

Movers and Shakers

Autumn Year B

Trevoze Class (Y1/2)

Sequence of Lessons

History (Autumn 1)

Intent: to learn about significant people from the past.

Hooks from old learning (YR): Who is important to you and why?

Key vocabulary: significant people, explorer, activist, Dawson's model.

Sequence of Learning

1	<p>WALT: Understand what makes a person significant and if some people are more significant than others.</p> <p>We will learn about the Dawson's model and how this tells us what makes a person significant. Then, we will reflect on whether some people are more significant than others. Give each child one of the Significant people information sheets. Ask them to read the sheet and fill in the Dawson's model checklist to help them decide if the person is significant. Invite the children to share and compare their findings.</p>
2	<p>WALT: understand what a timeline is and use a timeline to order the dates that significant people were born.</p> <p>We will understand what a timeline is and use a timeline to order the dates that significant people were born. Revisit significant people using the Significant people information pack. Draw the children's attention to the dates on each card, using historical vocabulary to discuss the century or decade the person lived. Challenge the children to work with a partner to complete the Significant people timeline template, ordering the people according to their date of birth.</p>
3	<p>WALT: name and describe what makes some early explorers significant people in history.</p> <p>We will learn what an early explorer is and be able to name and describe what makes some early explorers significant people in history. Ask the children to identify any significant explorers encountered in previous lessons. Put the children into groups and ask them to read and discuss the Significant explorers information pack. Give the children the opportunity to discuss what they have read and answer questions, such as 'Can you name any of the very early explorers? Why are they considered significant? How has exploration changed over the years? Which countries did these significant explorers discover and why were their discoveries important?'</p>
4	<p>WALT: learn about the life of Christopher Columbus and describe the impact he had on the world.</p> <p>We will learn about the life of Christopher Columbus and describe the impact he had on the world. Explain to the children that they will be taking a deeper dive into the life and impact of one significant explorer, Christopher Columbus. Display the Christopher Columbus picture cards and ask the children to share any knowledge they already have about this explorer. Encourage them to use the images to make deductions about the man and the period in which he lived.</p>
5	<p>WALT: understand what an activist is and the impact they had on the world today.</p> <p>We will learn about what an activist is, what they represent and try to achieve, and the impact they had on the world today. Recap on the term activist and discuss examples of significant activists the children have heard about from previous lessons. Ask the children to work in groups to read the Significant activists information pack. Encourage them to use the information to help them complete the table at the end of the information. At the end of the session invite the children to use their table to answer questions, such as 'What are the similarities between the causes that all these activists fought for? What did William Wilberforce do? What hardships did Martin Luther King Jr suffer? How did Malala's behaviour lead to positive change? What was the impact of Emmeline Pankhurst's work? Why are these people seen as significant?'</p>
6	<p>WALT: understand who Emmeline Pankhurst was and the impact she had on the world.</p> <p>We will learn who Emmeline Pankhurst was and the impact she had on the world. (significance today) Show and discuss the Fact and opinion definition word cards. Ask the children to give examples of facts and opinions from their own lives and discuss the differences between the two. Use the Emmeline Pankhurst presentation to inform the children about Emmeline Pankhurst and her cause. Talk about the facts included in the presentation and how the photographs of Pankhurst and other suffragettes provide evidence to support these facts. Invite the children to use their knowledge to sort and stick the Emmeline Pankhurst facts and opinions cut outs onto the table and complete the sentences. Go through the children's answers and address any misconceptions.</p>
7	<p>WALT: explain the impact a significant person had on the world today and share my opinion about their work.</p> <p>Introduce topic question: what was childhood like in the past?</p> <p>We will use our learning to explain the impact a significant person has had on the world today and share our own opinions about their contributions/work. Display the Rosa Parks recording sheet. Ask the children what they already know about Rosa Parks based on learning from previous lessons. Make notes around the image to record the children's knowledge and observations. Invite the children to suggest questions that would help them to find out more about Parks and the impact of her actions.</p>

Subject Composite: Children will be able to express their opinions about significant historical figures and how they have impacted the world.

Impact: Children will understand that throughout history, significant people have influenced the world with their ideas/beliefs/commitment to change.

Hooks for new learning (Y3/4 and 5/6): Life (A), Invasion (A), Romans (power and rule) (B).

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Trevoze Class (Y1/2)

Sequence of Lessons

Geography (Autumn 2)

Intent: to develop an understanding of different geography skills and know what a geographer might do.

This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions

Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability; Fieldwork

Hooks from old learning (YR): knowledge of what is in our village.

Sticky Knowledge: know the seven continents and five oceans of the world.

