

Year 1 - 2 - Pocahontas - Spring 1

Focus of lesson	Learning objectives	Learning activities	Vocabulary	Other links
Music (wc 6/1)				
<p>Learn about the style and learn to sing the song</p> <p>Vocabulary: Bossa Nova</p> <p>Genre</p> <p>Sticky Knowledge: A style of Samba music, similar to Jazz</p> <p>A style of music</p>	<p>To know that songs have a musical style.</p> <p>To confidently rap or sing 5 songs and sing them in unison.</p> <p>Learning Style: Having a go, collaborative learning, listening</p>	<p>Listen and appraise - Round and Round (Charanga Y1)</p> <ul style="list-style-type: none"> - Do you like the song? What can you hear? What is the style of this music? How is the song put together? <p>Musical activities -</p> <ul style="list-style-type: none"> - Flexible games and vocal warm ups (challenge 1) - Discuss the style of music that Round and Round is. - Teach about Latin Bossa Nova. - Learn to sing Round and Round. <p>Performance - Perform song in unison.</p>	<p>Appraise (recap)</p> <p>Latin</p> <p>Bossa Nova instruments (recap)</p> <p>jazz (recap)</p> <p>vocals</p> <p>styles</p> <p>pulse (recap)</p>	<p>Charanga</p>
<p>Improvise claps along to the song</p> <p>Vocabulary: Tempo</p> <p>Notation</p> <p>Sticky Knowledge:</p>	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises they make up their own tune that no one has heard before. It is not written down and belongs to them.</p> <p>Learning Style: Having a go, collaborative learning, listening</p>	<p>Listen and appraise - Stan Getz</p> <ul style="list-style-type: none"> - Do you like the song? What can you hear? What is the style of this music? How is the song put together? <p>Musical activities -</p> <ul style="list-style-type: none"> - Flexible games (copy the rhythm). - Teach about improvisation. - Practice improvising claps in response to the song. 	<p>Cool jazz</p> <p>Bossa nova</p> <p>Improvisation</p> <p>Instruments</p> <p>Style</p> <p>Lyrics</p> <p>Performance</p>	<p>Charanga</p> <p>https://www.youtube.com/watch?v=P3qS363m7-w</p>

Speed of a song or music. Set of letters to show musical notes and sounds.		Performance - Perform song with lyrics and improvised claps.		
Improvised playing of instruments along to the song Vocabulary: Perform Sticky Knowledge: To sing or play instruments to an audience.	Everyone can improvise and use one or two notes. When someone improvises they make up their own tune that no one has heard before. It is not written down and belongs to them. Learn the names of notes in their instrumental part from memory or when written down. Learning Style: Having a go, collaborative learning, listening	Listen and appraise - Charlie Byrd - Do you like the song? What can you hear? What is the style of this music? How is the song put together? Musical activities - Flexible games (improvised clapping) - Recap on improvisation and teach how it can be done with musical instruments. - Teach that along it is improvised it must still be in the note of the song so that it fits in (D,C,E,F). Performance - Perform song with improvised musical instruments.	Latin jazz Bossa nova Style Improvisation Notes Instruments	Charanga https://www.youtube.com/watch?v=vR1kHFG0qWw
Art (wc 13/1)				
Highlight, Lowlights, profile, portrait, mark-making (Artist focus - George Catlin)				
George Catlin Vocabulary: Portrait Sticky	Explain how a piece of art makes them feel – link to emotions. Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.	- Introduction to George Catlin - Who is he? Where was he from? Why is he significant? - Look at a range of his artwork - What do you notice about his artwork? What medium does he use? How does it make you feel? What does it make you think of? - PREVIOUS LEARNING - Compare George Catlin's work to Pablo Picasso's. - TASK: Create fact file on George Catlin with	George Catlin Artist Artwork Medium Pablo Picasso (recap) Differences Similarities	

<p>Knowledge: A painting or drawing of a person.</p>	<p>Learning Strategies: think/pair/share, making links</p>	<p>basic information (add to timeline), tick your favourite piece of his work, draw emotions on face to show how his art makes you feel.</p>		
<p>Use charcoal and chalk to make highlights/lowlights</p> <p>Vocabulary: Highlight Lowlights</p> <p>Sticky Knowledge: Lighter and darker parts of artwork.</p>	<p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Learning strategies: giving it a go, exploring, testing</p>	<ul style="list-style-type: none"> - Introduce chalk and charcoal - what can you see, smell, feel? What are the properties? Have you ever used it before? - Experiment with marks that can be made using chalk and charcoal as starter - point of contact with the paper, pressure, smudging. - Teach highlights and lowlights - Why do we need them when creating images? (To create texture and 3D effect). - Teach how to create highlights and lowlights (blending) in a drawing. - TASK: Create gradient chart from black to white using chalk and charcoal. 	<p>Medium Chalk Charcoal (Y1 link) Properties Pressure Contact Smudging (Y1 link) Highlights Lowlights Gradient</p>	
<p>Mark making with a pencil to create different effects (hair, skin, feathers)</p> <p>Vocabulary: mark-making</p>	<p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create different effects.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B).</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING: Recreate drawing techniques - hatching, scribbling, stippling and blending as starter. - Teach about creating tones with pencil using dark and light lines (pressure on the pencil). - Teach about the tone created using a range of pencil grades and where they are most appropriate. - TASK: Using supplied outline complete 	<p>Technique Tone Line Focus Pressure Position Grades Hatching Scribbling Stippling</p>	

