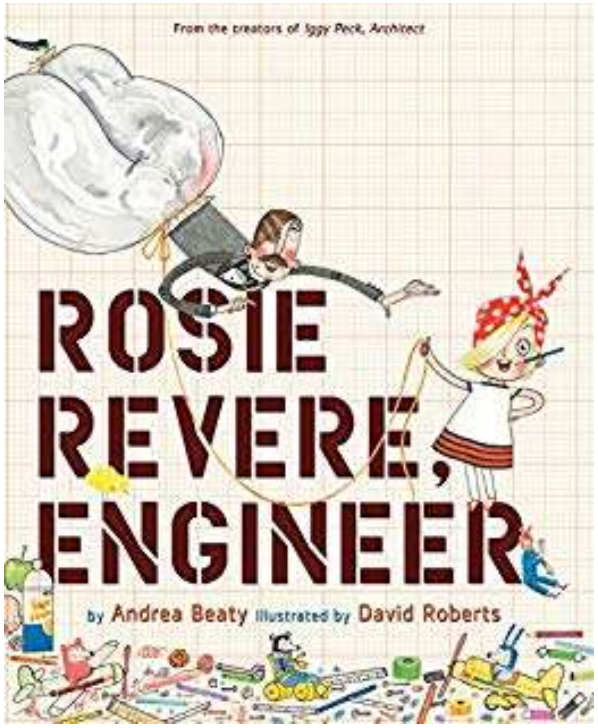
Rosie Revere, Engineer

Andrea Beaty



KS1 Curriculum Plan

Spring Two Planning – Year 1 and 2

Topic: Inventing adventures!

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
English Text Type	**Fiction: Adventure story writing**			**Non – Fiction: Persuasive Letter**		Consolidation (1 week for assessments)
English (Y1)	NC Links: En1/2.2a iii become very familiar with key stories. 2.2b iii Discuss the significance of the title and events. Iv make inferences based on what is being said and done. V Predicting what might happen based on what they have read so far. En1 3.3a 11 compose a sentence orally before writing it. LOs (general guidance) 1. To predict what might happen next. 2. To use inference to explore a character's feelings. 3. To become familiar with the story by plotting it on a story mountain. 4. To retell the story. Content: Read the story and pause at the cheese copter section - what will happen next? Children write their predictions, then discover what happens next in the story. Explore the characters feelings through drama, and speech bubbles. Plot the story of a story mountain, thinking carefully about the different sections of the story. VIPs: Know the features of a story mountain.	NC Links: En1/3.3a spell the days of the week. C spell words using the suffixes ing and ed, where no change is made to the root word. En1 3.3a 11 compose a sentence orally before writing it. Iii sequencing sentences to form short narratives. Iv re-reading what they have written to check it makes sense. En1 3.4a iii punctuate sentences using a capital letter, a full stop and an exclamation mark. LOs (general guidance) 1. To spell the days of the week correctly with a capital letter. 2. To plan an adventure story using the day of the week. Use capital letters correctly. 3. To learn to use an exclamation mark. 4. To add exclamation. Sentences to our story plan. Content: Children will learn to spell the days of the week, then use this to plan a cheese-copter adventure. "On Monday Rosie flew to Spain" etc. Focus on capital letters for days of the week, people and places. Add exclamation sentences to the plan. "On Monday Rosie flew to Spain. It was really hot!"	NC Links: Spell words using the suffixes ing and ed, where no change is made to the root word. En1 3.3a 11 compose a sentence orally before writing it. Iii sequencing sentences to form short narratives. Iv re-reading what they have written to check it makes sense. En1 3.4a iii punctuate sentences using a capital letter, a full stop and an exclamation mark. Iv Use a capital letter for names of people, places, days of the week and the personal pronoun I. LOs (general guidance) 1. To plan an adventure story on a story mountain. 2. To write an adventure story. 3. To edit and improve our adventure stories. Content: Children use their ideas from the previous week to refine them into a story on the story mountain structure. Children then write their stories and edit them. VIPs: A story mountain has 5 main sections.	NC Links: En1 3.3a 11 compose a sentence orally before writing it. Iii sequencing sentences to form short narratives. Iv re-reading what they have written to check it makes sense. En1 3.4a iii punctuate sentences using a capital letter, a full stop, a question mark and an exclamation mark LOs (general guidance) 1. Use inference to explore the children's inventions. 2. Describe the children's inventions. 3. Use question marks in a fact file about the inventions. 4. Create a poster about the invention, using exclamation sentences. Content: Look at the final page and examine the inventions that the children have made. Choose one to work from, or invent their own. Create a fact file and a poster about the invention, using exclamation marks and question marks. "Have you ever wanted to fly? Now you can!" VIPs: Exclamation marks show shock, surprise, anger or excitement. Question marks are used when you need an answer.	NC Links: En1 3.3a 11 compose a sentence orally before writing it. Iii sequencing sentences to form short narratives. Iv re-reading what they have written to check it makes sense. En1 3.4a iii punctuate sentences using a capital letter, a full stop, a question mark and an exclamation mark LOs (general guidance) 1. Become familiar with the format of a letter. 2. To become familiar with the format of a persuasive letter. 3. To draft a persuasive letter. 4. To write a persuasive letter. Content: Examine the format of letters, and the language behind persuasive letters. Steal phrases to be used in their own letters, then draft and write. VIPs: Letters have a name and address at the top, and are signed at the bottom. Persuasive letters try to get you to do or buy something.	

