

History (Autumn 1 and 2)

Intent: to learn about how life has changed since the 1950s. The children will develop their knowledge of what the past is and how life has changed over time. They will identify how they have changed over time

Hooks from old learning (YR): Long ago, how have we changed since we were a baby.

Vocabulary: adult, artefact, baby, child, childhood, coronation, decade, elderly, family, old, past, present, teenager, today, toddler, wedding, young.

Lesson	Sequence of Learning
1	Introduce topic question: what was childhood like in the past? Cold Task quiz: Sticky Knowledge for History– what do we already know about the past? Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic. WALT: use pictures of historical artefacts to find out about the past. -What are the pictures/ artefacts? Hands-on activity, exploring photographs of different artefacts. Do we recognise any of them? Have we ever seen them being used before? Invite the children to make comparisons with their own lives, thinking about how the toys, books and other objects are similar or different to items they use today. Invite the children to choose one artefact to draw and describe using simple sentences or labels. Record pictures of the artefacts for continuous provision.
2	WALT: understand how we have changed over time and sequence events on a timeline. Discuss the different stages of human life (baby, toddler, child, teenager, adult and elderly) and explain how responsibilities, needs and lifestyles change over time. Discuss concepts of changing over time and ask children to sequence images of stages of life/ photos of themselves from baby to now.
3	WALT: understand what an important event is and share an example of a significant event from my life. Ask the children to bring in a photograph or object that reflects an important life event, for example, a special birthday, christening, family celebration or personal achievement. Invite the children to share and describe their event and why it is important to them. Encourage them to consider how long ago the event happened and describe this using time-related words and phrases. Invite the children to record information about their event.
4	WALT: sequence decades in order on a timeline. Revisit and Reignite Learning – revise learning up to date so far (sticky knowledge memory work) <i>drop-in</i> exciting future learning to spark curiosity and generate questioning. Reignite: Introduce 1950s decade. Look at various pictures from the 1950s and ask children to share their thoughts and opinions. Can you suggest what life might've been like in the 1950s? Record ideas for next lesson.
5	WALT: learn what life was like in the 1950s. Use information pack and sources to research about life in the 1950s (in groups). Ensure children understand what a source is and refer to historical enquiry skills and being a historian. Feedback and share similarities and differences that the children identified. Record on post-it notes/ in simple sentences.
6	WALT: understand what it was like as a child in the 1950s and make connections between how life was different in the past. Discuss what we have learned so far. Display variety of pictures from the 1950s and model how to use them to look for clues. Explicitly explain how to think like a historian when using a source like this and encourage children to do the same. In groups, children to gather evidence about: games, toys, school, family life, clothes and food. Record information using prompts to support and feedback to class. Create whole class summary of each aspect to display.
7/ 8	WALT: explore a significant event in the 1950s. Explore pictures from Queen Elizabeth II coronation to describe what they think the images show, drawing their attention to the dates. Explain the significance of the pictures and the importance of the coronation in 1953. (Y2 build on prior knowledge of monarchs in year B). Discuss significance and refer back to significant events that the children recorded at the beginning of the unit. Ask children to research the coronation and record simple sentences/ captions
9	WALT: create a knowledge organiser of what I know about life in the 1950s. Revisit and Reignite Learning – revise learning up to date so far (sticky knowledge memory work) <i>drop-in</i> exciting future learning to spark curiosity and generate questioning. What facts can you tell me about one of the 1950s? Use information that children have collected over the term to share. Explore notion of collective learning as a team, by children choosing different aspects of the 1950s to focus on and feedback their findings to the class, so all children have a broad knowledge of life in the 1950s.
10	END OF TOPIC (history) Final Findings – Do you think it was better to be a child in the 1950s than today? Hot Task quiz: Sticky Knowledge - What do we <u>now</u> know about childhood in the past? Compile all topic learning to prepare and present subject composite – publish knowledge organiser.

Subject Composite: Children will create a knowledge organiser of what they have learnt about life in the past in the 1950s.

