

	History	Music	JIGSAW (planned)	Computing	Art/D.T.	R.E (planned)	Science	Geography	French
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about:</p> <p>Global Neighbours T&L: *Exploring suffering inequality and justice *Encountering relevant voices and stories that aid understanding of poverty and injustice. PP: Consider ways of responding to a given situation.</p> <p><u>FOCUS ON GEOGRAPHY TIS HALF TERM</u></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high-quality live and recorded music. - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>Pupils should be taught to:</p> <p>Being Me in My World</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Create and debug simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>PURPLE MASH Online Safety & Exploring Purple Mash</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - To design purposeful, functional, appealing products for themselves and others based on design criteria. <p><u>HISTORY LINK - PLACE PAUL KLEE ON THE TIMELINE.</u></p>	<p>NY syllabus Believing</p> <p>KS1: Who is a Christian and what do they believe?</p> <p>Global Neighbours T&L: *Exploring similarities & differences between their lives and the lives of people in various communities around the world - Christians, Jews, and Muslims. CW&SD *Learn the importance of considering, valuing and treating all people with dignity and respect</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Observe the changes across the seasons - summer into autumn. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - To investigate places, understanding the geographical location of places and their physical and human features. <p><u>LINKS:</u> *<u>ENGLISH - WHICH COUNTRY AND CONTINENT DO TIGERS LIVE?</u></p> <p>*<u>FRENCH - WHERE IS FRANCE ON THE MAP & WHICH CONTINENT IS IT PART OF?</u></p> <p>*<u>ART - WHERE DID PAUL KLEE COME FROM? WHICH CONTINENT WOULD YOU FIND HIS COUNTRY?</u></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Speak confidently. - To understand a range of spoken phrases. - Answer simple questions and give basic information. <p>-Give responses to questions about everyday events</p>

Week 1		<p>Listen carefully to the piece of music - The four seasons AUTUMN by Vivaldi.</p> <p>If this piece of music was picture what would you draw? Discuss with a friend and then record thoughts.</p> <p>What star would you give this piece of music?</p>	<p>Establish ground rules -</p> <ul style="list-style-type: none"> *The right to pass *Respect for each other *Confidentiality <p>What do we need to do to make everyone feel safe so we can all learn well?</p> <p>Introduce charter - invite chn to sign it.</p> <p>Explain - Calm Me</p> <p>Establish what safe means.</p> <p>Draw a picture of feeling safe and special - I feel safe and special when.</p>	<p>To login safely</p> <p>To start to understand the idea of 'ownership' of their creative work.</p>	<p>To explore different ways of drawing lines with a pencil.</p>	<p>Invite the children to explore items from a mystery bag. What clues have we found? Introduce the key question – <u>Who is a Christian and what do they believe?</u></p> <p>Write all the information they know about Christians around a template of a Christian child.</p>	<p>In groups the children can draw around a child. Encourage the children to label all of the parts of the body they recognise and talk about their functions. RE link.</p> <p>BBC Bitesize – WHAT ARE THE PARTS OF THE BODY?</p>	<p>Where is our school? Where do we live? Google earth and zoom in. walk around school looking at the physical environment. Talk about key features - field, classroom, outdoor area, building, natural features, and power station.</p> <p>Look at aerial images and recognise landmarks in Barlow - common, school, social hall</p>	<p>Investigation - look on a map/globe where France is and talk about the language they speak. Explain other countries in the world also speak French. Which countries? Find out more about France - What do we want to know? - How to say hello/goodbye/my name is Flag Famous landmarks Food Map - where in the world relation to where we live in England/UK Numbers</p>
Knowledge and skills.		<p>To describe music</p> <ul style="list-style-type: none"> *Identify the beat of a tune. 	<p>Level 1: I know how to feel safe and special in my class.</p>	<p>Level 1: To be able to demonstrate an understanding of</p>	<p>Master techniques: Drawing</p>	<p>Level 1: Talk about the fact that Christians believe in God and follow</p>	<p>Biology: Understand animals and humans. Become familiar with life processes.</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and the key physical features of</p>	<p>Understand the culture of the countries in which the language is spoken</p>