<p>Sticky knowledge: Dots, lines, shapes and patterns made using tools.</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil</p> <p>Learning Strategies: having a go, experimenting, remembering .</p>	<p>drawings of hair, hand and feather - experimenting with a range of techniques explored during the lesson.</p>	<p>Blending</p>	
<p>Art (wc 20/1)</p>				
<p>Create observational drawings of feathers</p>	<p>Draw lines/marks from observations.</p> <p>Learning Strategies: giving it a go, remembering,</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING/Metacognition: Recap on all previously taught mark making techniques i.e. pressure on the pencil (light or dark lines), use of a variety of pencil grades, highlights/lowlights and position of pencil. - PREVIOUS LEARNING/Metacognition: Recap that observational drawings are made when more time is spent looking at the subject than the drawing. - TASK: Apply techniques learned to observational drawing of feather. 	<p>Technique Highlights Lowlights Tone Observation Line Focus Pressure Position Grades</p>	
<p>Draw a portrait of Native American profile</p> <p>Vocabulary: Portrait, profile</p> <p>Sticky knowledge: An</p>	<p>Draw lines/marks from observations.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Develop a range of tone using a pencil and use a variety of drawing</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING: Assess knowledge retained from previous art block by asking pupils to draw a 'profile' of their partner as warm up. - Teach using a grid to help draw a sketch in proportion. - Recap drawing techniques from previous lessons which can be used to build texture in the portrait. - TASK: Draw a portrait of Native American 	<p>Portrait (Aut Term) Profile (Aut Term) Tone Sketch Technique Texture Starting point Line Size Space</p>	

<p>outline of a person's face from the side.</p> <p>A picture of a persons face and shoulders.</p>	<p>techniques such as: hatching, scribbling, stippling, and blending to create different effects.</p> <p>Learning strategies: experimenting, giving it a go, remembering</p>	<p>profile.</p>	<p>Proportion</p>	
<p>Use a range of fabrics and papers to create a collage of feathers</p> <p>Vocabulary: Collage</p> <p>Sticky Knowledge: Layering pieces of paper and material to create art.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>Learning strategies: Having a go, remembering</p>	<ul style="list-style-type: none"> - Teach what collage is, what effect it can give a piece of art, how we create it and different ways we can create it. - Provide children with a range of fabric and paper to choose from to create a collage. Teach children how to layer for effect. - Teach children how to interweave thread with paper and give the option of doing this for their collage. - TASK: Use a variety of materials to create a collaged headdress for the Native American portrait and interweave for effect. Display final piece in hall. 	<p>Collage Texture Materials Fabric Layering Weaving Intersperse Headdress</p>	

Geography Key Vocabulary: region, state, compass, aerial, coast (wc 27/1)