Impact: Children have a good knowledge of what the past is and are able to describe similarities and differences between life now and life in the 1950s.

Geography (Autumn)

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

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

Vocabulary: aerial photograph, atlas, bird's eye view, capital city, cardinal point, city, climate, coastline, compass, continent, country, direction, equator, fieldwork, geography, globe, hemisphere, location, physical feature,

Lesson	Sequence of Learning
1	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. WALT: understand what geography is and what a geographer does. Share the story 'Here we are' by Oliver Jeffers. Physical and human features presentation, encourage children to name and describe each feature. For example, 'a bridge is a human feature that helps people to cross a river'. Spread the Physical and human features picture cards on a tabletop. Give children clues about a specific feature, for example, 'This is a human feature. We use it to travel from one place to another'. Describe and sort each feature.
2	WALT: understand the purpose of a map. Use different maps, including globes to explore. Discuss what they show (to plan a route or find a location). Ask children to compare and give examples of where different things/ places are from reading the map. Set out a small world play map and allow children to place small world or model features in different places on the map. Features could include a house, school, garage, shop, trees or a lake. Discuss and then use with a picture map.
3	WALT: use directional and locational language. Discuss meaning of location – use map to describe location of different places. Remind children of compass directions. Extend the activity by asking the children, 'How well do we know our classroom?' Encourage them to name parts of the classroom and their location. Explore locational language through directions game - follow instructions from partner using direction cards.
4	WALT: know the seven continents of the world. Seven Continents Song - YouTube Start by showing the children a view of the world on Google Earth. Explain that Earth is our home, and it is covered in areas of land and water. Explain to the children that the land is divided into seven continents and the water into five oceans. Reinforce the names and locations using the Continents and oceans presentation. Before revealing the last slide, give children globes to explore.
5	WALT: identify hot and cold places in the world. Recap the names and locations of the continents and oceans. Explain that some places on Earth are hot and others are cold. Show the location of the equator and explain the Northern Hemisphere and the Southern Hemisphere. Ask the children to colour in the dots to show which places are hot and cold on the Hot and cold places map, using the key as a guide. To consolidate their learning, play the game <i>Hot place, cold place</i>. Hold up a Hot and cold places word card and ask the children to call out 'hot place' or 'cold place'. Refer to a large map or globe to check their answers.
6	WALT: name and locate the seven continents of the world. Recap previous learning and ask children to recall names of the continents. Can they identify them on the map? Create own globes using paper Mache balloons. Provide sticky tack and the Continents and oceans cut outs, and ask the children to work with a partner to label each ocean and continent on their globe. Share and compare their work. Recap the names and locations of the seven continents and five oceans of the world using the final slide of the Continents and oceans presentation.

Subject Composite: Children will create their own globe of the world and be able to name and locate the seven continents of the world.

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

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

Childhood

Autumn Year A

Trevoze Class (Y1/2)

Sequence of Lessons

Science (Autumn 1/2)

Intent: 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.

Hooks from old learning: (YR):

Vocabulary: absorbent, ceramic, concrete, human-made, leather, material, opaque, property, synthetic fabric, transparent, waterproof.