Lesson	Sequence of Learning
1	<p>WALT: know what an atlas is. Introduce geography – what does this mean? Cold Task quiz: Sticky Knowledge for geography- what do you already know about our world? Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic. Ask the children 'What is an atlas?' Invite them to share any thoughts and ideas they have before explaining that an atlas is a book of maps and charts that show areas of the world. Explain that this includes larger physical features, such as continents, countries, oceans and seas and smaller physical features, such as rivers, mountains and lakes. Organise the children into pairs and give each pair a simple atlas, such as the Collins World Atlas.</p>
2	<p>WALT: understand how compass directions help us read a map. Display the Compass poster. Ask the children whether they know what is and how it is used. Encourage them to name the four cardinal points and explain how and why they are used. Ask the children to join in with a physical activity, moving to north, south, east and west areas of the classroom using the Compass poster as a guide. Give the children the United Kingdom map and ask them to answer the Compass directions question sheet, using the compass points to help. At the end of the session, invite the children to share and compare their answers.</p>
3	<p>WALT: describe the physical and human features of the United Kingdom. Use Google Earth to show an aerial view of the United Kingdom. Ask the children to describe its observable characteristics, for example, it is an island, it is relatively small and it is surrounded by seas and oceans. Give the children the Characteristics of the United Kingdom information sheet and the Characteristics of the United Kingdom table. Ask the children to collect data from the information sheet and record it in the table to find out about how the countries compare. Ask the children, in turn, to compose and articulate a statement about the United Kingdom.</p>
4	<p>WALT: make comparisons between England and Somalia. Begin by sharing a large world map or Google Earth. Locate the country of England in the United Kingdom and the country of Somalia on the African continent. Ask the children to describe their different locations and begin to draw conclusions about their geographical characteristics. Explain that they will be investigating how Somalia is similar to or different from England. Show children the Somalia presentation. After watching the presentation, invite the children to discuss the information presented and begin to make comparisons between Somalia and England. Ask the children to complete the Somalia and England question sheet, drawing on their knowledge of Somalia and their work from the previous lesson on the characteristics of the UK. At the end of the session, recap on some of the similarities and differences between the two countries.</p>
5	<p>WALT: explore human features most used in our local area. Display photographs of some local human features, such as the local shop, library, place of worship, playground or garage. Ask children to name them and say how they are used. Explain that they will be carrying out an enquiry to answer the question 'Which human feature is most used in our local area?' Take time to discuss the question and its meaning. Encourage the children to suggest how they might carry out the enquiry, including what information they would need to gather. Organise the children into groups and give them a human feature to investigate and a Human feature data collection table. Each group should go out into the locality and observe their feature, for a given period, recording visitor numbers.</p>
6	<p>WALT: Describe simple weather patterns of hot and cold places. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Begin by showing children the Hot, temperate and cold places presentation. Use the presentation to recap on knowledge from the previous lesson and introduce the term 'temperate'. Use the World temperature map to reinforce the location of hot, temperate and cold continents and places around the world. Invite the children to work in pairs to sort the Hot, temperate and cold places sorting cards into the three groups (hot, temperate and cold) and then ask them to mark them on the World temperature map recording sheet. At the end of the session, ask the children to share what they have learned about hot, temperate and cold places.</p>

Subject Composite: Children will be able to name and locate the seven continents and five oceans of the world.

Impact: Children have a good knowledge of what geography is and understand different human and physical features of the world.

Hooks for new learning (Y3/4 and 5/6): interconnected world and our planet, our world.

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Trevoze Class (Y1/2)

Sequence of Lessons

Science (Autumn 1) Use of materials

Intent: to understand that different objects are made from different materials.

The children will understand the difference between an object and what it is made from. They will be able to identify different materials and describe their properties. They will investigate the physical properties of different everyday materials and compare them based on this.

Key vocabulary: materials, objects, wood, plastic, metal, glass, rock, uses, transparent, Waterproof, opaguw, absorbent

Hooks from old learning: (YR):

Sequence of learning

Lesson	Sequence of Learning
1	<p>Cold Task: what do you know about materials?</p> <p>Identify prior learning- what do we already know about materials? What is a material?</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit.</p> <p>Key question: what are materials and why are they used for different things?</p> <p>WALT: identify what an object and a material are.</p> <p>Discuss properties of different materials and identify key vocab to describe: https://www.bbc.co.uk/bitesize/topics/zrssgk7/articles/z9pgcdm</p> <p>Explain to children what a property is. Model describing an object using properties.</p>
2	<p>WALT: identify the different materials that an object is made from. Distinguish between an object and the material that it is made from.</p> <p>Material hunt- find different objects around the classroom/ outdoor area and record the materials it is made from.</p>
3	<p>WALT: classify objects based on the material they are made from. (In different ways e.g. a group of object made of metal.)</p> <p>Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.</p> <p>Explain to children that they are going to considering what other materials they could make things out of. Can they give different suggestions and explain why they would make them out of that material? Encourage children to use specific vocab, e.g. absorbent, opaque, transparent, hard, soft etc.</p>
4	<p>WALT: identify uses of different materials</p> <p>Using the different picture cards, children to suggest what they could use the materials to make.</p> <p>Can they explain why they would use wood to make a table but also use plastic to make a table? What do they know about the materials that make them suitable for that use? (Properties)</p>
5	<p>WALT: investigate materials as they change shape.</p> <p>With support, identify the poles of a magnet.</p> <p>Look at poles to say whether two magnets will attract or repel each other. Explain that a compass always points north-south.</p>
6	<p>WALT: investigate how materials can be changed using different actions.</p> <p>Explore: ask children to change the shape of the playdough in different ways. Feedback to whole class - what did you do to make it change shape?</p> <p>Discuss bending, stretching, twisting and squashing and what they mean. Demonstrate actions for the verbs and children to copy. Simple song to reaffirm meanings.</p>
7	<p>WALT: use knowledge of magnetism to design a magnetic treasure hunt game.</p> <p>Children design and explain their own game on the differentiated Magnetic Game Activity Sheet, then make their game.</p> <p>Children may need support when making their game. Use key words to explain how their game uses magnetic attraction.</p>

Subject Composite: investigate magnetism to design a magnetic treasure game.