<p>Mapwork - North East</p> <p>Vocabulary: Region</p> <p>Sticky Knowledge:</p>	<p>To name and locate the world's seven continents and five oceans.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING/Metacognition: Recap on mapwork i.e. name and locate the 5 oceans and 7 continents. - On a map label the 4 countries of the United Kingdom. (Flat Chat) - See if pupils can locate Crook on the map. - Introduce the concept of regions. Teach that England is broken down into 9 regions. - Pose the question - where is our region and 	<p>Map (Y1) Continent (names) Ocean (names) UK countries (Y1) Region</p>	<p>https://www.youtube.com/watch?v=_zDIDb2iCVU</p> <p>Google Earth</p> <p>SDG 8 – employment</p>
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<p>There are 9 regions in England.</p>	<p>Learning strategies: working collaboratively, think/pair/share</p>	<p>what do you think it is called?</p> <ul style="list-style-type: none"> - TASK: Give pupils 9 region jigsaw pieces to be organised in the correct places to complete the regions of England - Highlight north east as being a mining region previously – many people were employed as miners. Yorkshire has lots of farming jobs 		<p>Environmental: SDG3 <i>What is happening to our coasts & how can we protect them?</i></p>
<p>Mapwork World – North America</p> <p>Vocabulary: State</p> <p>Sticky Knowledge: A state is part of a country with its own government. There are 50 states in USA.</p>	<p>To Identify and describe features of a state and region</p> <p>Learning Strategies: listening, concentrating, sharing ideas</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING/ Metacognition: Recap on what a region is and why we have them. How many do we have? Can you name any? - Introduce the idea that in America they have states - make reference to the stars on the American flag. Teach that Virginia is one of America's states. Show children a map with the states identified. Highlight any that they may be familiar with. - Read through the comprehension task as a class and model how to answer retrieval questions. - TASK: Read and answer questions about a state. 	<p>State Region American flag</p>	<p>https://www.atozkidsstuff.com/virginia.html</p> <p>Google Earth Map showing states</p> <p>Environmental: SDG3 <i>What is happening to our coasts & how can we protect them?</i></p>
<p>Mapwork - North America and Virginia</p> <p>Sticky Knowledge: Virginia is a State in North America</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>To use world maps, atlases and globes to identify the United</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING/Metacognition: Flat chat - what do we already know about North America? i.e. what other continents is it close to? What oceans surround it? What do you think the climate is like? Do you know the countries that make up North America? - Locate Virginia on a map of USA. (recap previous learning) What do you think the climate will be like? Is it near the equator? - Use Google Earth or Digimaps to identify 	<p>North America Virginia Atlantic Ocean World map Human features (Y1) Physical features (Y1) Equator beach mountain</p>	<p>Google Earth Digimaps www.kid.nationalgeographic.com</p> <p>G/O – bubble map</p> <p>SDG 8 – employment in Virginia.</p>

	<p>Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Learning Strategies: Having a go, working collaboratively, exploring</p>	<p>and name some key human and physical features of Virginia</p> <ul style="list-style-type: none"> - TASK/EVIDENCE: Use digital technology to identify and name human and physical features of Virginia. - 	<p>American Dogwood (flower) State</p>	<p>Environmental: SDG3 <i>What is happening to our coasts & how can we protect them?</i></p>
Geography (wc 3/2)				
<p>Compare and contrast North East and Virginia</p> <p>Vocabulary: Aerial map/ photograph</p> <p>Sticky Knowledge: A photograph taken from the air.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Virginia USA)</p> <p>To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING/Metacognition: Revisit what States and Regions are - Are they the same/different? How? - Show 2 aerial photographs – can you tell which one is an American state? Can you tell which one is a region of England? - How many features can you spot? - Organise a range of facts, features and photographs into two groups to show those that belong to England (North East region) and Virginia State. - TASK: Sort facts and features in pairs (Venn Diagram) 	<p><u>Possible Ideas</u> Appalachian plateau Appalachian Ridge Blue Ridge Mountains American Dogwood Mount Rodgers Piedmont Virginia Beach Pentagon Richmond Black Bears Appalachian cottontails flying squirrels bald eagles golden eagles Dwarf Pawpaw (tree)</p>	<p>https://www.atozkidstuff.com/virginia.html</p> <p>G/O - Venn Diagram</p> <p>Environmental: SDG3 <i>What is happening to our coasts & how can we protect them?</i></p>

	<p>Learning Strategies: Think/pair/share, linking ideas, remembering, working together</p>		Hickory oak	
<p>Compass directions</p> <p>Vocabulary: Compass</p> <p>Sticky Knowledge: A device used to give directions; North, East, South, West (Naughty Elephants Squirt Water)</p>	<p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Learning Strategies: exploring, working collaboratively,</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING: right, left (Cha Cha Slide) - Recap knowledge of compass directions. Play compass direction game to consolidate. - Introduce Naughty Elephants Squirt Water as a way to remember. Where have you heard North East before? - Model how to use a simple grid to follow a journey (i.e 2 squares West and 3 squares South). - TASK: Write instructions on how to get from England to Virginia using a grid/map. 	<p>North East South West Virginia Atlantic Ocean Directions Compass</p>	<p>https://www.youtube.com/watch?v=t0kr8E6Va0</p> <p>Environmental: SDG3 <i>What is happening to our coasts & how can we protect them?</i></p>
<p>Coastal Geography</p> <p>Vocabulary: Coast</p> <p>Sticky Knowledge: An area of land that joins the sea.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of small areas of the United Kingdom.</p> <p>To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, key human features, including: port, harbour,</p>	<ul style="list-style-type: none"> - METACOGNITION: Odd One Out – show pictures of a region/state/beach. - Coast – what does this mean? Have you visited the coast before? What is there? What would you not see there? - Show some physical features from the coast – can the children identify them? - Discuss the northeast region (Previous Learning) - Teach that we have a number of coastal regions within the N/E. Coastal jobs such as fishing, coast guards/rescue, shops, - TASK: Children organise features 	<p>Coast Coastal Region Cliff Sea Sand Beach Dunes (Previous learning – deserts) Rock pools Pebbles Shell</p>	<p>SDG 8 – employment</p> <p>SDG 14 – conserving oceans/coastline. (How to look after the coastline)</p> <p>Environmental: SDG3 <i>What is happening to our coasts & how can we protect them?</i></p>