Lesson	Sequence of Learning
1	Cold Task: what do you know about materials? Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit. Key question: what are materials and why are they used for different things? WALT: know what a material is.
2	WALT: make observations of natural materials. Explore a variety of natural materials with magnifying glasses etc. discuss similarities and differences. Where do materials come from? Match the materials to the objects. Can they add anymore? Create list of natural materials and ask children to continue to add to this through the unit.
3	WALT: ask simple, specific questions about man-made materials. Investigate what materials are made from different combinations of materials. Generate questions about different materials – e.g. how is it made? Share materials and questions that children have generated. Add any materials to class list from previous lesson.
4	WALT: group and sort objects based on the material they are made from. Ask: what are the objects made from? Using hoops and variety of different materials, ask children to sort objects into the correct groups. Record using pictures and comments made by the children. Discuss any similarities or differences between materials e.g. shiny metal objects.
5	WALT: know that materials have properties. Watch video of different materials properties. Discuss and model the property using an everyday material or object. Set up investigation for children: 'can you find a material that is...?' 'how do you know it is...?' Discuss different properties and materials and compare small groups of objects based on properties – are all the materials as shiny as each other?
6	WALT: gather and record data using venn diagrams. Review and reignite lesson – what do we know so far? What else do we need to find out? Add to mind map in a new colour and record any answers to questions. Remind children of what they have learnt so far about different objects and materials and how we have sorted them. Introduce Venn diagrams and give children different objects to sort in groups/ using IWB.
7	WALT: perform simple tests to identify the properties of different materials. Recap Venn diagrams. Explain that children are going to investigate if the Venn diagrams are correct. Answer questions about their results and share with the class.
8/9	WALT: investigate which material will be most suitable for outdoor bunting. Create bunting to decorate KS1 playground. Use knowledge of different materials and their properties to design and make the bunting. Create two, one for outside and one for inside so the children can observe and compare any changes. Make observations of the bunting over 1-2 weeks, recording weather changes and any specific results using photos. Identify most suitable material and compare results to the children's predictions.

Subject Composite: investigate the properties of different materials for bunting to decorate the KS1 playground.

Impact: Children can describe the different properties of materials and compare and group them.

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

Childhood

Autumn Year A

Trevose Class (Y1/2)

Sequence of Lessons

Art (Autumn)

Intent: to create a classroom gallery of different portraits and understand the different techniques used to create an image.

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

Vocabulary: collage, colour wheel, composition, embellishment, facial feature, form, portrait, primary colour, secondary colour, self-portrait, subject, texture.

Lesson	Sequence of Learning
1	WALT: explore primary and secondary colours. Identify primary colours and explore mixing them to make secondary colours. Create colour wheel and record in floor book.
2	WALT: develop skills in mixing colours and develop my art and design techniques in using colour, pattern, texture, line, shape, form and space. Use a range of practical resources to explore mixing primary colours and investigate different colour and patterns that they can create. Record in sketchbooks.
3	WALT: understand what a portrait is and identify artist techniques. Look at a range of different portraits. Discuss similarities and differences and compare. Using different materials, give children time to create their own portrait using lines and simple shapes.
4	WALT: use collage to express my imagination and create a funny face portrait. Look at a range of facial features and model creating a funny face portrait using collage technique. Ask children to share their thoughts and ideas and identify features of a collage. Use face part cut outs and background templates to create their own collage.
5	WALT: learn about the work of a range of artists and make links to my own work. 6 Portraits ideas artist, painting, art (pinterest.co.uk) discuss which portraits the children like and encourage children to give a reason. Ask the children to explain how the portraits are similar or different to each other and pick out special features such as unusual placement of facial features or expressions. Invite the children to choose a picture and use coloured paints, pencils or pastels to draw a version.
6	WALT: use a range of materials creatively to design and create a self-portrait. Collage inspiration (pinterest.co.uk) Use the collage inspiration and previous learning to create own self-portrait using collage technique. Encourage children to use different materials and resources to create their collage, thinking about how they will join different materials together. Share in whole class gallery.

Subject Composite: Create a self-portrait inspired by the artwork we have explored.

Impact: Children can use different techniques to create portraits.

Hooks for new learning: (1/2) royal portraits

Childhood

Autumn Year A

Trevoze Class (Y1/2)

Sequence of Lessons

Design and Technology (Autumn)

Intent: Children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.

Hooks from old learning: Current science unit (materials).

Vocabulary: den, design criteria, durable, fabric, flexible, material, permanent, protection, shade, shelter, strong, tarpaulin, tempory.