Impact: we will know what objects are made from and which materials can be used. We will understand that some materials are magnetic.

Hooks for future learning: (Y3/4) , Y5/6 properties and changes of materials.

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Trevoze Class (Y1/2)

Sequence of Lessons



Art: Colour Theory (Autumn 1)

Colour theory; Colour wheel; Primary and secondary colours

This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.

Intent: to know what primary and secondary colours are.

Hooks from old learning: (YR) self- portrait, sketching technique (1/2)

Key vocabulary: primary colours, secondary colours, mix, artist, technique, hue

<https://archive.org/details/mixitup0000tull/page/n29/mode/2up>

Sequence of learning

Lesson	Sequence of Learning
1	WALT: know which primary colours mix together to make secondary colours. Identify primary colours and explore mixing them to make secondary colours. Start the session by reading the book <i>Mix It Up!</i> by Hervé Tullet to the children. Use the book as a starting point to help children identify the primary and secondary colours and observe basic colour mixing theory. Model how to mix secondary colours from equal amounts of two primary colours, using the water, wipe, paint and apply method. Provide ready-mixed paint in the primary colours. Allow the children time to freely explore the colours and what happens when they are mixed. At the end of the session, ask children to share and compare their colour mixing work and talk about their discoveries.
2	WALT: know what a colour wheel is and how colours are organised. Recap on children's learning from the previous session. Introduce the children to the colour wheel using the Colour wheel presentation. Use the presentation to show how colours are organised and why. Support the children to create colour wheels, using paint in the three primary colours only. Model different ways they can make their wheel, by drawing around a circle and dividing it into three equal parts or by creating a spoke-like design. At the end of the session, use the Colour wheel drag and drop template to reinforce teaching points.
3	WALT: compare and describe how artists have used secondary colours in their artwork. Recap what the children have learned so far about primary and secondary colours. Show children the Colour in art presentation. Use the questions in the presentation to engage the children in talk about the various paintings and the different ways that artists use colour. Lead a guided session using the Same or different picture cards. Show each picture card and invite the children to describe aspects of each painting that are the same or different to the others. Use the Same or different question cut outs to help compose your questions. At the end of the session, invite the children to share and compare their ideas with the larger group.
4	WALT: explore the different secondary colours that are made when using different materials. (Lesson 3 Year 2) We will explore the different secondary colours that are made when using different materials. Recap on what the children have learned so far about colour and colour mixing. Set out the resources needed for the Two-colour print instructions and demonstrate the activity. Invite the children to read and follow the instructions independently, mixing interesting hues of their own choosing. After the children have made several prints, invite them to share their work and talk about the effects they have created.
5	WALT: Observe the effects different colours have when painted next to each other. (Lesson 2 Year 2) We will experiment with secondary colours and observe the effects different colours have when painted next to each other. Set up two arrangements of different-coloured objects. For example, one in different hues of blue and one in hues of red. Ask the children to discuss each arrangement, including the way the items are set out and the different colours used. Invite them to explain how each arrangement is the same or different. Finally, challenge the children to mix the colours seen in one of the arrangements and record them in their sketchbooks. Note that this does not need to be a replica of the composition, just the colours observed.
6	WALT: Evaluate and reflect on my colour project and share examples of what artist techniques I have used. (Innovate – colour challenge) Then, we will evaluate and reflect on our own colour project and share examples of what artist techniques I have used. Show children the Colour challenge video. After watching the video, ask them to look at their previous attempt at the activity (this should have been kept from Y1). Ask the children to consider how well they completed the task previously. Ask questions such as, 'What could you improve this time? Can you make your colours more vibrant? Can you use different hues? Can you improve your handling of the brush?' Ask the children to choose the same template from the Colour composition templates and reimagine it using a range of different hues. Finally, ask the children to give their composition an imaginative colour-related title. At the end of the session, invite the children to talk about their work and evaluate their improvements.

Subject Composite: children will have the knowledge and increased confidence to mix the required secondary colours from primary colours to produce their own pieces, independently.

Impact: The children will know different techniques that artists use and recognise how colours are used in different ways.

Hooks for new learning: (1/2) royal portraits, (5/6) shades, tints and tones

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Trevoze Class (Y1/2)

Sequence of Lessons

Science (Autumn 2) Habitats

Intent: to understand that living things have habitats.

This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.

Key vocabulary: living, non-living, animal, plant, habitat, adaptations.