	<p>Learning Strategies (Fieldwork): Investigating, exploring, having a go,</p> <p>Learning Strategies: sharing ideas, think/pair/share</p>	<p>depending on where they might be found – coastal region / Crook.</p> <ul style="list-style-type: none"> - METACOGNITION: Continuum Line – would you like to live by the coast? <p>FIELDWORK OPPORTUNITY: Seaham Beach - tasks while there:</p> <ul style="list-style-type: none"> - Identifying physical and human features on beach/harbour – take photos – compare to Crook - SDG14 – Life Below Water - litter collecting – tally of materials – are they biodegradable? Harmful to wildlife? - Compass – identify the direction of different features from the beach 		
<p>Design and Technology (wc 10/2)</p> <p>Key Vocabulary: self sufficient, peel, grate, hygiene,</p>				
<p>Hugh Fearnley Whitingstall</p> <p>Vocabulary: Self Sufficient</p> <p>Sticky Knowledge: To grow and produce the</p>	<p>To know that all food comes from plants or animals</p> <p>To know that food has to be farmed, grown (e.g. home) or caught.</p> <p>Learning strategies: Listening, concentrating, sorting</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING/Metacognition: recap on DT. What is design technology? What is the purpose of design technology? - Introduce cooking as an aspect of DT and teach about Hugh Fearnley Whitingstall and his aim to become self-sufficient. Teach what this means. (Add to timeline) - As a class, sort foods based on whether they can be home grown/reared or not. - Using foods identified as able to be grown at home, pupils design their own self-sufficient 	<p>Self sufficient Home-grown Design technology Chef</p>	<p>SDG link - 13 Reducing impact on global warming,</p> <p>SDG 2 - zero hunger</p> <p>SDG link: 2, 13 <i>The canteen needs help in creating a new vegetable dish, but must reduce the impact that they are having on the climate</i></p>

<p>food that you need.</p>		<p>meal.</p> <ul style="list-style-type: none"> - TASK: Sort foods as a class into home grown/reared or not 		
<p>Identifying fruit and vegetables and food that comes from animals</p>	<p>To know that all food comes from plants or animals</p> <p>To know that food has to be farmed, grown (e.g. home) or caught.</p> <p>Learning strategies: working collaboratively, sorting, sharing ideas</p>	<ul style="list-style-type: none"> - Ask pupils the question - what makes a fruit a fruit and what makes a vegetable, a vegetable? See how many fruits and vegetables pupils can name. - Teach what makes fruit a fruit and what makes a vegetable a vegetable and sort items as a class. - Discuss the types of food that comes from animals - TASK: Sorting activity and identification of fruits and vegetables and food from animals 	<p>Fruit vegetable identify soft</p>	<p>SDG link: 2, 13 <i>The canteen needs help in creating a new vegetable dish, but must reduce the impact that they are having on the climate</i></p>
<p>Design Brief - To design a new dish for the canteen (vegetable/ salad/ fruit dish)</p> <p>Vocabulary: Technique</p> <p>Sticky Knowledge: This means the method that you will use.</p>	<p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>State what products they are designing and making</p> <p>Say whether their products are for themselves or other users describe what their products are for</p> <p>Say how their products will work say how they will make their products suitable for their intended users</p>	<ul style="list-style-type: none"> - Explain that we have been asked to design a new meal for Cath in the Kitchen. It needs to be a veg dish as this can be home grown and is better for the environment. (SDG links) - What type of meal could we make? Discuss veg stew, salad, fruit salad as options. - What techniques will we use? Peel, grate - TASK: children to design a meal based on the given criteria - Vegetarian, mostly self grown. - List the techniques that you will use. 	<p>Design Self Sufficient</p>	<p>SDG link 2, 13</p> <p>SDG link: 2, 13 <i>The canteen needs help in creating a new vegetable dish, but must reduce the impact that they are having on the climate</i></p>