Lesson	Sequence of Learning
1	EXPLORE shelters. WALT: explore and evaluate existing products that provide shade and shelter. 'Shade' and 'shelter'. Encourage the children to decide why humans and animals need shade and shelter, highlighting the need for warmth and protection from the weather, and then ask for examples of structures that provide this. Take the children on an exploration walk to spot and investigate shelters in the school grounds and local environment. Take photographs of shelters during the journey and use the photographs and children's observations to make a shelters display.
2	Explore different materials used to create shelters. WALT: identify materials and their properties and explain why they have been used for shelters. Explore different shelters and identify materials that they are made from. Discuss properties: absorbent, waterproof, strong etc. Look at various shelters and give reasons for use of different materials.
3	Design a shelter. WALT: design a shelter using based on a specific design criteria. Explain to the children that they are going to draw some designs of shelters for specific purposes and decide which materials they would use. Model this using one of the Shelter design recording sheets , reading the design criteria and drawing and labelling a design on the whiteboard. Let the children choose which recording sheet they would like to complete and encourage them to draw and label their design. At the end of the session, ask the children to talk about their designs and how they have met the design criteria. Encourage the children to evaluate their designs and decide if they would be strong, sturdy and fit for purpose.
4 / 5	Make my shelter using a design. WALT: make a model of a shelter following my design. Provide a variety of construction kits, junk modelling materials and fabrics. Ask the children to build a small model of a shelter, either from one of their drawn designs from the previous session or a new idea. Ensure that the children know what the product is, who it is for and how it would be used. Encourage them to make sturdy structures and use sticky or masking tape for joining. As they work, the children should think about the functionality and the finished appearance of their shelter. Record the children talking about and evaluating their shelter to add to online floor book.
6	EVALUATE. WALT Evaluate our finished product. Children will explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made and suggest ways of improving their own and others' work.

Subject Composite: Make a model of a shelter.

Impact: Children know the purpose of shelters and can identify materials that are suited to the use.

Hooks for new learning: (Y3/4) Greenhouse, (Y5/6) Architecture,

Childhood

Autumn Year A

Trevoze Class (Y1/2)

Sequence of Lessons

Computing (purple mash)

Intent: online safety - children will learn about the importance of keeping safe online. They will learn about their login details and passwords and understand the importance of keeping these private and also logging out of different programmes.

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

Vocabulary: Alert, avitar, button, device, file, icon, log in, log out, menu, notification, password, private.

Lesson	Sequence of Learning
1	WALT: login safely and understand why that is important. - Children can log in to Purple Mash using their own login. - Children have created their own avatar and understand why they are used. - Children can add their name to a picture they created on the computer. - Children are beginning to develop an understanding of ownership of work online. - Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.
2	WALT: use an online platform to save and find work. - Children can find their saved work in the Online Work area of Purple Mash. - Children can find messages that their teacher has left for them on Purple Mash. - Children can search Purple Mash to find resources.
3	WALT: begin to understand how to add images to a piece of work. - Children will be able to use the different types of topic templates in the Topics section confidently. - Children will be confident with the functionality of the icons in the topic templates. - Children will know how to use the different icons and writing cues to add pictures and text to their work.
4	WALT: learn about different tools that can be used online. - Children have explored the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New. - Children have explored the Games section and looked at Table Toons (2x tables). - Children can log out of Purple Mash when they have finished using it and know why that is important.
5	New unit – effective searching WALT: understand what searching on the internet means. - Children can recall the meaning of key Internet and searching terms. - Children have completed a quiz about the Internet (complete in groups/ as class).
6	WALT: gain a better understanding of searching on the internet. - Children can identify the basic parts of a web search engine search page. - Children have learnt to read a web search results page. - Children can search the Internet for answers to a quiz.
7	WALT: give examples of how to search on the internet. Children have created a poster/ toolkit to consolidate knowledge of effective Internet searching

Subject Composite: Children will create their own avatar for their Purple Mash account. They will develop their 'My Work' area on Purple Mash.

Impact: Children will know how to log in safely and why it is important to keep their personal login information private. They will know how to navigate their own work area on Purple Mash and develop their understanding of saving their own work.

