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| **Enquiry Question? What was it like before I was born? Autumn Term 2 Year 2024 Penhallow** |

**D.T.**

**Year R**

-Explore, use and refine a variety of artistic effects to express their ideas and feelings.

-Return to and build on their previous learning, refining ideas and developing their ability to represent them.

-Create collaboratively sharing ideas, resources and skills.

-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

-Share their creations, explaining the process they have used.

**Make Puppets:**

**Year 1: Design**

* Identify the purpose of a design and the intended user
* Generate some ideas of their own
* Explain their ideas orally

**Make**

* Explain what they are making
* Know how to use tools safely
* Know how to measure. mark and cut out shapes
* Know how to use simple fixing materials such as glue, paper clips, staples, tape

**Evaluate**

* Talk about their design ideas and what they are making Describe how their product works
* Identify successes and next steps

**Mechanics**

* Cut materials using scissors
* Describe the materials using different words

**Music**

**Performing, using instruments, explore and compose, listen, reflect and appraise:**

* Copy simple sounds and rhythms.
* Maintain a steady beat when performing.
* Sing confidently and add actions to songs.
* Handle unpitched percussion instruments with competence and care.
* Recognise when music is fast or slow.
* Follow a conductor who shows when to play quickly or slowly.
* Describe through movement how a piece of music sounds.
* Take part in a performance which celebrates an important festival in the Christian calendar (Christmas).

**Art**

**Year R**

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**Year 1 Knowledge**

Describe and discuss what they can see and like in the work of another artist/craft maker/designer. **Andy warhol**

**Printing**

* Recognise and explore different marks through printing with different objects - Finger print, sponge print, block print
* Explore impressed images, relief printing (polystyrene tiles), block printing (potatoes,wood), mono printing (on plastic and transfer to paper)
* Explore overlapping different colours
* Repeat a print to make a pattern

**Drawing**

* Colour within the line

**Use of IT**

* Use a paint program to create a picture
* Recognise the different tools and how to use them
* Make changes to their picture

**PE:**

**Indoor:**

**EYFS** Intro into PE unit 2

**YEAR 1** Invasion games

**Outdoor:**

**EYFS** Fundamentals unit 2

**YEAR 1** Team building

**-**Refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

-Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

-Know and talk about the different factors that support their overall health and wellbeing such as regular physical activity and healthy eating.

STRIKING AND FIELDING

* Kick or strike a static object e.g. a ball from a cone)
* Use an underarm throw to pass ball to peers
* Understanding basic scoring rules
* Stop a ball in motion

**Computing**

**PROGRAMMING 1**

**ALGORITHMS UNPLUGGED**

Using an unplugged approach so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.

**Key Vocab:**

Loud, soft, fast, slow, happy, sad, pulse, beat, tempo

**Key Vocab:**

IPad, IT, algorithm, debugging, instruction, specific

**PSHE**

**CELEBRATING DIFFERENCES**

* Accept that everyone is different.
* Include others when working and playing.
* Know how to help when someone is being bullied.
* Try to solve problems.
* Use kind words.
* Know how to give and receive compliments.

**History**

**Chronological Understanding:**

* Order a set of objects or events based on when they happened.
* Understand the difference between things that happened in the past and the present

**Historical Enquiry:**

* Look at books, videos, photographs to build a picture about the past.
* Understand some ways we find out about the past e.g. using artefacts, pictures, storied and websites
* Explore events, look at pictures, objects and artefacts and ask questions to compare
* Ask and answer questions about old and new objects

**SIGNIFICANT EVENTS**

Hospitals and Healthcare

**SIGNIFICANT INDIVIDUALS**

Florence Nightingale

**Year R**

**-**Know there are seasons, days of the week

-Know before and after as a concept

-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

-Know people in our communities celebrate special days and these repeat annually.

**Key Vocab:**

dark, light, contrast, primary colour, secondary colour, pattern,

repetition

**Key Vocab:**

Run, jump, hop, skip, balance, crawl, follow, leader, avoid, backwards, forwards, freeze, safe, sideways, space, stop, partner.

**RE**

**INCARNATION: Why do Christians perform nativity plays at Christmas?**

Making Sense of Beliefs:

• Give a clear, simple account of the story of Jesus’ birth and why Jesus is important

for Christians

• Recognise that stories of Jesus’ life come from the Gospels

Understanding the Impact:

• Give examples of ways in which Christians use the story of the Nativity to guide

their beliefs and actions at Christmas

Making Connections (Greater Depth):

• Imagine what they personally have to be thankful for, giving a reason for their ideas

• Create questions about Christmas for people who are Christians and for people who are not.

**Key Vocab:**

Christian, God, Bible, Gospel, New Testament, Jesus, nativity

**Key Vocab:**

Material, tool, plan, evaluate, measure, mark, cut, fixing, clips, tape, product

**Key Vocab:**

Weather, Spring, Summer, Autumn, Winter, month, year, season, seasonal, temperature.

Reptile, mammal, fish, amphibian, carnivore, omnivore, herbivore

**Key Vocab:**

Chronological order, past, present,

**Science**

**Seasonal Change. Autumn - Winter**

* Ask simple questions and recognise that they can be answered in different ways
* Observe changes across the four seasons
* Observe and describe weather associated with the seasons and how day length varies

**ANIMALS INC HUMANS**

* What are animals?
* Do all animals eat the same things?
* Sort and classify animals.

**Key Vocab:**

Safe, special, calm, problem, kind, bullying, problem, difference, compliment