	<p>Use simple design criteria to help develop their ideas</p> <p>Learning strategies: think/pair/share, have a go</p>			
Design and Technology (wc 17/2)				
<p>Practise skills</p> <p>Vocabulary: Peel Grate</p> <p>Sticky Knowledge: Peel - to remove the outer skin</p> <p>Grate - to make small shreds of food.</p>	<p>To learn how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>To learn how to use techniques such as cutting, peeling and grating</p> <p>Learning strategies: have a go, trying it out,</p>	<ul style="list-style-type: none"> - Use video tutorials on peeling and grating vegetables - Discuss the equipment needed and how to do it safely. - Pupils practise peeling and grating a vegetable. - TASK: Peel and grate vegetable and create a sequenced diagram. 	<p>peel grate peeler grater chopping board safety</p>	<p>https://www.youtube.com/watch?v=PMx5tzTwKjY</p> <p>https://www.youtube.com/watch?v=mvJSPhAQNz4</p> <p>SDG link: 2, 13 <i>The canteen needs help in creating a new vegetable dish, but must reduce the impact that they are having on the climate</i></p>
<p>Making</p> <p>Vocabulary: Hygiene</p> <p>Sticky Knowledge: Washing hands and food before beginning is</p>	<p>To select from a range of tools and equipment</p> <p>To follow procedures for safety and hygiene</p> <p>Learning Strategies: having a go, trying things, exploring, working collaboratively, concentrating</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING/Metacognition: Recap peeling and grating. How can this be done safely? Why do we need to wash the fruit/veg? Why do we need to wash our hands? - TASK: Children to make their dish for the canteen - EVIDENCE: photos / videos. QR codes - video children talking about their dish. 	<p>safety hygiene peel grate slice skin pip core</p>	<p>Need extra adults this lesson</p> <p>SDG link: 2, 13 <i>The canteen needs help in creating a new vegetable dish, but must reduce the impact that they are having on the climate</i></p>

hygienic and helps stop germs spreading.				
Evaluate:	<p>To talk about their design ideas and what they are making</p> <p>To make simple judgements about their products and ideas against design criteria</p> <p>To suggest how their products could be improved</p> <p>Learning Strategies: Improving</p>	<ul style="list-style-type: none"> - Discuss previous lesson - What would you do differently next time? Were you happy with the outcome? Did it turn out like you expected? - TASK: Children to complete an evaluation of their dish. - PREVIOUS LEARNING/Metacognition: Recap hygiene: EXTRA Activity: To produce a poster to show how to work hygienically 	Evaluate improve useful alter progress	<p>SDG link: 2, 13 <i>The canteen needs help in creating a new vegetable dish, but must reduce the impact that they are having on the climate</i></p>

Year 1 - 2 - Pocahontas - Spring 2

Science (wc 3/3)	Key vocabulary - naturalist, seedling, bulb, shade, germination, mature plants			
<p>Alfred Wallace</p> <p>Vocabulary: Naturalist</p> <p>Sticky Knowledge: Alfred Wallace was a famous</p>	<p>To understand the role of a naturalist.</p> <p>Learning Strategies: listening, concentrating, making links</p> <p>Scientific Enquiry - Identifying & Classifying</p>	<ul style="list-style-type: none"> - Show pupils a picture of Alfred Wallace and ask questions for pupils to make inferences. Who is he? What job does he do? Is he still alive? - Teach about Alfred Wallace. Place on timeline. Do we know any other naturalists? i.e. Steve Backshall and David Bellamy. - What is the same? What is different? All three scientists studied. 	<p>Naturalist Botanist Scientist Science</p>	<p>Steve Backshall (Y1 naturalist)</p> <p>David Bellamy (Y1 Link- botanist)</p> <p>SDG Link: 15 <i>Grow a mini garden to encourage a wider bird & insect diversity in</i></p>

<p>naturalist from the past.</p> <p>A naturalist studies plants and animals in their natural environment.</p>		<ul style="list-style-type: none"> - TASK: Sort statements into three groups - Backshall, Bellamy and Wallace (PREVIOUS LEARNING LINK). 		<p><i>our local environment</i></p>
<p>What plants need to survive</p> <p>Vocabulary: Shade</p> <p>Sticky Knowledge: A plant needs water, sun/shade and nutrients to grow well.</p>	<p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>To observe and describe how seeds and bulbs grow into mature plants</p> <p>Learning Strategies: thinking, working together, concentrating</p> <p>Scientific Enquiry - Researching using secondary sources</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING - what does a plant need to grow? - Role play being a seed. Add water and sun, the seed will begin to grow into a seedling, then into a plant. What would happen if we didn't add water? Sun? - RESEARCH TASK– children to be given a range of books to research in pairs/groups what a plant needs to survive and thrive. They will also refer to labelled diagrams to name parts and functions of a plant. - TASK: Children to create a grid showing what a plant needs and name parts and functions of a plant. 	<p>Plant Seed bulb light/shade water temperature stem roots leaf flower fruit function</p>	<p>Y1 Link – parts of a plant (Recap)</p> <p>SDG Link: 15 <i>Grow a mini garden to encourage a wider bird & insect diversity in our local environment</i></p>
<p>Experiment with conditions for plant growth</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Performing simple tests Observing closely, using simple equipment Gathering and recording data to help in answering questions Use first hand experiences to answer questions</p>	<ul style="list-style-type: none"> - Pupils to recap on what plants need to survive. Pupils to learn how to plant seeds and set up experiment. - TASK: Plant broad/runner beans and set them up in three different ways. Light and water, light no water, water no light. Pupils create a list of equipment used for experiment, draw diagram of method for experiment and write hypothesis for which bean will grow the best. - EVIDENCE: Photographs of experiment set up and experiment report. 	<p>Experiment Equipment method prediction light shade water</p>	<p>SDG Link: 15 <i>Grow a mini garden to encourage a wider bird & insect diversity in our local environment</i></p>