	Know that 'predict' means 'guess'.	VIPs: The days of the week need a capital letter. People and places need a capital letter. Exclamation marks show surprise, shock, anger or excitement.				
English (Y2) .	NC Links: En2/2.2b understand both the books that they can already read accurately and fluently and those that they listen to by iii. Making inferences on the basis of what is being said and done, iv. Answering and asking questions. En2/3.3a iv. Writing for different purposes, En2/3.3b i. planning what they are going to write about, ii. Writing down ideas, iii. Encapsulating what they want to say. L.Os (general guidance) 1. To evaluate Rosie's inventions. 2. To plan ideas for an invention (group work: children to invent their own product and share with the class - the favourite should be the basis of the story that is written over the coming weeks). 3. To explain how our class invention works (short explanation and picture of class invention). 4. To plan ideas for an adventure-based story. Content Days 1-3 should focus on evaluating Rosie's inventions (pros/cons) and beginning to think of our own 'class invention'.	NC Links: En2/3.4b ii. Learn how to use expanded noun phrases to describe and specify, En 2/3.4b iii use past tense correctly and consistently. En2/3.4a i. learning how to use both familiar and new punctuation correctly, En2/3.3a i. Writing narratives about personal experiences and those of others (real and fictional), En2/3.3b ii. Writing down ideas and/or key words, including new vocabulary. L.Os (general guidance) 1. To create a story map. 2. To create a story map 3. To draft the beginning of my story. 4. To draft the middle of my story. Content Children should be given a sufficient amount of time to create their story maps to a high standard, due to this being a full story (created by themselves). Over the course of three weeks, the children will be writing their own adventure based story. The basis of the story should be from whatever the class 'invent' in Week 1. The way the story progresses is entirely up to the class teacher and children (let it	NC Links: En2/3.4a i. learning how to use both familiar and new punctuation correctly, En2/3.3a i. writing narratives about personal experiences and those of others (real and fictional), En2/3.3c: make simple additions, revisions and corrections to their own writing. L.Os (general guidance) 1. To draft the end of my story. 2. To edit and improve my story (finishing off, responding to marking and final amendments). 3. To write my own adventure-based story (final draft). 4. To write my own adventure-based story (final draft). Content Over the course of three weeks, the children will be writing their own adventure based story. The basis of the story should be from whatever the class 'invent' in Week 1. The way the story progresses is entirely up to the class teacher and children (let it be child led!). Suggestions include… • A character invents a toy/object and the story tells of the invention going wrong - does it cause serious trouble that cannot be undone? Is the	NC Links: En2/3.4b iii. Use the present and past tenses correctly and consistently including the progressive form, En2/3.3a i. writing narratives about personal experiences and those of others (real and fictional), En2/3.3b ii. writing down ideas and/or key words, including new vocabulary. L.Os (general guidance) 1. To analyse features of a persuasive letter (with a focus on persuasive language). 2. To edit and improve persuasive language (provide children with basic sentences that do not persuade - children are to improve these). 3. To plan ideas for a persuasive letter (group work: points to discuss, persuasive language to add). 4. To plan my persuasive letter. Content Y2 children are writing a persuasive letter based on persuading a high-street retailer to stock their invention/one of Rosie's inventions. VIPs Children should know persuasive language that can be used within a letter and apply this in their own writing.	NC Links: En2/3.3a i. writing narratives about personal experiences and those of others (real and fictional), En2/3.3c: make simple additions, revisions and corrections to their own writing. L.Os (general guidance) 1. To write the introduction of my persuasive letter. 2. To write the main body of my persuasive letter. 3. To edit and improve my letter (finishing off, responding to marking and final amendments). 4. To write a persuasive letter (final draft). Content Y2 children are writing a persuasive letter based on persuading a high-street retailer to stock their invention/one of Rosie's inventions. VIPs **The initial and final drafts should be as independent as possible in order to be used for Y2 moderation purposes.** Children should know persuasive language that can be used within a letter and apply this in their own writing.	

	Over the course of three weeks, the children will be writing their own adventure based story. The basis of the story should be from whatever the class 'invent' in Week 1. The way the story progresses is entirely up to the class teacher and children (let it be child led!). Suggestions include… • A character invents a toy/object and the story tells of the invention going wrong - does it cause serious trouble that cannot be undone? Is the problem solved and there is a happy ending? • A character invents a toy/object and the story tells of how the invention changes the character's life - is it a money-making invention that makes a poor family rich? Is it an invention that makes the character famous? <u>VIPs</u> Children are to understand Rosie's inventions and weigh up the pros and cons. Know the key features of their own invention. Identify different tenses for writing. Children identify the tense they are writing in, and use this consistently.	be child led!). Suggestions include… • A character invents a toy/object and the story tells of the invention going wrong - does it cause serious trouble that cannot be undone? Is the problem solved and there is a happy ending? • A character invents a toy/object and the story tells of how the invention changes the character's life - is it a money-making invention that makes a poor family rich? Is it an invention that makes the character famous? <u>VIPs</u> **The initial and final drafts should be as independent as possible in order to be used for Y2 moderation purposes.** Know the key features of their own invention and use this to plan and write their story. Identify different tenses for writing. Children identify the tense they are writing in, and use this consistently.	problem solved and there is a happy ending? • A character invents a toy/object and the story tells of how the invention changes the character's life - is it a money-making invention that makes a poor family rich? Is it an invention that makes the character famous? <u>VIPs</u> **The initial and final drafts should be as independent as possible in order to be used for Y2 moderation purposes.** Know the key features of their own invention and use this to plan and write their story. Identify different tenses for writing. Children identify the tense they are writing in, and use this consistently.	Children should continue to apply their knowledge of writing in the present tense. Children should be aware of the format of a letter and how to lay out their letter.	Children should continue to apply their knowledge of writing in the present tense. Children should be aware of the format of a letter and how to lay out their letter.	
Mathematics (Y1)	**<u>Place Value</u>** Count to and across 100, forwards and backwards, beginning with 0 or 1 or any given number. Count read and write numbers to 100	**<u>Measurement: Length and height</u>** Compare, describe and solve practical problems for lengths and heights. Measure and begin to record lengths and heights.		**<u>Measurement: Weight and volume</u>** Compare, describe and solve practical problems for weights and volumes. Measure and begin to record weight and volume.		