		<p>*Recognise changes in timbre, dynamics and pitch.</p> <p>Level 1: Identify the beat of a tune. Recognise timbre, dynamics and pitch. Level 2: Give own opinion about the music heard. Do you like it? If so, why or why not?</p>		<p>the reasons for keeping their password private Level 2: To demonstrate an understanding of the importance of online safety using their own private username and passwords for PM.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p> <p>Level 1: To be able to trace lines. Level 2: To be able to create their own drawn lines.</p>	<p>the example of Jesus.</p> <p>Level 2: Talk about some simple ideas about Christian beliefs about God and Jesus.</p>	<p>Level 1: Identify name, draw and label the basic parts of the human body. Level 2: Talk about the functions of the different parts of the body.</p>	<p>its surrounding environment.</p> <p>Level 1: Identify features that we see. Level 2:</p>	<p>This concept involves background knowledge and CULTURAL CAPITAL needed to infer meaning from interaction.</p> <p>Level 1: Identify countries where the language is spoken. Level 2: Demonstrate some knowledge and understanding of some customs and features of France. Can compare them with home country features.</p>
Week 2		<p>Listen to a piece of music again and respond to the music - Which instruments can we hear? How does the music make us feel? What is the tempo and dynamics of the music - fast/slow, quiet/loud? Describe the music using 3 words. Do you like this music?</p>	<p>Calm Me Teach chn 'I am special' song.</p> <p>Discuss how chn can learn well together. Chn can draw a picture of them learning with their friend. Can the chn explain what they have drawn and how this helps them to learn?</p>	<p>To learn how to find saved work in the online area of PM. Children can find messages that their teacher has left them. Children can search PM to find resources.</p>	<p>To understand and create with a paint brush. Chn will learn to use a paintbrush correctly by not dragging a paint brush or applying too much pressure.</p>	<p>Play a game of 'I-spy' - pupils close their eyes and try to 'see' what they think is being described. Discuss the idea that we can 'see' things in our heads but we can't always see them with our eyes. And that we might see things differently. Explain people have different ideas about God. - pictures Discuss what Christians think about God.</p>	<p>Exploring senses - Watch BBC Bitesize - WHAT ARE THE SENSES? and discuss. Explore and investigate our senses practical activities - *What can we hear game - Hearing *Kim's Game - Sight</p>	<p>Recreate our school using construction materials and label the features.</p>	<p>Learn basic salutations - Bonjour Aurevoir Comment t'appelle tu? J'mapelle</p>
Knowledge and skills		<p>To describe music *Identify the beat of a tune. *Recognise changes in</p>	<p>Level 1: To understand the rights and responsibilities as a member of my class.</p>	<p>Level 1: To explain that their teacher was able to connect with them online</p>	<p>Master techniques: Painting This concept involves developing a skill set so that</p>	<p>Level 1: Talk about the fact that Christians believe in God and follow the example of Jesus.</p>	<p>Work Scientifically Biology: Understand animals and humans. Become familiar with life processes.</p>	<p>Level 1: Reconstruct a physical feature of the school. Level 2: Explain why they have</p>	<p>Speak confidently: This concept involves using key vocabulary and phrases to verbally</p>