Hooks for new learning: (Y3/4) Presenting information with Microsoft PowerPoint. (Y5/6) Blogging.

Childhood

Autumn Year A

Trevoze Class (Y1/2)

Sequence of Lessons

Music charanga – hey you rap (Y1)

listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music

Intent: Children will learn how to improvise and compose their own short peice of music within a rap.

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

Vocabulary: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.

Lesson	Sequence of Learning
1	WALT: listen to and begin to learn a new song: 'Hey you'. - Listen to and appraise a new genre of music. - Identify key themes in the song
2	WALT: Sing the song and play instrumental parts within the song. Revise and consolidate the song from last week. - Warm-up Games - Flexible Games (optional) - Sing the song: Hey you - Play instrumental parts
3	WALT: improvise with our voices. - Warm-up Games - Sing the song: Hey you - Play instrumental parts - Improvise using our voices
4	WALT: use what I know to compose my own instrumental part for the song. - Warm-up Games - Sing the song: Hey you - Play instrumental parts - Compose own instrumental part for the song.
5	WALT: play my own composition within the friendship song. - Warm-up Games - Sing the song: Hey you - Play instrumental parts - Improvise option - Play your composition(s) within the song
6	WALT: Perform the rap Hey you as a group to the rest of the class. - Warm-up Games - Sing the song: Hey you - Play instrumental parts - Play your composition(s) within the song

Subject Composite: group end of unit performance to the class including the children's own compositions within the song.

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

Hooks for new learning:

Childhood

Autumn Year A

Trevose Class (Y1/2)

Sequence of Lessons

RE (Autumn 1) Creation: Who do Christians say made the world?

Intent: In this unit, pupils will learn about the Christian creation story and begin to understand that some Christians believe different things about creation. They will link this with Christian concept of stewardship.

Hooks from old learning: (YR) where do we belong?

Vocabulary: Creation, world, belief, thanks, harvest, God, believe, Bible, Genesis, praise.

Lesson	Sequence of Learning
1	WALT: Who do Christians say made the world? Show pupils a range of man-made items (e.g a teddy bear, a mobile phone, and a cake). Ask pupils to talk about what they think the creator of these things might be like. Discuss what skills pupils think the creator would need to make these items. Take pupils outside into the playground encourage them to look at various parts of the natural creation e.g plants, trees, grass etc. Discuss what pupils think the creator of these things is like. Do they think that these things got there by chance, or do they think that a higher being or God would have had to of made them? Explain that Christians believe that God made the world. Ask what pupils think the creator of the world might be like? Give pupils post-it's to write one adjective to describe the creator on. Collect the pupils' responses together and stick onto a large sheet of sugar paper to create a class wordle. Take pupils back into the classroom and ask them what they can remember about the Christian creation story. When pupils have shared their ideas, read a high-quality version of the story from the children's bible to pupils. Talk through the key events and discuss what Christians believe was made on each day of creation.
2	WALT: What happens in Genesis? Use the text from last time and show pupils the images from the story; encourage pupils to use these to retell the story. Look at the text from the New International Version (NIV) of the Bible, this is a translation that many adult Christians use. Note similarities and differences between the two texts. Next to the name of each day, add a picture to represent what was made on that day. : Show pupils the first part of the Big Frieze timeline that accompanies Understanding Christianity. Note that everything created is represented by a paint pot. Give pupils a paint pot outline and encourage them to fill their paint pot with items that were created on one of the days of creation.
3	WALT: Why do Christians look after the world? Ask pupils to share what they know was made on each day of creation in the Biblical account of it. Watch a video account of the creation story. Discuss the film with pupils. Explain that some Christians believe slightly different things about how the world was made but that most Christians agree that God is responsible in some way for creating everything. Explain that in the Bible, after the world was made, God put people in charge of his creation. Ask: Do you think that this was an easy job? Why might it have felt like a big responsibility? Explain that many Christians today still feel that they should care for the world. Discuss why pupils think this is. Give pupils sentence starters to support writing what a Christian might say such as 'Creator God, we praise you for...' or 'Thank you God for...' etc. Encourage them to create some statements that a Christian might say to thank and praise God for the world
4	WALT What happens at Harvest and why? Recap with pupils the key events in the creation story. Ask pupils how Christians say thank you to God for things. Focus together on prayer and sung worship. Ask: When might this happen? Explain that Christians believe that they can thank, pray to and worship God anywhere. Show pupils a church set up for a Harvest celebration. Explain that Harvest is a time when Christians say thank you to God for all that they have been given and all that God has made. Explain that many Christians also share some of what they have with other people at Harvest time as a way of sharing God's gifts with others. Share a Christian song with the pupils that might be sung at Harvest time.
5	WALT: How do artists show the Creation? Recap with the main events in the Christian creation story by showing pupils the key events in picture form and tasking them to order and retell the story. Ask pupils how they know the story so well. Explain that in the past, not everyone could read or write so stories from the Bible were often shared through stained-glass windows, these were often found in churches. Tell pupils that these windows helped people to find out about stories and teachings from the Bible. Show pupils some examples of the creation story depicted in stained-glass windows. Explain that we are going to be designing stained-glass windows to show each of the days of creation.
6	WALT: Who do Christians say made the world? What did God do on the seventh day? Discuss why pupils think God rested on the seventh day. Explain that many Christians try to follow God's example. Ask: What might they do on the seventh day of their week? Talk about rest and relaxation and how historically shops and other businesses would be closed on a Sunday, why do pupils think this is?