	Count in multiples of twos, fives and tens. Given a number, identify one more or one less. Identify and represent numbers using object, pictorial representations including the number line, and use the language of equal to, more than or less than most and least.					
Mathematics (Y2)	**Geometry** Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, faces and vertices. Identify 2D shapes on the faces of 3D shapes. Compare and sort common 2D and 3D shapes and everyday objects.	**Fractions** Recognise, find, name and write fractions 1/2, 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½.			**Measurement** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	
Science **See working scientifically objectives throughout.**	NC Links: distinguish between an object and the material from which it is made. To compare and group together a variety of everyday objects on the basis of their simple properties. To identify and compare suitability of a variety of everyday materials. Type of enquiry Identifying classifying and grouping LOs: To sort and group materials based upon their suitability for an object. Content: Re-cap the difference between objects and materials. Re-cap property words by	NC Links: to compare and group together a variety of everyday objects on the basis of their simple properties. To understand how the shapes of solids can be changed. Type of enquiry Comparative and fair testing LOs: To investigate floating and sinking. Content: Chn to predict which materials will float and sink. Then observe as they are dropped into water. Record findings. Chn to be set a challenge by Rosie: to find the best shape of plasticine to make it float. Chn investigate how a ball of plasticine can	NC Links: identify and compare suitability of a variety of everyday materials. Type of enquiry Researching using secondary sources LOs: To research and design a parachute. Content: Rosie's second challenge: to design a parachute to help her leave her cheese-copter in an emergency. Chn to research the materials used and the design of parachutes online. Chn to design a parachute and identify what they think would be the most suitable materials to use and why.	NC Links: describe the physical properties of a variety of materials. Identify and compare suitability of a variety of everyday materials. LOs: To create a parachute. Content: Discuss how you could create the safest parachute- one that falls to the ground the slowest. Chn to make parachutes out of different materials. Discuss how to make an experiment fair before making parachutes. Chn to write an experiment question, predict which material will create the safest parachute and	NC Links: identify and compare suitability of a variety of everyday materials. Type of enquiry Comparative and fair testing LOs: To investigate which material creates the safest parachute. Content: Re-cap how to create a fair investigation. As a class test the parachutes from a height. Use a timer to record how long each parachute takes to fall to the ground. Chn to write up their step by step method, draw a results table and write a conclusion of the experiment.	

	passing around a range of materials and asking chn to describe them. Chn to work in groups to sort materials based on their suitability for an object (e.g. which materials could be used for a cup?…window?) Chn to then write up their findings. VIPs: A variety of materials can make the same object (e.g. cup = glass, plastic or metal). A material can have more than one property. Deepening the Moment: Which material do you think is used the most for objects and why?	change shape and how this can affect its buoyancy. Chn to test shapes by dropping them into a tub of water and recording their findings. Chn then to draft a reply to Rosie explaining their findings. VIPs: Heavy objects can float. The shape of an object can help it to float. Deepening the Moment: What material and shape would you use to ensure an anchor for a boat sinks?	VIPs: A parachute slows down an object when it falling. Deepening the Moment: What would be the most environmentally friendly material to use for a parachute?	why. Chn to record what equipment they will need. VIPs: Parachutes are usually made out of light and strong fabric. Deepening the Moment: What is the ideal weather for parachuting and why?	VIPs: A fair test is a test which changes only one variable. Deepening the Moment: What could have made this test unfair?	
History	**NC Links:** Significant historical events, people and places in their own locality. LOs: To understand where liquorice comes from. Content: Children to discuss what they think they know about liquorice and where they think it comes from. Where does it come from? Ensure that you refer back to the local area. Talk to the children how liquorice was a plant in the monastery garden in Pontefract during the 14th century and became a medicine - It was then turned into a sweet. The last liquorice harvest in Pontefract took place between the 1960's and the 1970's. Children to write about liquorice being grown in Pontefract as a plant in the 14th century and how it was originally a medicine but, became a sweet overtime. VIPs: - Liquorice was grown in Pontefract and brought in a lot of trade for the town. -Liquorice is a plant. - Liquorice was a medicine before it was a sweet.		**NC Links:** significant historical events, people and places in their own locality. --Possible school trip to Pontefract castle -- LOs: To write about how the Pontefract cake was invented. Content: Children to recap last lesson on where liquorice comes from that it went from plant-medicine-sweet. Children to understand from last lesson that liquorice was famous in Pontefract. Talk to the children about how liquorice turned into a sweet and what sort of sweet they thought it turned into. Show the children Pontefract cakes (maybe bring in a packet for them to taste and look at properly) Explain that Pontefract cakes were created when sugar was added to medicinal liquorice and these are the sweets that came after the medicine. They are small black sweets and the stamp on them used to be a picture of Pontefract Castle. Children are to write about how the Pontefract cake was invented (sugar added to medicinal liquorice) children can also write about the stamp on the Pontefract cake being of Pontefract castle. VIPs: -Pontefract cakes are made of sugar and medicinal liquorice. -They use to have a stamp on them that was Pontefract castle.		**NC Links:** significant historical events, people and places in their own locality. LOs: To write an advert for the liquorice festival in Pontefract. Content: Children to recap knowledge of liquorice history with a partner. Talk to the children about the liquorice festival and ask them if any of them have been. Ask the children that have what they have seen there and what sweets they could buy. Ask the children if they can buy Pontefract cakes and if they remember how they were made. Children to write an advert for the liquorice festival in Pontefract for someone outside of the town. Children to write in their advert about the history of liquorice in Pontefract and why we celebrate it with a festival. VIPs: -Pontefract cakes are made and sold in Pontefract. -In our town there is a celebration for liquorice. - The liquorice festival is every July. Deepening the Moment: If liquorice used to be a medicine, are Pontefract cakes good for us?	