	<p>Learning Strategies: exploring, experimenting, having a go</p> <p>Scientific Enquiry - Comparative & Fair Testing</p>			
Science (wc 10/3)				
<p>Life cycle of a plant</p> <p>Vocabulary: Germination Seedling Mature plant</p> <p>Sticky knowledge: A plant life cycle includes germination, seedlings and mature plants.</p>	<p>To observe and describe how seeds and bulbs grow into mature plants</p> <p>Learning Strategies: Listening, working collaboratively,</p> <p>Scientific Enquiry - Observation over time</p>	<p>Pupils to learn vocabulary associated with different parts of a plants life. Practice sequencing the events into the correct order.</p> <p>Watch video showing the life cycle</p> <p>TASK: Pupils to create a life-cycle of a plant labelled with specific vocabulary.</p> <p>Extra activity: Read Eric Carle's The Tiny Seed</p> <p>Observe any changes to the seeds planted last week. Record this on their observation sheet</p>	<p>Lifecycle mature seed seedling fruit/flower germination</p>	<p>bbc bitesize</p> <p>SDG Link: 15 <i>Grow a mini garden to encourage a wider bird & insect diversity in our local environment</i></p>
<p>Identify and name plants in school grounds</p> <p>Vocabulary: Bulb</p> <p>Sticky Knowledge: Some plants grow from a</p>	<p>To identify and name a variety of plants</p> <p>To use simple equipment provided to aid observation</p> <p>Learning Strategies: exploring, making links, having a go, working collaboratively</p> <p>Scientific Enquiry - Identifying and</p>	<ul style="list-style-type: none"> - Pupils to recap on the role of a botanist (PREVIOUS LEARNING - David Bellamy) and become botanists for the lesson. - Pupils to be provided with identification tools to go outside and name some plants which can be found on school grounds using pictures and descriptions. - TASK: Identify and name plants that are grown from a bulb or a seed. Give children information cards for daffodil, snowdrop, bluebell, crocus, sunflower, poppy, pansy, 	<p>identify classify botanist equipment bulb seed flower names</p>	<p>Y1 link – David Bellamy Botanist</p> <p>SDG Link: 15 <i>Grow a mini garden to encourage a wider bird & insect diversity in our local environment</i></p>

<p>bulb underground. The plant grows back each year.</p>	<p>Classifying</p>	<p>sweet pea, snap dragon. Children have to use research skills to sort them into bulb/seed.</p> <ul style="list-style-type: none"> - Photographic evidence of pupils identifying plants and compile class grid of plants found. 		
<p>Evaluation of experiment</p>	<p>To describe their observations using some scientific vocabulary</p> <p>To gather and record data to help in answering questions</p> <p>To begin to recognise when a test or comparison is unfair</p> <p>To use first hand experiences to answer questions</p> <p>To use their observations and ideas to suggest answers to question</p> <p>To say what their observations show and whether it was what they expected</p> <p>To begin to draw simple conclusions and explain what they did</p> <p>To begin to suggest improvements in their work</p> <p>Learning Strategies: making links, finding patterns,</p> <p>Scientific Enquiry - Observation over time; Pattern Seeking</p>	<ul style="list-style-type: none"> - Observe the three beans planted in the previous week and discuss findings. - Have they all grown the same amount? What do you notice? Do they all look healthy? - TASK: Draw labelled diagram of each plant and evaluate to conclude experiment <p>Recap – all vocabulary and sticky knowledge.</p>	<p>Evaluate findings conclusion</p>	<p>SDG Link: 15 <i>Grow a mini garden to encourage a wider bird & insect diversity in our local environment</i></p>
<p>History (wc 17/3) Key vocabulary - Virginia/Jamestown, Colonisation, Settlement, Explorer, Tribe, Leader</p>				