Hooks from old learning: (YRR): Animal safari

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALT: understand what a habitat is.</p> <p>Show the children the What is a habitat? presentation. After exploring the features of a habitat, explain that they will start this project by studying a woodland habitat. Show the children the Walk through a woodland habitat video, asking them to imagine they are actually there as they watch. Encourage them to observe the living and non-living features of the habitat; the animals and plants that live there, the food and water sources available, the places where animals shelter and the space in which they live.</p>
2	<p>WALT: understand what is living and non-living and what animals and plants live in a woodland habitat.</p> <p>Revisit the term 'habitat' from the last session and remind the children that habitats contain things that are living and things that are non-living. Provide groups of children with the six things listed in the practical resources or similar. Ask them to help you sort the things into those that are living and those that are non-living, using the Living and non-living things teacher information as a guide. Take the group of sorted non-living things and ask the children to sort them again into those that have lived and those that have never lived. Discuss their choices and how they made their decisions. Give each child a Living and non-living things recording sheet to complete to record their learning. At the end of the session, as a class, look at things around the room and decide if each is living or non-living. If they are non-living, look at the materials they are made from and decide if they were once part of a living thing or if they have never lived.</p>
3	<p>WALT: understand why animals live in a specific habitat.</p> <p>Ask the children how they identify a friend on the playground, taking answers such as 'I look at their hair colour' or 'I can tell who it is by the way they run'. Explain that identifying plants and animals in a habitat is the same; you observe a plant or animal's physical features and behaviour and then match it to pictures and descriptions of plants and animals to find a match. To consolidate their understanding, share the Identifying plants and animals presentation for the children to test their observational and identification skills.</p>
4	<p>WALT: explore animal adaptations in a habitat</p> <p>Revisit the identification task from yesterday, using the Woodland plants and animals quiz presentation to quiz the children on their ability to identify common species. After the quiz, ask the children to recall which animals they observed in the woodland habitat or learned about previously and collect their names on the whiteboard. After listing the names, explain that the children will now conduct online research to find out what food these animals eat and where they shelter. Show the children how to type questions or statements into a search engine, such as 'woodlice homes' or 'What do blackbirds eat?'</p>
5	<p>WALT: explore plant adaptations in a habitat.</p> <p>Ask the children to recall how prey have become adapted to their habitat to avoid being eaten, identifying different adaptations such as camouflage, mimicry and warning colours. Then ask the children if they think plants are adapted to stop animals from eating them. Take their suggestions, guiding their conversations to talk about personal experiences of prickly holly, sharp rose thorns and stinging nettles. After the discussion, show the Plant adaptations presentation to consolidate their knowledge. Then, revisit the woodland habitat, or provide real-life examples of plants for the children to observe in the classroom, if possible.</p>
6	<p>WALT: Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Ask the children to look back at the information they collected in the last session about the food animals eat in the woodland habitat. Afterwards, introduce the children to the concept of a food chain. Show the Food chain picture card and explain that it is a diagram that shows how energy from food is transferred between plants and animals. Choose one of the animals from the children's previously collected information and use it to build a food chain. Write its name on the right-hand side of the whiteboard, then write one of the types of food they eat in the middle of the board.</p>
7	<p>WALT: investigate a mystery habitat, identifying living and non-living things and how living things survive there.</p> <p>Show the children the Mystery habitat video, and ask them to spot animals, plants, food sources, water sources, and places of shelter. They could also jot down other relevant observations, such as the living and non-living features or the weather. Provide each child with a copy of the Mystery habitat recording sheet and ask them to record their observations</p>

Subject Composite: Woodland walk identifying creatures and plants in their natural habitat.

Impact: This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.

Hooks for future learning: (Y3/4) Classification, Y5/6: Sow, grow and farm – food chains

Design and Technology (Autumn 2) Remarkable recipes

Intent: This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.

Hooks from old learning: (YR) Build it, and current science unit (materials).

Lesson	Sequence of Learning
1	<p>WALT: explore where food comes from.</p> <p>Recap on the sources of food, namely plant and animal sources, and ask the children for examples of foods from each source.</p> <p>By the end of this lesson children should know: Food comes from two main sources: animals and plants; Milk comes mainly from cows but also from goats and sheep; Eggs belong to the animal product category. They are laid by female animals. The most common types eaten by humans include chicken and duck eggs. Honey is made by bees. Most edible oils are made from plant parts. Olive oil, vegetable oil and coconut oil are all made from plant sources. Sugar is made from plants called sugar cane and sugar beet. Plants also give us nuts, such as almonds, walnuts and hazelnuts.</p> <p>Using a selection of foods, identify source of origin. Relate to geography by finding where in the world the country is. Use large world map to make a classroom display.</p>
2	<p>WALT: investigate different tools I can use to prepare food.</p> <p>Using fruit and vegetables, identify which utensil is best for preparing.</p> <p>Practical resources: Range of cooking utensils including masher, fork, spoon, tongs, grater, sharp knife, peeler, wooden spoon, table knife and measuring spoons, bananas, lettuce, cheese, potatoes, cucumbers, flour, margarine and sliced loaf, bowls and plates, aprons.</p>
3	<p>WALT: understand why we cook food.</p> <p>Distinguish between raw and cooked food. Children to sort out foods they can eat either raw, cooked or both. Use Venn diagram to sort these. Are there any disagreements? Deliberately select foods from both categories: carrots, onions, tomatoes, bread.</p> <p>(Observe what happens when a range of everyday materials, including foods, are heated and cooled, sorting and grouping them based on their observations.)</p>
4	<p>WALT: know what a recipe is and what we might use them for.</p> <p>By the end of this lesson children should know: Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</p> <p>Ask the children what a recipe is and discuss their ideas. Show them the How to read a recipe presentation to introduce the format of a recipe. Explain to the children that they will follow a recipe to make a dessert called Eton Mess.</p>
5	<p>WALT: design a school meal based on some specific criteria.</p> <p>Introduce the important role of the school kitchen staff in preparing and cooking healthy and tasty meals. Explain to the children that the school's kitchen staff want to make a new lunchtime meal that must be healthy, taste good, involve cooking and include pulses and root vegetables. They have chosen two recipes that they would like the children to test. Put the children into groups with an adult and ask them to read the New school meal recipes. Ask the children to look at each recipe and answer the questions to see how well each recipe fits the design criteria. As a class, decide on the best recipe and give each child a New school meal recording sheet to complete to record their thinking.</p>
6	<p>WALT: Use the basic principles of a healthy and varied diet to prepare dishes.</p>