	Deepening the Moment: Was liquorice just grown in Pontefract or did it come from somewhere else first?	- Pontefract cakes have been around since 1614. Deepening the Moment: Why did someone add sugar to the medicinal liquorice in the first place?	
Geography	**NC Links:** Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles. LOs: To understand weather patterns in the United Kingdom Content: Recap seasonal changes, look at weather video of weather in the UK in Summer and Winter. Write a weather report for the Summer and the Winter in Pontefract (pupils could perform these). VIPs: Summer is June, July and August Winter is December, January, February and March Weather reports give people information about predicted daily weather There are regional variations in weather Deepening the Moment: What would happen if it was never warm in the UK?	**NC Links:** Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles. LOs: To understand global warming and its impact on the UK Content: Pupils to research what global warming is and how it would affect us as an island. What is causing global warming and what will happen if nothing changes. Fact file/poster about global warming and climate change. VIPs: Global warming is the rising in temperature of the UK each year Global warming is caused by greenhouse gases If global warming continues the sea around the UK will rise, causing flooding Deepening the Moment: What will happen to the UK if nothing is done to stop global warming?	**NC Links:** Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles. LOs: To explore inventions linked to combatting global warming Content: Pupils to learn about inventions such as solar panels, wind turbines and tidal power and how they combat global warming. Pupils to show an understanding of the climate and conditions in the UK and which inventions would work best in different parts of the UK. E.g. Cornwall – tidal power Pupils design a rain powered invention linked to combatting global warming VIPs: Solar panels use the sun to generate electricity Wind turbines use the wind to generate electricity Tidal stream generators use waves to generate electricity Coastal cities would use tidal and wind turbines Cities inland use solar power Wind turbines are placed on higher ground Deepening the Moment: Could rain be used to combat global warming?
DT	NC Links: DT1/1.1a design purposeful, functional products based on design criteria. LOs: To design a wind turbine. To explore some ways to make paper structures more stable. Content: Children will look at images of existing wind turbines and discuss their structure, creating a set of design criteria together. If possible, children should explore and analyse existing wind spinners to look at how the top section is allowed to rotate. The teacher should then model some methods of increasing the stability of paper, such as rolling, bunching, and wrapping.	NC Links: Select from and use a range of tools and equipment. Build structures, exploring how they can be made stronger, stiffer and more stable. LOs: To build a wind turbine using paper. Content: Children will build their turbines using the techniques explored in previous sessions, ensuring that their structure is stable, primarily, and with a spinning turbine as an extra challenge. VIPs: Paper can be made more stable by rolling, bunching, wrapping and folding.	NC Links: Evaluate their ideas and products against design criteria. LOs: To test and evaluate wind turbines. Content: Children will predict how their turbines will fare in the strong winds, then test their products with a hairdryer and evaluate the impact. VIPs: Wind turbines create electricity from wind. Turbines must stand tall and be stable enough to withstand strong wind. The windmill section must rotate.