Subject Composite: artwork for creation story to display in classroom.

Impact: children will have a greater understanding of what the creation story teaches us about Christian and Jewish beliefs.

Hooks for new learning:

Childhood

Autumn Year A

Trevose Class (Y1/2)

Sequence of Lessons

RE (Autumn 2) Why does Christmas matter to Christians

Intent: The children will learn about the story of Jesus' life and give a clear account of the story of Jesus. They will develop their understanding of how Jesus is important to Christians.

Hooks from old learning: (YR) Why do Christians perform nativities at Christmas?

Vocabulary: Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Secular, Religious, Birth, Celebration

Lesson	Sequence of Learning
1	<u>Who was Jesus?</u> Explain that in RE the pupils are going to be finding out about what Christians believe Christmas is all about. Talk together about the word incarnation-explain that this means God came to Earth as a human and as God. Ask pupils: do you know the place that the Bible says this happens? Explain that for Christians, there are lots of clues throughout the Bible that tell them that Jesus wasn't just a tiny baby born in a stable; as well as being a human baby, he was also God on earth. Give small groups one large picture of baby Jesus from the selection earlier in the lesson and ask them to write some adjectives to describe what they see around the picture
2	<u>What happened in the story of the birth of Jesus?</u> Help them to recall the key events from the Christian Christmas story. Ask pupils to explain why this story is so important to Christians. Explain that this time, we are going to be getting to know the text and the story a little better. Show pupils a selection of pictures from the story, encourage them to sequence these to make a timeline of key events. Split the class into groups and give each a picture from the timeline. They will be going out into the playground with chalks (you could also do this on large pieces of paper in the classroom if the weather is bad) and drawing the part of the story that they have been given. Walk down the timeline that pupils have created, encouraging each group to tell their part of the story in as much detail as possible.
3	<u>Was Jesus born where people would have expected?</u> Explain to pupils that most Christians believe that Jesus was and is the king. Show some pictures of different mangers, explain that a manger was used for putting animal food in. Show pupils some pictures of what the stable would have looked like in Jesus' time. Discuss with pupils why this was probably an unusual place to lay baby Jesus down for a sleep and an unusual place for a baby to be born. Ask: How do you think Mary prepared for the birth? Give pupils a picture of the shepherds visiting Jesus with a speech bubble. Encourage pupils to think about how the shepherds felt when visited by angels and when they visited Jesus, before using their thoughts to write what the shepherds might have said when they met baby Jesus in the speech bubble.
4	<u>Why is waiting and preparing for Christmas important for many Christians?</u> Show the children a range of Christmas card images of baby Jesus in the stable, are these accurate? Do they show the stable and the manger how it would have been at the time? If not, why not? Which characters in the story waited for something to happen? Talk about Mary waiting for baby Jesus to arrive, Mary and Joseph waiting for somewhere to stay, the wise men waiting to get to Bethlehem and see the baby etc. Explain that before Christmas, Christians have a time of waiting called advent, show advent calendars, candles and wreaths. Talk with pupils about the significance of the advent wreath for Christians and what each of the candles represents. Make a class wreath or decorate one and discuss the meanings of the candles.
5	<u>What do some people like to say thank you for at Christmas?</u> Ask what they think the characters in the story would be thankful for at the very first Christmas and what each might have said thank you for? Give pupils pictures of the characters and speech bubbles. Encourage them to write a thank you or praise you comment that the character might say. Give pupils strips of paper and encourage them to draw or write what they are thankful for and then make into a class paperchain.
6	<u>How do people use the story of the nativity to guide their beliefs at Christmas?</u> Recap with pupils what Christians are waiting for during advent. Ask: why is Jesus so special for many Christians? Pupils may draw upon prior knowledge and answers from this unit including, many Christians believe Jesus was God came to earth/brought light into a dark world (as light of the world)/came to teach them how to live/came to rescue them