Subject Composite: Children will follow a recipe and prepare a dessert, using selected tools.

Impact: Children increase their knowledge of food sources and understand how certain foods need preparation.

Hooks for new learning: Y5/6 Sow, Grow Farm - soups

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Sequence of Lessons



Computing (purple mash) Online learning and exploring PM

Intent: The children will understand that they have their own login and can access their saved work using this. They will understand that their teacher can also access their saved work and leave messages for the children to read. They will become familiar with some of the simple icons when saving and retrieving stored work.

We will learn what we need to log in online and we will learn how to log in safely.

We will learn how to find saved work in the Online Work area and find teacher comments.

We will learn how to search Purple Mash to find resources.

We will become familiar with the icons and types of resources available in the Topics section and use this to help us to start to add pictures and text to our work.

We will explore the Tools and Games section of Purple Mash.

We will learn how to open, save and print our work.

We will understand the importance of logging out.

Key vocabulary: online safety, login, username, password, save, retrieve

Hooks from old learning: (YR) workspace area on purple mash.

Lesson	Sequence of Learning
1	<p>WALT: login safely and understand why that is important.</p> <p>Safe Logins</p> <ul style="list-style-type: none">To log in safely and understand why that is important.To create an avatar and to understand what this is and how it is used.To be able to create a picture and add their own name to it.To start to understand the idea of 'ownership' of creative work.To save work to the My Work area and understand that this is private space.
2	<p>WALT: find saved work in the Online Work area of Purple Mash.</p> <ul style="list-style-type: none">To learn how to find saved work in the Online Work area.To learn about what the teacher has access to in Purple Mash.To learn how to see messages left by the teacher on their work.To learn how to search Purple Mash to find resources.
3&4	<p>WALT: use the different types of topic templates in the Topics section confidently.</p> <ul style="list-style-type: none">To become familiar with the types of resources available in the Topics section.To become more familiar with the icons used in the resources in the Topics section.To start to add pictures and text to work.
5&6	<p>WALT: explore the Tools area on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New.</p> <ul style="list-style-type: none">To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.To explore the Games area on Purple Mash. (extension)To understand the importance of logging out when they have finished.

Subject Composite: Children will learn to login safely and access their saved work using their own login details.

Impact: They will know how to navigate their own work area on Purple Mash and develop their understanding of saving and retrieving their own work using simple icons.

Hooks for new learning: (Y3/4 and Y5/6) online safety and effective searching.

Sequence of learning

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Autumn Year B

Trevoze Class (Y1/2)

Sequence of Lessons

Music Charanga – Hands, feet, heart (Autumn 1)

Intent: listen to and explore songs that celebrate South African music.

Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.

This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.

This half-term our learning is focused around the song: Hands, Feet, Heart.

We will listen and appraise different songs that celebrate South African music.

We will listen to and learn the song through different games, exploring the pulse and rhythm.

We will sing the song before playing some instrumental parts.

We will learn to sing and improvise using voices and instruments when performing to each other.

Key Vocabulary: beat, pace, rhythm, pulse, compose, instruments, patterns, improvise.