	VIPs: Wind turbines create electricity from wind. Turbines must stand tall and be stable enough to withstand strong wind. The windmill section must rotate. Deepening the Moment: What else can you think of that rotates like a wind turbine?	Deepening the Moment: Will any of the stabilising techniques work on other materials? Can you think of any examples?	Deepening the Moment: Will you be able to apply these techniques when you are making something else? What could you make?
Music Refer to Charanga regarding scheme of progression and outcomes.	**NC Links:** Perform, listen to, review and evaluate music across a range of genres, styles and traditions. Learn to use their voices, to create and compose music on their own and with others. Experiment with, create, select and combine sounds using the interrelated dimensions of music. LOs: To explore sounds, using everyday items. Content: To watch https://www.youtube.com/watch?v=n8vvNCAK2NE "Recycled material junk band". Following this, to appraise the music; what did you notice? To consider how our own bodies and the objects around us can be sounded and used as instruments. To 'play' the classroom e.g. tables, walls pen holders etc and to encourage children to play their sound to a steady beat (pulse) , their bodies (see 10 pieces, body percussion https://www.bbc.co.uk/programmes/p02b5cqg) Around the world, children create music using objects that we could consider to be rubbish. See children's orchestra in Paraguay. https://www.youtube.com/watch?v=yiYFcuIkBjU VIPs: We can make music out of anything. Deepening the Moment: Are there any materials that do not give us a sound when 'played?' What are they? Why do you think this is?	**NC Links:** Experiment with, create, select and combine sounds using the interrelated dimensions of music. Also links to Science, D and T. LOs: To create instruments out of recycled items (see internet for ideas) Content: To recap on previous lesson, then to build own musical instrument from recycled material. Music is all around us, in everything we are and in everything we do e.g. our own heartbeat, the sound of the school bell, when we use our voices. Music is simply organised sound. What would happen if you made your musical instrument much bigger? Would the sound change? If yes, how would it change? What would happen if you made your musical instrument smaller? Would the sound change? If yes, how would it change? VIPs: We do not need to have access to 'proper' musical instruments to create music. Deepening the Moment: If you take rubbish and turn it into a musical instrument, is it still rubbish?	**NC Links:** Perform, listen to, review and evaluate music across a range of genres, styles and traditions. Learn to use their voices, to create and compose music on their own and with others. Experiment with, create, select and combine sounds using the interrelated dimensions of music. Perform, understand and explore how music is created, produced and communicated. ...have the opportunity to progress to the next level of musical excellence. LOs: To rehearse and perform a short composition. Content: Having created musical instruments, children are to use their instruments to compose a short piece of music in a group improvisation. Can you appraise your performance? What went well? What would you do differently if you were to perform it again? VIPs: Music should have a clear beginning and a clear end point. In music, silence can be as important as sound. To create a great performance, everybody needs to watch the leader, and listen carefully. Deepening the Moment: What would the world be like without music?
RE	L.O. To label the Seder plate. Content: Children are to draw a picture of the Seder plate and write which each food resembles (see VIPs). Show: https://www.bbc.co.uk/bitesize/clips/zmq6sbk so that children can see the preparations for the Passover Seder Table and	L.O. To identify the significance of the Last Supper. Content: Children are to learn the story of the Last Supper and discuss why each person/item was important. Y1s may write a sentence to describe why each person/item was important; Y2 should explain in further detail. Class teacher may dictate which items children are to write about.	L.O. To retell the Easter story. Content: Children to order/retell the Easter story once it has been read to them and discussed as a whole class.

	learn about the different foods on the Seder plate. Y1 to cut and stick sections of the Seder plate, Y2 to write about each section. VIPs: **Beitzah -** a roasted, hardboiled egg for reminding them of the destruction of the Holy Temple. **Karpas -** a vegetable dipped in salt water. This symbolises the sweat and tears that the slaves shed in Egypt. **Maror Chazeret -** 2 bitter types of herbs to symbolise the suffering. **Z'ro'a' -** a roasted meat bone to symbolise the offerings that were made in the Holy Temple. **Charoset -** a mixture of ground apples, nuts, ginger, cinnamon and wine. This symbolises the mortar that the enslaved Hebrews were forced to use. Deepening the Moment: Pick any food. What could this resemble in Modern Britain? (E.g. an egg for a new life, an apple for perseverance/something that takes a long time to grow from a seed but eventually grows).	• **Jesus** • **The Disciples** • **Judas** • **Bread** • **Wine** • **Bowl of Water** VIPs: Know the story of the last Supper. Deepening the Moment: How might the events of the last Supper be remembered by Christians today?	VIPs: Know the Easter story and recognise how it is celebrated in modern Britain today. Deepening the Moment: Is the Easter story a happy or sad one? Explain why.
Computing	NC Links: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. LOs: To create a word processing document, and change the font size, style and colour. Content: Children log on and open a word processing program of choice (Microsoft Word, Purple Mash, Pages etc) and explore how to input text, changing the font colour, size and style. Explore writing their name in different ways for a while, and sentences about themselves, to gain confidence in using the program. VIPs: Font means the writing on a computer. Word processing is a program that can be used to input text. Deepening the Moment: Do you prefer writing on a computer or using a pencil and paper? Why?	NC Links: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. LOs: To create a word processing document and save it. Content: Children create a document and begin to input text on a chosen theme – (Fact file of an inventor or engineer? Letter from Rosie Revere? Facts about liquorice?) Children then save their documents to be worked upon later. Depending on children's skills, they could also find an image using a search engine and save this too, to be inputted into the document. VIPs: Saving work means that it can be accessed and edited later. Deepening the Moment: Why do people need to be able to save their documents? What would happen if people couldn't do this?	NC Links: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. LOs: To retrieve a saved document. Content: Children find and open their documents from the previous lesson, and continue to work on them, inputting text and images – where appropriate. VIPs: Saved work can be edited. Edited work must be saved again or it will disappear. Deepening the Moment: How could this technology be used? What can you do now you can save and retrieve documents?
Art	NC Link: To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	NC Link: to develop a wide range of art and design techniques in using, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	NC Link: to develop a wide range of art and design techniques in using line, shape, form and space To use drawing and sculpture to develop and share their ideas, experiences and imagination. To learn about the work of a range of

