Have fun looking at the photos and see if the children can guess who is who. Ask the children to compare themselves now with when they were a baby. Ask, 'What can you do now that you couldn't do when you were a baby?' Provide the Then and now template, glue, writing resources, sound mats and word banks. The children can stick a current and baby photograph on the template or draw a picture if they don't have a photograph. Support the children to compose and write simple sentences about what they did when they were a baby compared to what they can do now.</p>
4	<p><b>WALT: Can you compare pictures from the past with objects that we use today?</b></p> <p>Show the What is it? picture cards. Challenge the children to guess the use of each object. Provide time for them to explore their ideas before revealing how each object was used in the past. Ask the children what they use now instead of the objects on the picture cards. Encourage them to compare their life with life in the past.</p>
5	<p><b>WALT: Do you know what toys they played with long ago?</b></p> <p>Draw your favourite toy and explain how it compares to toys long ago.</p>

**Subject Composite:** Children will take photos of each other and edit them into black and white photographs.

**Impact:** Children know that things change over time. Children will be able to identify things from the past and present.

**Hooks for new learning ( Y 1/2)** Marvellous Monarchs

**Sticky knowledge:** To know why the photographs taken in the past are in black and white.

To know how life has changed.

To know what you can do now that you couldn't do when you were a baby.

To know how some things have changed over time.

# Long Ago

## Spring Year B

### Pendeen Class (EYFS)

#### Sequence of Lessons

Sequence of learning

### PSHE: PSED

**Intent:** In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

**Vocabulary:** achieve, challenge, difficult, dreams, encourage, frustrated, future, keep trying, preserve, reward, earn, goal, job, kind, proud, skills.

Lesson	Sequence of Learning
1	<p><b>Key question: How do you tackle challenges?</b></p> <p><b>WALT: I understand that if I persevere I can tackle challenges</b></p> <p>Children to be challenged to make a tower out of spaghetti and marshmallows. Children to talk about how they can overcome challenges.</p>
2	<p><b>WALT: I can tell you about a time I didn't give up until I achieved my goal</b></p> <p>Children to think about a time when they found something tricky but they did not give up. Children to take turns to share their examples with the rest of the group.</p>
3	<p><b>WALT: I can set a goal and work towards it</b></p> <p>Children to think of something that they can challenge themselves with, something that they can work towards.</p>
4	<p><b>WALT: I can use kind words to encourage people</b></p> <p>Children to say something kind about someone else in the room. How did it make them feel hearing someone say something nice about them? Children to create a poster showing what they are good at. Children can teach their friends how to do what they are good at.</p>
5	<p><b>WALT: I understand the link between what I learn now and the job I might like to do when I'm older</b></p> <p>Children to act out different jobs and try to guess each others job. Children to think about the skills that they would need to have for the job. Children to role play their jobs.</p>
6	<p><b>WALT: I can say how I feel when I achieve a goal and know what it means to feel proud</b></p> <p>Children to think if they have achieved their goal? As a class, talk through each one and say how we feel they have achieved it. Children then get to put their goal into the special box/bag.</p>
	<p><b>Assessment:</b> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>

**Subject Composite:** Children to make a posters of things that they are good at. Children to set goals to achieve over the course of the half term.

**Impact:** Children know how it feels to be recognised as good at something. Children to know how to manage challenges..

**Hooks for future learning:** (Yr1 /2) Dreams and Goals Spring term.



**Long Ago**  
**Spring Year B**  
**Pendeen Class (EYFS)**  
**Sequence of Lessons**

## Art and Design

**Intent:** to create using materials

**Hooks from old learning:** N/A

**Vocabulary:** Collage, gummed paper, clothes peg, peg doll.

Lesson	Sequence of Learning
1	<p><b>WALT: I can collage to make a card.</b></p> <p>Children will make a card to send to one of their family members to show them how much they love them.</p> <ul style="list-style-type: none"><li>•For whom would you like to make your card?</li><li>•What message would you like to send them?</li><li>•What colour would they like for their card?</li></ul>
2	<p><b>WALT: I can make a toy.</b></p> <p>Make toys from household items. Often children would make toys from household items. Provide the children with dolly pegs, various fabrics, small googly eyes, marker pens, wool, pipe cleaners, scissors and glue. Tell the children that they can use the resources to make a peg doll. They could even make a mini-me peg doll.</p>

**Subject Composite:** Create a card using collaging skills.

**Impact:** Children will know how to use collaging skills to make a card.

**Hooks for new learning:** (Y 1/2) Mix it

Sequence of learning

**Long Ago**  
**Spring Year B**  
**Pendeen Class (EYFS)**  
**Sequence of Lessons**

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**Music**

**Intent:** Children will learn to sing some more songs.

**Hooks from old learning:** Music lesson in Autumn

Sequence of learning

Lesson	Sequence of Learning
1	<b>WALT: To listen and respond to a song</b> Children to listen and respond to different styles of music. Children to learn the actions and song for Wind the Bobbin Up
2	<b>WALT: Learn to sing a song</b> Children to explore high and low pitch using their voices. Children to learn the song and actions for Rock-a-bye baby.
3	<b>WALT: Learn to Sing the Song</b> Sing the song again. Learn Five little monkeys.
4	<b>WALT: Practice songs to perform</b> Practice previous songs. Learn Twinkle twinkle little star.
5	<b>WALT: Practice for a performance</b> Children to practice the songs that they have previously learnt. Children to learn If you're happy and you know it.
6	<b>WALT: Perform songs to another class.</b> Children to learn Head, shoulders, knees and toes. Children to perform the songs to another class.