Hooks from old learning: (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Lesson	Sequence of Learning
1	<p>WALT: Sing, Play and Improvise to different songs with South African styles.</p> <p>Listen and Appraise (begin to recognise the basic style indicators of South African music) • Listen and Appraise - Hands, Feet, Heart by Joanna Mangona: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>Musical Activities: Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Hands, Feet, Heart: Start to learn to sing the song.</p> <p>Perform: Performance - Hands, Feet, Heart: Perform and share what has taken place in today's lesson - sing the song.</p>
2	<p>WALT: Sing, Play and Improvise to different songs with South African styles.</p> <p>Listen and Appraise: The Click Song sung by Miriam Makeba: Play the song. Use your body to find the pulse scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. How are the songs different/similar?</p> <p>Musical Activities: Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Hands, Feet, Heart: Continue to sing the song. d. Play Your Instruments with the Song: New Musical Activity.</p> <p>Performance - Hands, Feet, Heart: Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.</p>
3	<p>WALT: Sing, Play and Improvise to different songs with South African styles.</p> <p>Listen and Appraise: (begin to recognise the basic style indicators of South African music) • Listen and Appraise - The Lion Sleeps Tonight sung by The Soweto Gospel Choir: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>Musical Activities: (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance) a. Warm-up Games (including vocal warm-ups) - Hand, Feet, Heart b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Hands, Feet, Heart: Continue to sing the song. d. Play Your Instruments with the Song: Revisit your learning from the last step. e. Improvise with the Song: New Musical Activity: Clap and Improvise, Sing, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation).</p> <p>Perform: Performance - Hands, Feet, Heart: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.</p>
4	<p>WALT: Sing, Play and Improvise to different songs with South African styles.</p> <p>Listen and Appraise: Bring Him Back Home by Hugh Masekela: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>Musical Activities: (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance) a. Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Hands, Feet, Heart: Sing the song. d. Play Your Instruments with the Song: Option to revisit your learning from the last step. e. Improvise with the Song: Revisit Sing, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation). f. Compose with the Song: New Musical Activity for this step.</p> <p>Perform: Performance - Hands, Feet, Heart: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.</p>
5	<p>WALT: Sing, Play and Improvise to different songs with South African styles.</p> <p>Listen and Appraise: You Can Call Me Al by Paul Simon: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>Musical Activities: (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance) a. Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Hands, Feet, Heart: Sing the song. d. Play Your Instruments with the Song: Revisit this activity. e. Improvise with the Song: Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation). f. Compose with the Song: Option to revisit this activity.</p> <p>Perform: Performance - Hands, Feet, Heart: Perform and share what has taken place in today's lesson. Choose what you perform today.</p>
6	<p>WALT: Sing, Play and Improvise to different songs with South African styles.</p> <p>Listen and Appraise - Hlokolozaba by Arthur Mofokate: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>Musical Activities: (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance) a. Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Hands, Feet, Heart: Sing the song. d. Play Your Instruments with the Song: Revisit this activity. e. Improvise with the Song: Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation). f. Compose with the Song: Option to revisit this activity.</p> <p>Perform: Performance - Hands, Feet, Heart: Perform and share what has taken place in today's lesson. Choose what you perform today.</p>

Subject Composite: The children will perform the South African song, Hands, feet, heart and be able to choose how they accompany using instruments.

Impact: The children will be able to identify style indicators for this genre of music

Hooks for new learning: future Charanga units where style indicators for specific types of music are identified.

RE (Autumn 1)-What is the good news that Jesus brings? (part 1)

Intent: Pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.

Hooks from old learning: (YR)

Sequence of Learning

1 What did Jesus' good news mean for Matthew in the bible story?

Step 1: Introduce the big question for the unit to the children. Do pupils already know what the good news that Christians believe Jesus brings is. STEP 2: Show the children a picture of the Romans and the tax collectors. Explain that in Jesus' time, tax collectors were not popular in society, and this was because they not only collected taxes for the Romans, but they often kept a little bit of extra money for themselves. Step 3 we will find out about a tax collector called Matthew 9:9-13. Why do they think that it was surprising that Jesus wanted to spend time with Matthew? Talk about why people at the time were shocked that Jesus wanted to spend time with Tax Collectors and sinners. Ask pupils how they think other people at the time felt when he did this. Explain that Christians believe that Jesus spent time with people like Matthew because he knew that they wanted to change and live God's way. STEP 4: Ask pupils how they think Matthew felt when Jesus chose him. STEP 5: Give pupils thought bubbles and ask them to write down Matthew's thoughts when Jesus chooses him to become one of his special friends, his disciples.

2 What might a Christian say was the good news that Jesus brought to Matthew?

STEP 1: Reread Matthew 9:9-13 and discuss the main events. Show pupils a version of the story. Ask pupils which events they would include if they were retelling the story for someone else. STEP 2: Work as a class to map out the story into three sections. STEP 3: Explain to pupils that Christians believe that Jesus looked at Matthew's heart and knew that he wanted to change his ways. Talk about the things that Christians might think Matthew did right in the story. When did he follow God? Would it have been easy for him to have the confidence to leave what he was doing and follow Jesus? STEP 4: Explain that Christians believe that Jesus chose people like Matthew to be world changers and spread God's message of peace, love and forgiveness.

3 What do many Christians believe is the good news that Jesus brings about forgiveness?

STEP 1: Who did Jesus choose to be his followers? Why were these unlikely choices of people? Ask pupils if they can see forgiveness in the stories. Explain that part of Jesus' message of good news is forgiveness. Tell pupils that Christians believe that Jesus offers forgiveness to anyone who asks for it. How might this be a comfort for Christians in the past and today? STEP 2: Ask pupils if they can think of a time when they have been forgiven. How did it feel to be forgiven? What does it feel like to be able to put the past behind you? Read Luke 6:37-38 as a class, discuss the meaning and key vocabulary. Explain that Jesus taught 'forgive and you will be forgiven'. What do pupils think this means? Is it always easy to forgive? STEP 3: 'Forgive and you will be forgiven'. Ask pupils to work together to draw cartoons of people who need forgiving.

4 What do many Christians believe is the good news that Jesus brings about peace?

STEP 1: Why do many Christians think Jesus' message of 'forgive and be forgiven' good news? Ask pupils if there are other messages that Christians might think are good news in the stories that they have studied so far within the unit. Explain that Christians believe Jesus also shows love to people who have done things wrong, how might this be a comfort for many Christians today? STEP 2: Read the story of the disciples being chosen by Jesus. What sort of things do pupils think would have made the disciples hearts feel afraid? STEP 3: Read John 14:27 with pupils. Who is leaving their peace with Christians? Ask pupils when Christians might need Jesus' peace. Create a list of ideas on the whiteboard. Why do pupils think that Jesus' peace might be a part of his good news for Christians? STEP 4: Ask the pupils to think about four kinds of peace: peace in my own life (in my heart?), peace with other people (no fights?), peace in the world (no wars?), peace with God for Christians (being forgiven).