Subject Composite: class to make a Christmas wreath, thinking about the meaning of the candles. Children will also put on a nativity production for the rest of the school and for parents/carers.

Impact: Children will know the significance of the story of Jesus' birth

Hooks for new learning:

Childhood

Autumn Year A

Trevose Class (Y1/2)

Sequence of Lessons

PSHE (Autumn 1) Being me in my world following jigsaw planning.

Intent: The children will focus on the question 'who am I and how do I fit in?' They will learn about rights and responsibilities that they have in and outside of school and they will learn about actions having consequences.
Hooks from old learning: (YR) being me in my world.

Lesson	Sequence of Learning
1	WALT: identify some of my hopes and fears for this year and know how to use my Jigsaw Journal.
2	WALT: understand the rights and responsibilities for being a member of my class and school.
3	WALT: listen to other people and contribute my own ideas about rewards and consequences
4	WALT: listen to other people and contribute my own ideas about rewards and consequences.
5	WALT: understand how following the Learning Charter will help me and others learn.
6	WALT: recognise the choices I make and understand the consequences. Complete subject composite: using the learning charter, reflect on what each aspect looks like in the classroom. Make pictures/ take photos to show examples of the learning charter in action for display in classroom.

Subject Composite: learning charter with examples.

Impact: Children will know that their actions have consequences and they will understand the concept of a learning charter to support their work together over the academic year.

Hooks for new learning: being me in my world.

Childhood

Autumn Year A

Trevose Class (Y1/2)

Sequence of Lessons

PSHE (Autumn 2) Celebrating differences following Jigsaw planning.

Intent: The children will learn about what bullying is and what is right and what is wrong.

Hooks from old learning: (YR) celebrating differences (being special, making friends and standing up for yourself).

Lesson	Sequence of Learning
1	WALT: start to understand that sometimes people make assumptions about boys and girls (stereotypes).
2	WALT: start to understand that sometimes people make assumptions about boys and girls (stereotypes).
3	WALT: understand that bullying is sometimes about difference.
4	WALT: recognise what is right and wrong and know how to look after myself.
5	WALT: understand that it is OK to be different from other people and to be friends with them.
6	WALT: tell you some ways I am different from my friends. End of unit composite.

Subject Composite: 'trophy' celebrating differences between friends and

Impact: children will understand what bullying is and be able to share examples of what is right and wrong. They will understand that it is okay to be different and they will celebrate each others' differences.

Hooks for new learning: celebrating differences 3/4 and 5/6.