	L.O. To explore the work of Henry Moore Look at sculptures by Henry Moore- a list/examples are available on the Knowledge Organiser and in the resources provided, find facts about Henry Moore using the iPad/knowledge organiser. Explain to the chn that Henry Moore was local (born in Castleford and studied in Leeds- link to Geography/local area work), find out facts about him using ICT- Create group posters about the artist- what facts can we find? Why did he become an artist? What interested him? His most famous sculptures are of the human body or some form, can the chn identify this? How do we know? What can you see? What material is used? How has Moore created these sculptures? (Link to Science and materials) Discuss ideas as a class and in small groups. Children to glue a variety of pictures of Moore's' work into their art sketch books and make bullet point notes about what they can see. VIPs Children can say who Henry Moore is and where he was born Children can say what Henry Moore's typical style was and the materials he used to create his work (forms of the human body in bronze/metal) Deepening the Moment Question Which materials are the best for creating sculptures? Which materials would be the least effective? Why? Which materials are best for creating sculptures that are going to be outdoors?	L.O. To explore shapes and make a mock sculpture (using pipe cleaners/wire?) Explore the form of making sculptures using wire. Look at the techniques used – bending, twisting, braided, wrapping. Look at different artists and inspirations for wire sculptures, with a particular focus on the human body. Make comparisons on how they represent the human body with how Henry Moore uses human figures. Children to manipulate wire and pipe cleaners to explore the forms of manipulating metal. Sketch human shapes and practice trying to create these using wire and pipe cleaners. VIPs Children can use the vocabulary related to how they manipulate the wire – bend, twist, braid, wrap. Children can explain how the shapes they create with the wire are inspired by the human body. Deepening the Moment Question Have a look at the following wire sculptures. They are called …. What do you think was the inspiration for these sculptures, how can you tell?	artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. L.O. To make a sculpture with simple human form Recap what chn learnt about wire in previous lesson. Look at the material clay. Talk about its properties – soft and malleable when water is added. Demonstrate to the chn how to use the clay, how to smooth it over, how they could add detail into the clay etc. Use the chn's sketches from previous lesson to make their own sculptures using wire to make the frame and then using the clay to give the sculpture more shape and body. VIPs Adding water to clay makes it malleable. The wire in their sculpture is there to hold your sculpture up right. A bit like a skeleton. Deepening the Moment Question What other materials, other than clay and wire, could we use to build our sculptures? Why would these different methods work well?
PSHE	LO: To learn about the importance of resilience. Content: Chn to discuss in groups what they think resilience means (record ideas on big paper). Discuss as a class and share ideas on what resilience is / what the children think it is. Share the PP (Lesson 1) Activity 1 – I am a resilient learner because…. VIPs: I know what resilience is. I know how to be a resilient learner. Deepening the Moment: What would the world be like if no one had any resilience?	LO: To learn about the importance of making mistakes. Content: Show the chn some examples of mistakes you have made. Class vote – is it ok to make mistakes? Why / why not? Discuss how we feel when we make mistakes. Activity 2 - Chn to write about how they feel when they make mistakes compared to when they get things right. VIPs: I know it is ok to make mistakes. I know that I can learn from the mistakes I make. Deepening the Moment: What would life be like if no one ever made a mistake?	LO: To learn about the importance of a growth mind-set. Content: Recap previous 2 lessons and the importance of making mistakes / resilience etc. Share Growth Mind-set PP. Discuss why a growth mind-set is important. Growth mind-set affirmation activity. VIPs: I know what a growth mind-set is. I know that I can change my mind set to help me improve. Deepening the Moment: Why is a growth mind-set so important?

Curriculum Intents:

Subject	Curriculum Intent:
English	Children will immerse themselves in the story, learning new grammar and punctuation and then using these skills to plan and write an adventure story. Children will learn more about the plan - write - edit process, spending time making their work better by correcting punctuation and spelling errors, and substituting words for more powerful synonyms. Children will describe an invention and look at the features of a formal letter before combining these two skills and writing their own persuasive better about an invention of their choice.
Reading	In reading, children will find information in the text to answer questions, and use their inference skills to unpick the complex emotions behind the story. They will examine new vocabulary and make links to words already known, and practice reading aloud with expression and fluency.
Maths	In Maths, children will build on existing skills and apply these to measurement. Children in Year 1 will learn rote counting as a gateway to early multiplication, and Year 2 children will investigate fractions.
Science	In Science, children will re-cap skills on comparing and grouping materials based on their properties. They will consider the suitability of materials for different purposes, as well as testing out materials on the theme of floating and sinking. Children will research suitable materials for a parachute. Once children have decided on a parachute design, they will select materials for a purpose providing justification as to why they have chosen that material. Children will help to plan a fair test experiment considering a logical method and the equipment needed. They will make observations, collect data for their results and make a conclusion to the experiment.
Geography	In Geography, children will use what they know about world weather to explore global warming and the impact that is having on the climate, and to explore alternate methods of fuel production. Children will suggest locations for solar, hydro and wind farms based on their knowledge of weather patterns.
History	In History, children will learn about the history of the local area, and about the production of liquorice. They will explore some of the technology used to create liquorice.
Art	Children will learn about the artist Henry Moore and the sculptures that has created. Children will practice and develop their sculpture techniques and use a variety of methods to manipulate a material. Children will use their own inspiration alongside the inspiration of Henry Moore to create their own human form wire sculpture. Children will develop opinions and ideas about work by well-known artists and be encouraged to discuss these.
DT	Children will create their own wind turbine that must be stable enough to withstand strong winds (a hairdryer!) Children will explore how to create a spinning turbine, and how to make their structures more stable. Children will use what they are learning in science to suggest materials for their wind turbines, based on their properties.
Music	In Music, children will explore sound and timbre through creating musical instruments out of recycled items and objects that can be found around the classroom. In inventing own musical instruments, children will then create and rehearse a short musical composition, using their invented instruments. The composition is to have a clear beginning and a clear end and could include some 'solos' in addition to some group work; to encourage the children to consider how, within their small groups, children can be directed e.g. somebody to lead/ a conductor. Performances to be recorded on tablets, to be kept as supporting evidence for learning and progression.
RE	Children will learn about the festivals of Easter and Passover, and why these festivals are important to the people who celebrate them.
PSHE	The children will learn about what resilience is and the importance of resilience in everyday life. They will learn that everyone makes mistakes and it is ok to mistakes because we can learn and improve from the mistakes we have made. The children will learn what a growth mind-set is and why it is important to develop a growth mind-set from an early age.
PE	Children will continue their learning about ball control by progressing to net and wall activities, and will apply some of their new gymnastic abilities in a dance.
Computing	Lessons 1 and 6 focus on important computer skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing. Lessons 2-5 introduce children to presentations and teach the skills needed to create a simple presentation.