<p>Introduction to Pocahontas and chronology</p>	<p>Events beyond living memory and lives of significant individuals.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Know where all people/events studied fit into a chronological framework.</p>	<ul style="list-style-type: none"> - Questioning. Show a picture of Pocahontas without naming, question who is it, what clues can you use to identify her? - Introduce Pocahontas. What do they know about her already? How do you know this? - Teach about Pocahontas - include facts such as DOB (discuss how we don't know as it was so long ago), where she lived, what tribe she was a part of, DOD. - Discuss chronology and place on timeline using vocabulary to describe where she is placed. - TASK: Create factfile of Pocahontas and add to timeline in books. 	<p>Chronology Significant Beyond living memory Within living memory Sequence Era Time period Native American</p>	<p>Recap significant people from the past – y1 – Armstrong, Parks, Nightingale, etc</p>
<p>The Powhatan Tribe</p> <p>Vocabulary: Tribe Leader</p> <p>Sticky Knowledge: Pocahontas lived with the Powhatan Tribe.</p> <p>Her father, Chief Powhatan, was the leader.</p>	<p>Choose and use parts of stories and other sources to show understanding of similarities and differences.</p> <p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations. To use a source to ask questions and find answers.</p> <p>Discuss the effectiveness of sources.</p> <p>Learning Strategies: Listening, working collaboratively, exploring</p>	<ul style="list-style-type: none"> - Begin with flat chat of picture of Powhatan tribe to start discussion about what they notice. - Teach about the Powhatan Tribe - where they lived, their homes, what they wore, their way of life e.g. food, jobs. - How does the life of a Powhatan Tribe member compare to your life - continuum line. - TASK: Continuum line and write a character description of a tribe member. 	<p>Tribe Warrior Settlement Civilisation Links Compare Similarities Differences Shelter Interpret Questions Observations Powhatan Native American</p>	<p>www.historyisfun.org</p> <p>continuum line flat chat</p>
<p>Reliability of sources</p>	<p>Identify different ways in which the past is represented.</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING - Recap on historical sources and what they include (i.e photographs, artefacts and paintings). What 	<p>Sources Artefacts Investigate</p>	

	Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.	<ul style="list-style-type: none"> can we learn from them and their reliability. - Discuss the amount of time that has passed since Pocahontas was alive and debate how reliable the information is that we have about her and her tribe (is there anyone alive from this time, do we have primary sources?). - TASK: Sort a range of statements into fact or fiction (HA children to justify why they have sorted the way that they have). 	Reliability Primary sources Secondary sources Fact Fiction Evidence	
History (wc 24/3)				
<p>What is colonisation?</p> <p>Vocabulary: Colonisation Settlement</p> <p>Sticky Knowledge: When one country takes control of another.</p> <p>A person who settles in a new area and makes it their home.</p>	<p>Communicate knowledge of the past through discussion, drawing, drama and role play.</p> <p>Place events on a simple timeline adding times previously studied.</p>	<ul style="list-style-type: none"> - Give pupils a background on what colonisation is. - Complete roleplay task where one class goes into another and takes over. - Discuss how that made them feel and what the motives are behind colonisation. - Teach about the Virginia Company and their colonisation of Virginia (Jamestown). - Add founding to Jamestown to timeline. - TASK: Roleplaying as the Virginia Company and complete thoughts and feelings chart as the Powhatan Tribe and the Virginia Company (inference). - Complete thoughts and feelings chart 	Colonisation Colony Settlement Motives Jamestown Virginia Company Settler	<p>https://www.youtube.com/watch?v=t0kr8_E6Va0</p> <p>Thoughts and feelings chart</p>
<p>Captain John Smith</p> <p>Vocabulary:</p>	The lives of significant individuals in the past who have contributed to national and international achievements.	<ul style="list-style-type: none"> - Introduction to John Smith - who he was and why he is significant. - TASK: Write a mini autobiography (cloze procedure) as John Smith describing what 	Explorer John Smith Colonies Settler	

<p>Leader</p> <p>Sticky Knowledge:</p> <p>A leader is a person who people follow.</p> <p>Captain John Smith was an leader who was responsible for the first English settlement in Jamestown, Virginia.</p>		<p>he did and why he was important (e.g. I am an English explorer who was sent by King James to find a new land and create a colony. I found Virginia in America and helped set up a settlement called Jamestown which was named after the King.)</p>	<p>Links Similarities Differences Autobiography</p>	
<p>Recap and consolidation</p> <p>Power & Legacy</p>	<p>To communicate knowledge of the past through discussion, drawing, drama and role play.</p>	<ul style="list-style-type: none"> - Discussion: Who held the power? Powhatan Tribe or the English Settlers? Did the power shift at different times? Why? - Legacy – what was John Smith’s legacy? What was Pocahontas’ legacy? - TASK: Children to complete a written passage to show their understanding of power and legacy in relation to Pocahontas, The Powhatan Tribe and Captain John Smith and the English Settlers. 	<p>Power Legacy</p>	