		<p>timbre, dynamics and pitch.</p> <p>Level 1: Identify the beat of a tune. Recognise timbre, dynamics and pitch. Level 2: Give own opinion about the music heard. Do you like it? If so, why or why not?</p>		<p>Level 2: To demonstrate greater depth understanding of the principal but not terminology of intellectual property - 'I am saving my work in a folder - I created it and it is my work'</p>	<p>ideas may be communicated.</p> <p>Level 1: Chn will hold a paintbrush correctly.</p> <p>Level 2: Will explain what happens if they apply too much pressure.</p>	<p>Level 2: Talk about some simple ideas about Christian beliefs about God and Jesus.</p>	<p>Level 1: Identify and describe garden plants.</p> <p>Level 2: Write a sentence describing each flower or tree named.</p>	<p>used a certain material for a particular feature.</p>	<p>communicate ideas.</p> <p>Level 1: To greet someone and say goodbye in French</p> <p>Level 2: To ask a question in French and give an answer to the question</p>
Week 3			<p>Calm Me Sing the 'I am special' song. - Reinforce the idea of belonging and being part of a class team.</p> <p>Discuss rights and responsibilities - Happy Learning? thumbs up/thumbs down for each picture of the game</p> <p>Chn to think of rules for happy learning - we are kind/we listen/we work hard.</p>	<p>To become familiar with the types & icons of resources available in the topic selection.</p> <p>To start to add pictures and text to work.</p>	<p>Children will explore colour mixing using - paint, coloured water, chalk.</p> <p>Level 1: Mix primary colours to make secondary colours.</p> <p>Level 2: Create colour wheels</p>	<p>Look at a selection of important books include 3 different looking bibles. Are their special ways of presenting a bible? Explain Bible is in 2 parts - Old/New Testament. Discuss that the Bible is a good place to find out about what some Christians believe about God. Read a story from OT - Jonah. Discuss what part of the story might teach a Christian about God. If God were an animal/building what would God be? Write 2 adjectives to describe God.</p>	<p>PART 2 -</p> <p>Exploring senses - Watch/recap BBC Bitesize and discuss.</p> <p>Explore and investigate our Senses practical activities.</p> <p>*How do these materials feel? -touch</p> <p>Can the children find a material to match a given description, e.g. What is rough? Can the children identify the sandpaper is rough rather than the cotton wool</p> <p>What can you smell? -smell</p> <p>What can you taste? -taste</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>To identify the French flag and name the colours of Le Tricolore. Colour a French flag correctly.</p> <p>Vocab - Tricolore, Rouge, bleu, blanc</p>

Knowledge and Skills			<p>Level 1: I know how to make my class a safe place for everyone to learn.</p>	<p>Level 1: To know Level 2:</p>	<p>Master techniques: Painting</p> <p>This concept involves developing a skill set so that ideas may be communicated</p> <p>Level 1: Children will be able to mix two colours to make a secondary colour.</p> <p>Level 2: Children will be able to explain their colour mixing process.</p>	<p>Level 1: Recognise some Christian symbols and images used to express ideas about what Christians might think about God.</p> <p>Level 2: Re- tell a Christian story that shows what Christians might think about God and suggesting what it means.</p>	<p>Work Scientifically Biology: Understand animals and humans. Become familiar with life processes.</p> <p>Level 1: Identify key features of a plant.</p> <p>Level 2: To identify difference /similarities of roots on a small flower and large tree</p>	<p>To investigate places, understanding the geographical location of places and their physical and human features.</p> <p>Level 1: To name the four countries of the UK.</p> <p>Level 2: To identify where the capital cities of the UK are located on a map.</p>	<p>Understand the culture of the countries in which the language is spoken This concept involves background knowledge and CULTURAL CAPITAL needed to infer meaning from interaction.</p> <p>Level 1: Name the colours of the French flag.</p> <p>Level 2: Place the colours of the flag correctly.</p>
Week 4			<p>Calm Me</p> <p>Play switch - if you love animals switch places. Turn to the next person and say Good afternoon, my name isand my favourite animal is.</p> <p>Ask children to show happy face, sad face, disappointed face, proud face. Look at pictures - which children are proud and why?</p> <p>I am very proud of you today. Why do you think I'm proud</p>	<p>To explore the Tools section of PM and to learn about common icons used in PM for SAVE PRINT OPEN NEW</p> <p>To explore the games section on PM.</p> <p>To understand the importance of logging out when they have finished</p>	<p>To explore marks made by different materials. Introduce term texture and what we mean by texture. While looking at pictures use adjectives to describe textures. Show chn a rubbing can they talk about the technique? Chn to explore and experiment with different mediums to create rubbings.</p>	<p>Explain that we are going to find out why Jesus is important to Christians. Circle time sorting rate a number of super heroes and rank them. Show chn picture of Jesus and explain that some rank him the highest of all heroes and that these people are called Christians. Read 2 bible stories to deepen children's understanding of Jesus. Talk about why a story 2000</p>	<p>Children to go back to their body part posters and add post-its labels associated to the correct sense.</p> <p>Ask each group to share the information on a given sense.</p>	<p>To use a map, atlas and globe to identify the UK in relation to the rest of the world.</p> <p>To name and locate the world's continents.</p>	<p>Learn numbers 1-5</p> <p>Play number games saying the numbers in French.</p>