**Subject Composite:** Children to learn songs.

**Impact:** Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

# Long Ago

## Spring 1 Year B

### Pendeen Class (EYFS)

#### Sequence of Lessons

## RE- Being special; where do we belong?

**Intent:** This unit of learning is thematic, focusing on Christianity, Hindu Dharma and Islam. Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.

**Vocabulary:** - Muslims, Hindus, Christians, Jesus, baptism, Raksha Badhan, Welcome, Love, Special, Rakhi.

**Hooks from old learning:** N/A

Less on	Sequence of Learning
1	<p><b>WALT What makes us feel special? What makes many Christians feel that they are special to God?</b></p> <p>Read a story to the pupils about something that is special to a character, eg. Dogger by Shirley Hughes. Talk about the item that was important to the character in the story. Sit the pupils in a circle and encourage them to say what is special about another friend in the circle. Explain that Christians believe that everyone is made unique, and they are all special to God. Explain that Psalm 139 in the Bible says that people are fearfully and wonderfully made by God.</p> <p>Ask the pupils to draw pictures of their friends and talk about what is wonderful about them.</p>
2	<p><b>WALT Why do many Christians believe that children are special to God?</b></p> <p>Remind the pupils of the last lesson and talk about what Christians think it means to be wonderfully made. Show the pupils a children's Bible and ask them who this is a special book for. Explain that this book is the holy text for Christians. Show the pupils a few different Bibles so that they know that they can look different. Tell the pupils that there are many stories found in the Bible that teach Christians different things about God. Explain that today we are going to listen to a story from the Bible that explains why Christians believe that children are special to God. Read the story from the Bible (Mark 10:13-16.) to the pupils.</p> <p>Children to act out the story of Jesus and the children.</p>
3	<p><b>WALT Where do you belong? Which groups do some religious people belong to?</b></p> <p>Recap the Christian belief that children are important and special to God. Share the story 'Peace at Last' by Jill Murphy. Who belongs to the family in the story. How do the pupils feel when they are with the important people to them for example the people who care for them/ their families? What groups do the children belong to, e.g. cubs, what are the symbols or logos for these groups. Why do we have symbols and logos? Some religious people also wear symbols to show that they belong to their religious worldview. Show the pupils the Om/Aum, cross and crescent moon, and star. Have you seen any of these before?</p> <p>Children to draw and use playdoh to create the symbols that they learnt about.</p>
4	<p><b>WALT How do we show people they are welcome? How are babies welcomed into the Christian family?</b></p> <p>Recap the symbols from last lessons, Who are these symbols important for? Can you remember the names of any of the symbols? Show the pupils the cross and explain that we are going to be finding out about how some Christians welcome a new baby into the family. Show the pupils the candle, baptism certificate, picture of a font and some water. Just as people welcome others into their home, Christians want to welcome people into God's family. Some Christians do this as adults, and some do this for babies. Show the pupils a video of an infant baptism.</p> <p>Children to role play a baptism and to make baptism cards.</p>
5	<p><b>WALT How are some babies welcomed in the Muslim tradition?</b></p> <p>Show the pupils a picture of a man whispering into the ear of his new baby. He is whispering important words, Shahadah, into the ear of his newborn baby, many Muslims believe that it is important that these are the first words that a new baby hears. Show the pupils a photograph of a baby having its head shaved. Explain that this ceremony is called Aqiqah and that some Muslims families shave the baby's hair, weigh it and give the weight of the hair away to the poor in silver. Many Muslims do this because they believe that they have been given something so precious that they should give something to other people.</p> <p>Using dolls, encourage the pupils to whisper words that they think are important into the baby's ear.</p>
6	<p><b>WALT: How do Hindu brothers and sisters show their love for each other at a festival?</b></p> <p>Show the children some examples of different Rakhis. Rakhis are given by sisters to their brothers at the festival of Raksha Bandhan. Talk as a class about this festival being a time when brothers and sisters show their love for one another and share their intention for caring for each other. Children to make a Rakhi for a friend. What will they promise them when the band is made into a bracelet? Who do they want to care for?</p>

# Long Ago

## Spring 1 Year B

### Pendeen Class

#### Sequence of Lessons

## P.E (Spring 1) Dance: Toys

**Intent:** To learn a dance. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

**Hooks from old learning:** N/A

Lesson	Sequence of Learning
1	<b>WALT: Can you show basic travelling steps to move in different ways like a toy?</b> Gold – I can make movements that are clearly different. Silver – I can move like different toys Bronze – I can move safely in a space
2	<b>WALT: Can you repeat movements in character using the theme of Toys?</b> Gold – I can make movements that are clearly different. Silver – I can move like different toys Bronze – I can move safely in a space
3	<b>WALT: Can you move in character as a toy emerging from a wrapping, including changes of levels?</b> Gold – I can make a range of movements that are clearly different. Silver – I can make a range of movements to show a character Bronze – I can move in a range of ways, safely in a space
4	<b>WALT: Can you move in character to tell a movement story about a toy in a toy box linking movements together fluently?</b> Gold – I can work with a partner to tell a movement story. Silver – I can make a range of movements to show a character Bronze – I can move in a range of ways, safely in a space
5	<b>WALT: Can you move in character to tell a movement story about a puppet as a duet?</b> Gold – I can make clearly identifiable moves to tell a movement story about a puppet as a duet. Silver – I can make a range of movements to show a character Bronze – I can move in a range of ways, safely in a space
6	<b>WALT: Can you move in character to tell a movement story motif about a toy of your choice?</b> Gold – I can make clearly defined moves to perform a Toy Story motif. Silver – I can make a range of movements to perform a character in a motif Bronze – I can move in a range of ways, to perform a motif

**Subject Composite:** Children will learn a dance this half-term.

**Impact:** children will understand how they can make a range of movements to make a character in a motif.

**Hooks for new learning:** Dance Yr R (Spring 2).