Art Knowledge Organiser

Henry Moore

Sculpture

Vocabulary

Sculpture

Bronze

Metal

Wire

Twist

Bend

Braid

Wrap

Carve

3 Dimensional

Henry Moore:

Henry Moore was born in Castleford, Yorkshire on 30th July 1898. He had 7 brothers and sisters and his father was a miner. Henry had many careers. He trained to be a teacher and then joined the British Army. He later studied at the Leeds School of Art and began his art career as a famous sculptor. Henry Moore died in 1989 aged 88 years old.

Works of Art:

Henry Moore is most famous for his bronze sculptures. He uses the human body as his inspiration and his most recognised work is the reclining figure model. He was also inspired by the landscapes around where he lived and worked. Henry's work is displayed all around the world, including The Yorkshire Sculpture Park in west Yorkshire.

Sculptures and sculpting:

- Sculpture is the art of creating 3D forms using wood, metal, stone, ceramics or plaster.
- Sculpture often shows abstract form.
- Sculpture can be made by putting material together—constructing, or by taking materials away—carving.
- Sculpting with wire involves bending, twisting, braiding and wrapping.

Geography Knowledge Organiser

Facts/VIP's

- Summer is June, July and August
- Winter is December, January, February and March
- Weather reports give people information about predicted daily weather
- There are regional variations in weather
- Global warming is the rising in temperature of the UK each year
- Global warming is caused by greenhouse gases
- If global warming continues the sea around the UK will rise, causing flooding
- Solar panels use the sun to generate electricity
- Wind turbines use the wind to generate electricity
- Tidal stream generators use waves to generate electricity
- Coastal cities would use tidal and wind turbines
- Cities inland use solar power
- Wind turbines are placed on higher ground

Outcomes

- Pupils use knowledge of UK weather to create and perform a weather report
- Pupils can define global warming and how it impacts life
- Pupils design own invention based on knowledge of global warming

Key Vocabulary

- Weather
- Global warming
- Wind turbine
- Solar panel
- UK
- Tidal stream generator
- Invention
- Impact
- Climate change
- Combat
- Coastal
- England
- Northern Ireland
- Scotland
- Wales

History Knowledge Organiser

Key Vocabulary

Medicine- a substance used to treat infection or disease.

Trade- the business of buying or selling commodities.

Licourice- a licourice flavoured sweet.

Medicinal Licourice- an extract used in medicines to treat illness.

Invent- to produce something, such as a useful device or process for the first time through the use of the imagination or of ingenious thinking and experiment.

Useful Information/ VIPs

- Liquorice was grown in Pontefract and brought in a lot of trade for the town.
-Liquorice is a plant.
- Liquorice was a medicine before it was a sweet.
- Pontefract cakes are made of sugar and medicinal liquorice.
-They use to have a stamp on them that was Pontefract castle.
- Pontefract cakes have been around since 1614.
-Pontefract cakes are made and sold in Pontefract.
-In our town there is a celebration for liquorice.
- The liquorice festival is every July.

Outcomes

To understand where liquorice comes from.

To write about how the Pontefract cake was invented.

To write an advert for the liquorice festival in Pontefract.

N.C: Significant historical events, people and places in their own locality.

Music Knowledge organiser

Homemade Instruments - Rainmaker

This homemade Rainmaker is a fun way to make lots of noise at a celebration such as New Year's Eve or a birthday - or just for a kitchen band!

You will need:

A snack tube or a long cardboard tube (such as used for kitchen foil)
Paint (gold or silver)
Glitter and sequins
Glue
Lentils or rice

To make:

Paint your tube and leave to dry. Decorate the tube with sequins and glitter.

Fill the tube about 1/5 full of rice or lentils and glue the lid on securely. If you are using a kitchen foil tube, you will need to cut circles of card or paper and fix them very securely over each end.

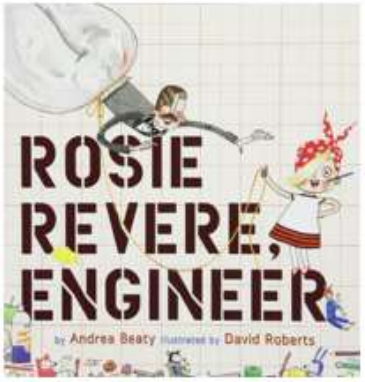
Tip the tube from side to side to hear the rice fall.

Key Vocabulary:

- Instruments
- Culture
- Recycle
- Composition
- Performance
- Explore
- Inventing
- Timbre
- Rehearse
- Solo
- Group work
- Conductor

VIPs

- We do not need to have access to 'actual' musical instruments to create music.
- We can make music out of anything (or can we?)
- Music should have a clear beginning and a clear end point.
- In music, silence can be as important as sound.
-
- To create a great performance, everybody needs to watch the leader, and listen carefully.



Links:

https://www.sesamestreet.org/toolkits/challenges

http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1758

Useful stories:

Rosie Reveere Engineer

The Thing Lou Couldn't Do

Jabari Jumps

The Paper Bag Princess

The Most Magnificent thing

Key Questions

What does resilience mean to you?
How can you make sure you are a resilient learner?
What would the world be like without any resilience?