			- Discuss. Give each child their ticket. How do you feel about your ticket? Where in your body do you feel proud?			years old might be told often.			
			Level 1: I recognise how it feels to be proud	Level 1: To understand the importance of logging out at the end of a session. To be familiar with some key icons. Level 2: To explain why and demonstrate logging out. To be familiar with all the key icons.	Develop Ideas: This concept involves understanding how ideas develop through an artistic process. Level 1: Chn will explore ideas. Level 2: Chn will be able to discuss, describe and explore ideas about their findings as they work.	Level 1: Recognise some Christian symbols and images used to express ideas about what Christians might think about Jesus. Level 2: Re- tell a Christian story that shows what Christians might think about Jesus and suggesting what it means.	Work Scientifically Biology: Understand animals and humans. Become familiar with life processes. Level 1: Say which part of the body is associated with each sense. Level 2: Describe the different ways we explore the world through our senses (why they are important).	To investigate places, understanding the geographical location of places and their physical and human features. Level 1: To show the UK on a map and say which continent the UK is located in. Level 2: To name and identify where on a map each continent is.	Speak confidently: This concept involves using key vocabulary and phrases to verbally communicate ideas. Level 1: To recite numbers 1-5 correctly in order.
Week 5			Calm Me Share charter. Listen to the jigsaw song. Action/consequence game. Discuss scenario pictures - what might be happening? How are they feeling? What might have happened before this? Discuss choices and consequences of that choice.		Introduce Paul Klee - Power point. Discuss what his art work was famous for - an artist using different materials and mediums. Look at examples of Klee's work. Discuss likes and dislikes. Can they spot techniques Klee has used? Link it back to what they have explored. Chn to imitate Klee's style by	Discuss what do the miracles of Jesus teaches us about what is important to Christians? Talk about the difference between a magic trick/miracle. Share Jesus and the ten lepers and discuss. Drama- retell the story. Freeze the action. What might a speech bubble say?	To make observations of autumn - Link to children's previous learning when we went on a walk each week to observe changes around the school grounds, for example the chn observed the conker seeds grow bigger and spikier each week. Children to discuss what they can see now. (leaves changing colour, leaves dropping, conkers	To locate the world's oceans.	To investigate French food. Are there similarities or differences to what we eat in England and learn key food vocabulary. Experience a French breakfast.

					recreating the other half of a piece of his art. Chn can chose what medium they wish to use -paint, crayons, felt tips for example.	Point out that this story tells Christians that God cares for everybody!	are bigger and out of the shell), Have all the trees changed? Deciduous and evergreen trees		
Knowledge and Skills			Level 1: I can recognise the choices I make and understand the consequences.		Take inspiration from the greats. This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. Level 1: Chn will recreate Klees work. Level 2: Chn will be able to discuss what they like about their work and how they could improve it if they were to start again.	Level 1: Talk about issues of good and bad, right and wrong arising from the story. Level 2: Make links between what Jesus taught and what Christians believe and do.	Work Scientifically *Ask simple questions. *Observe closely using simple equipment. *Identify and classify. Gather and record data to help in answering questions. Understand plants- This concept involves becoming familiar with different types of plants and their structure. (briefly linking this to our findings) Level 1: To discuss findings and explain why. Level 2: To make links to what they have observed in the summer and now in the autumn.	To investigate places, understanding the geographical location of places and their physical and human features. Level 1: To show the UK on a map and say which ocean is to the west of the UK. Level 2: To name and identify where on a map each ocean is.	Understand the culture of the countries in which the language is spoken This concept involves background knowledge and CULTURAL CAPITAL needed to infer meaning from interaction. Speak confidently: This concept involves using key vocabulary and phrases to verbally communicate ideas. Level 1: To use French vocab when identifying and naming food. Level 2: To identify similarities/differences in our own experiences and culture
	Week 6		Calm Me		NOTE - Each lesson	Discuss why Christians pray.			