5 What might Christians do to follow the life of Jesus and bring 'goodness' to people?

STEP 1: Recap the last lesson with pupils. Who do Christians turn to when their hearts feel troubled? Reread John 14:27 with pupils. Why might Jesus' promise of peace be comforting for Christians in tricky times? Explain that in this lesson we will be exploring some of the ways in which Christians try to bring Jesus' 'good news' to others. STEP 2: Ask pupils to think about ways in which Christians might be able to show they try to follow the life of Jesus and bring 'good news' to people. STEP 3: Arrange pupils into pairs and give each pair these nine sentence starters on cards (adapt them if you are looking at a local project), and ask them in pairs to finish the sentences. In Leeds, some people have no homes. They might feel... If you are homeless, it is hard to cook or keep clean, so... Homeless people are often sad because... At Saint George's Church, Christians wanted to be friendly, so... Jesus said 'Love your neighbour'.

6 How might Christian prayer link to saying sorry and forgiveness?

STEP 1: Recap the last lesson with pupils. Can they remember any ways in which Christians might be able to show they try to follow the life of Jesus and bring 'good news' to people? STEP 2: Remind the pupils about the teaching of Jesus on forgiveness: 'Forgive and you will be forgiven' from lesson 3. Talk about how many Christians choose to say sorry to God in prayers and often when they are in church. Part of the Lord's Prayer that many Christians say includes a line which says, forgive us our sins just as we forgive those who sin against us. STEP 3: Ask pupils to tell the story behind the forgiveness picture. Give a copy of the picture to each pupil and ask them to write two or three sentences telling the story of the picture and explaining why, if the children are Christian, they might believe it is important to forgive. STEP 4: Ask pupils to complete the assessment.

Subject Composite: Pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings.

Impact: Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.

Hooks for new learning: yr 1/2 What is the Good News that Jesus brings part 2

RE (Autumn 2)-What is the good news that Jesus brings? (part 2)

Intent: In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different world views to consider.

Hooks from old learning:

Sequence of Learning

1 What can we say about peace as part of the good news Christians believe Jesus brings?

STEP 1: Use the sticky knowledge quiz slides from the first part of this learning to recap this unit so far. Remind pupils that one of the pieces of good news that many Christians believe Jesus brings is peace. Reread John 14:27 what does this mean for many Christians today? **STEP 2:** Introduce artist Hannah Dunnett to pupils. Explain that Hannah is a Christian artist from Truro in Cornwall. Tell pupils that Hannah tries to share the good news that Jesus brings through her artwork. Use Hannah's website* to research some of Hannah's existing work with pupils. Ask pupils what they notice about how Hannah uses text in her pictures. **STEP 3:** Talk to pupils about how a Christian might describe the peace that Jesus brings them. Which adjectives would they use? Create a list of adjectives as a class. Talk to pupils about a place where they feel peaceful. What would they draw to represent this place? **STEP 4:** Give pupils a planning sheet to plan out their own image based on either their own peaceful place or a place that a Christian might find peaceful. Pupils will also need to choose five words to describe the peace that Christians believe that Jesus brings his followers.

2 How can we show the good news that Christians believe Jesus brings?

STEP 1: Recap the last lesson with pupils. Remind pupils that many Christians believe that Jesus brings them the good news. Talk through different parts of the good news that many Christians believe in peace, love, forgiveness and eternal life. Ask some pupils to come to the front and share the images that they planned last lesson to share the good news of peace that Christians believe that Jesus brings them. What do other pupils like about the designs? How do the designs clearly show the peace that Christians believe Jesus brings. **STEP 2:** Ask pupils to lay their planning sheets out on the tables. Give pupils a sticky note and ask them to write one thing that they like about their partner's picture on it. Tell pupils that their focus for the praise comment needs to link to how the picture shares the good news that Christians believe Jesus brings. **STEP 3:** Pupils to complete their final pictures sharing the message of peace that Jesus brings to Christians.

3 What do Christians believe Jesus showed them about how to pray?

STEP 1: Recap the last lesson with pupils. Remind pupils of the good news that Jesus brings to them love to everyone – including people who have made mistakes - forgiveness and peace. Play Perfect Peace by Laura Story* to the pupils. Tell pupils this is a worship song for Christians, written by a Christian. What does 'keep your eyes on me' mean? Talk about the Christian belief that it is important to keep their focus on Jesus. How might they do this? Explain that many Christians believe that it is important to read the Bible, spend time with other Christians, attend church and talk to God through prayer. **STEP 2:** Ask pupils what they think would make a good prayer. **STEP 3:** Show pupils the Lord's prayer and pictures** and read it through together. Explain that in the Lord's prayer, there is a please, sorry and a thank you. Tell pupils that many Christians believe this is how prayers should be structured. **STEP 4:** Show pupils either the Burger Prayer template or the prayer Jelly babies from the unit what do Christians believe God is like. Explain that the please, sorry and thank you are sandwiched together by the 'Dear God' and the 'Amen'. Tell pupils that 'Amen' just means 'I mean that too'. **STEP 5:** Remind pupils about the different parts of the good news that Christians believe Jesus brings from the beginning of the lesson.