<p>Collect raw data</p> <p>Vocabulary: Data</p> <p>Sticky Knowledge: Data is information.</p>	<p>To recognise common uses of information technology beyond school.</p> <p>Learning Strategies: exploring, sharing, having a go</p>	<ul style="list-style-type: none"> - What is data? What can we collect data on? What different methods of data collection are there? - PREVIOUS LEARNING - Recap on SDG and habitat learning. - Teach pupils how to create a tally chart. - TASK: Go outside to collect data (Bug hunt) - Tally chart and photo evidence 	<p>Uses Data Data collection</p>	
<p>Compile data in Google Sheets and create chart</p> <p>Vocabulary: Input Output</p> <p>Sticky Knowledge: Information that you put into the computer.</p> <p>Information that comes out of the computer.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Learning Strategies: concentration, listening, having a go, working collaboratively</p>	<ul style="list-style-type: none"> - Introduction to Google Sheets and modelling how to input the data found in previous lesson. - TASK: Pupils to work in pairs to input their findings (insects found and quantity) and transform raw data into a bar chart. 	<p>Spreadsheet Input Data Bar chart Column Row Type</p>	<p>Google Sheets Chromebooks</p>
<p>Input findings into Google Slides and present</p>	<p>Create and sequence a simple and linear powerpoint.</p>	<ul style="list-style-type: none"> - Introduction to Google slides and modelling how to use it. - Teach pupils how to copy and paste items from the internet and from Google Sheets. - TASK: Pupils to input bar chart from 	<p>Present/presentation Copy Paste Slides Search</p>	<p>Google Sheets Google Slides Google Images Chromebooks</p>

	Learning Strategies: concentration, listening, having a go, working collaboratively	previous lesson and web images into slides to present in a sequenced format.	Format	
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RE (TAUGHT IN ENGLISH TIME wc 7/4)		Key vocabulary - belonging, Christianity, resurrection		
Vocabulary: Belonging Community Respect Sticky Knowledge: To belong means that you feel wanted within a certain group A group of people that have similar interests of live in the same place. Accept someone for who they are and what they believe.	Pupils reflect on their own feelings, ideas and values. Learning Strategies: think/pair/share, working collaboratively, exploring	<ul style="list-style-type: none"> - Discuss what it means to belong. Can the children think of groups that they belong to i.e family, school, friendship, football? - How do you show someone that they belong? What are the benefits of belonging to a group? How would you feel if the group rejected you? - TASK: Create a stained glass window showing different groups that pupils belong to - use the Durham Cathedral window as a ref. 	Belonging groups	ART Activity - design a stained glass window
Vocabulary:	The Church building as a place of	<ul style="list-style-type: none"> - PREVIOUS LEARNING: Recap Christianity, 	christianity	Church Visit -

<p>Faith</p> <p>Baptism</p> <p>Sticky Knowledge: Christians belong to Christianity.</p> <p>A christian religious ceremony.</p>	<p>worship and belonging</p> <p>Christian values: individual love, care, forgiveness, helping others, following example of Jesus. Some examples of how Christians would show these values e.g. the work of local vicar/priest in helping others in church and local community; attitude and work of individual Christians in the community.</p> <p>Pupils identify some beliefs and features of religion and their importance for some people.</p> <p>Learning Strategies: thinking, concentration, sharing ideas</p>	<p>Bible etc.</p> <ul style="list-style-type: none"> - Teach how Christians show that they belong to Christianity i.e. visit church, worship to God, read the bible and take part in ceremonies and baptisms. - TASK:Role Play / puppet show - the different Christian ceremonies. Christians could.... Visit church, read the bible, pray to God (Learn The Lord's Prayer) , take part in ceremonies such as weddings/ christenings/ funerals etc. 	<p>belonging church worship Jesus ceremonies wedding baptism bible</p>	<p>St. Catherine's Church - Crook</p>
<p>Easter for Christians</p> <p>Vocabulary: Resurrection</p> <p>Sticky Knowledge: Jesus was brought back to life.</p>	<p>Jesus as important shown through Christmas, Easter stories; stories</p> <p>How Christians celebrate Christmas, Easter, Harvest.</p> <p>Learning Strategies: concentration, listening,</p>	<ul style="list-style-type: none"> - PREVIOUS LEARNING: Flat chat to assess what has been remembered from Y1. - Teach the Easter Story. - TASK: - Children to bring in eggs in preparation. - Decorate hard boiled eggs to represent the birth of Jesus and 'new life'. - Create a timeline of events (Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday) Write sentences to accompany each day 	<p>Easter Palm Sunday Maundy Thursday Good Friday Easter Sunday resurrection</p>	<p>https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</p> <p>Easter: What is it and how is it celebrated? - BBC Newsround</p>