4 What are the important parts of prayer for many Christians?

STEP 1: Recap the last lesson with pupils. Ask them what are the important features of a Christian prayer? Can they remember any parts of the Lord's Prayer. Show some of the images from the Lord's prayer. * Can pupils match them to the text? **STEP 2:** Remind pupils that one of the aspects of prayer for most Christians is thank you to God. Tell the story of Jesus and the ten lepers (Luke 17:11-19). Give pupils some emojis showing different emotions and ask them to hold the card if they think one of the characters has a matching feeling. **STEP 3:** Ask the pupils to work in pairs to act out: feeling ill, being ignored, getting better, saying thank you. Give pupils a piece of paper in the shape of a 1 and a 9. Ask pupils to write on the one how Jesus might have felt about the leper who came back, and on the nine how he felt about the nine who didn't who didn't.

5 What is the good news that Christians believe Jesus brings?

STEP 1: Use the sticky knowledge quiz slides to recap the main parts of the topic so far. Tell pupils that today we are going to be thinking about the different parts of the good news that Jesus brings. **STEP 2:** Show pupils photographs/artists interpretations of the following situations: Matthew The fishermen Someone looking worried. The word forgiveness The word peace Talk through each picture and ask pupils what the good news that Christians believe Jesus brings to these people/situations is. Focus on the Christian belief that Jesus knows people's hearts and forgives them, gives second chances, shows love, spends time with everyone, offers peace. How might these parts of Jesus' good news be life changing for many Christians? **STEP 3:** Show pupils a picture of the cross. Remind them of the big story of the bible and tell them that Christians believe that Jesus died for their sins and offers eternal life if people choose to follow him. Show pictures of Mercy ships and other Christian missionaries, how do these people share Jesus' good news today? **STEP 4:** Give pupils an outline of a cross. Inside the cross, ask pupils to draw and write all the different bits of good news that Christians believe Jesus brings to his followers.

6 What is the good news that Christians believe Jesus brings?

STEP 1: Recap the last lesson with pupils using the sticky knowledge quiz slides and discuss key knowledge from the unit. Ask pupils to share the crosses that they made in last week's lesson. What is the good news that Christians believe that Jesus brings? **STEP 2:** Ask pupils to complete the assessment sheet for this unit

Subject Composite: Pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings.

Impact: Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different world views to consider.

Hooks for new learning: yr 3/4 Gospel: what kind of world did Jesus want?

Movers and Shakers

Autumn Year B

Trevoze Class (Y1/2)

Sequence of Lessons

PSHE (Autumn 1)

Intent: Being me in my world

- Understand their own rights and responsibilities with their classroom
- Understand that their choices have consequences
- Understand that their views are important
- Understand the rights and responsibilities of a member of a class

Hooks from old learning: (YR) being me in my world.

Lesson	Sequence of Learning
1	<ul style="list-style-type: none"> • WALT: Know how to use my Jigsaw Journal • Feel safe and special in my class
2	<ul style="list-style-type: none"> • WALT: Understand the rights and responsibilities as a member of my class • Know that I belong to my class
3	<ul style="list-style-type: none"> • WALT: Understand the rights and responsibilities as a member of my class • Know how to make my class a safe place for everybody to learn
4	<ul style="list-style-type: none"> • WALT: Know my views are valued and can contribute to the Learning Charter • Recognise how it feels to be proud of an achievement
5	<ul style="list-style-type: none"> • WALT: Recognise the choices I make and understand the consequences • Recognise the range of feelings when I face certain consequences
6	<ul style="list-style-type: none"> • WALT: Understand my rights and responsibilities within our Learning Charter • Understand my choices in following the Learning Charter

Subject Composite: Owing our own charter

Impact: Understand what they like about their class and know what makes them feel happy and safe.

Hooks for new learning: Being me in my world years 3-4

Movers and Shakers

Autumn Year B

Trevoze Class (Y1/2)

Sequence of Lessons

PSHE (Autumn 2) Celebrating differences following Jigsaw planning.

Intent: Can tell you some ways I am different from my friends

Understand these differences make us all special and unique

Hooks from old learning: Celebrating difference year reception

Lesson	Sequence of Learning
1	<ul style="list-style-type: none"> • WALT: I can identify similarities between people in my class • I can tell you some ways in which I am the same as my friends
2	<ul style="list-style-type: none"> • WALT: I can identify differences between people in my class • I can tell you some ways I am different from my friends
3	<ul style="list-style-type: none"> • WALT: I can tell you what bullying is • I understand how being bullied might feel
4	<ul style="list-style-type: none"> • WALT: I know some people who I could talk to if I was feeling unhappy or being bullied • I can be kind to children who are bullied
5	<ul style="list-style-type: none"> • WALT: I know how to make new friends • I know how it feels to make a new friend
6	<ul style="list-style-type: none"> • WALT: I can tell you some ways I am different from my friends • I understand these differences make us all special and unique

Subject Composite: I understand my rights and responsibilities within our Learning Charter

Impact: I can tell you some ways I am different from my friends

Hooks for new learning: Celebrating difference year 2