Is it ok to make mistakes?
How do you feel when you make a mistake?
How do you feel when you get something right?

What is a growth mindset?
Why is important to have a growth mindset?
What would it be like if no one had a growth mindset?

R.E. Knowledge Organiser

Key Vocabulary

Easter-is a festival and holiday commemorating the resurrection of Jesus from the dead.

Resurrection- the rising of Christ from the dead.

Christian Cross- seen as a representation of the instrument of the crucifixion of Jesus.

Passover- a Jewish holiday commemorating the Hebrews' liberation from slavery in Egypt.

Last supper- the supper eaten by Jesus and his disciples on the night of his betrayal.

Useful Information/ VIPs

Sedar Plate:

Beitzah - a roasted, hardboiled egg for reminding them of the destruction of the Holy Temple.

Karpas - a vegetable dipped in salt water. This symbolises the sweat and tears that the slaves shed in Egypt.

Maror Chazeret - 2 bitter types of herbs to symbolise the suffering.

Z'ro'a' - a roasted meat bone to symbolise the offerings that were made in the Holy Temple.

Charoset - a mixture of ground apples, nuts, ginger, cinnamon and wine. This symbolises the mortar that the enslaved Hebrews were forced to use.

Significance of the last supper: The Last Supper is what we call the last meal Jesus ate with His disciples before His betrayal and arrest.

Significance of Passover: In comparing the crucifixion of Jesus to the feast of Passover, we can see the redemptive nature of Christ's death.

Outcomes

Know the story of the last Supper.

Know the story of Passover.

Know the Easter story and recognise how it is celebrated in Modern Britain today.

Science Knowledge Organiser

Key Vocabulary

Material - the matter or substance that objects are made from.
Composites - made from two or more **materials** combined together
Rigid – unable to be bent or forced out of shape.
Waterproof – repels water and liquids.
Absorbent – able to soak up liquid.
Flexible – able to bend.
Buoyancy - the force that **causes** wood and boats to **float** in water and the reason why **objects** feel lighter when submerged in water.
Surface area- how wide the bottom of an object is.
Density – the compactness of a substance.

Useful Information

Materials

Materials include: metal, plastic, wood, chalk, paper, air, water, clay, rubber, stone, leather, wax, and leather.
What does the material feel like? What does the material look like?
Can the material be changed?

Floating and sinking

Objects may sink even if they are small. Objects may float even if they are heavy. Whether an object sinks or floats depends on its density and surface area. Some objects have molecules that are packed closely together. Others have molecules that are packed more loosely. This is density. Objects with tightly packed molecules are denser and sink. A paper clip or a penny is dense. Objects with more loosely packed molecules are less dense and float. Wood, cork or sponges float.

What is a parachute?

A parachute is a device used to slow the motion of an object through an atmosphere by creating drag. Parachutes are usually made out of light, strong fabric, originally silk, now most are commonly made from nylon. They are typically dome-shaped, but vary, with rectangles, inverted domes, and others found.

Who invented the parachute?

The modern parachute was invented in the late 18th century (1783) by **Louis-Sébastien Lenormand** in France, who made the first recorded public jump in 1783. **Lenormand** also sketched his device beforehand.

Why does a parachute have holes in it?

Most round **parachutes have a hole in the top** that is designed to release the excess pressure that might otherwise buildup under the canopy and cause it to oscillate. Many round canopies **have/had** other **holes** and slits that help provide forward speed and better control.

Computing Knowledge Organiser

Presentation Skills

Potential software:

- Microsoft Word
- Microsoft PowerPoint
- Microsoft Publisher
- Pages
- PurpleMash
- GoogleDocs

Presentation skills are about creating a document that presents knowledge or information to others.

Creative use of font styles, sizes and colours makes work more appealing and makes it stand out.

Images can also be added to a document through copy and paste, or through save and insert.

Computer

Saving work

Laptop

ICT

PowerPoint

Computer planning

Safety First!

Never open a document that isn't yours – you don't know what it might contain, and it might damage your computer.

Key Vocabulary

Computers
Laptops
Online safety
Computing
Presentation skills
Image
ICT – Information and Communication Technology
Computer planning
PowerPoint
Word processing
Software – a program on a computer
Font
File
Filename
Save
Retrieve / Open
Folder

Store

It is important to learn how to store work so that you can find it at a later date. Storing work usually means saving it into a folder. Giving files a relevant, unique filename helps you to find your work quickly!

Big Questions

Could rain be used to combat global warming?

What would happen if it was never warm in the UK?

What will happen to the UK if nothing is done to stop global warming?

If you could design one product that would improve your future what would it be?

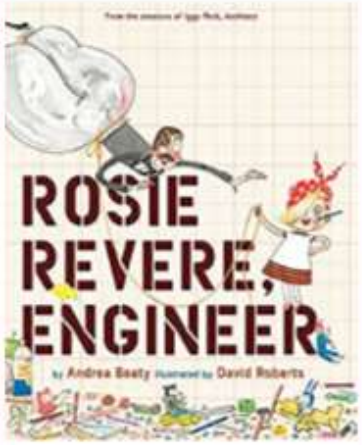
What would happen if the world ran out of...?

Should plastic be illegal?

Has technology made humans lazy?

How can Music influence peoples' lives?

What invention has changed the world the most?



Can you explain why music and instruments are different in different cultures?

If you could have access to any recyclable material that you could possibly want, what kind of musical instrument would you create? How would you make it?

If you could use your environment around you as your inspiration, what would you create?

If you could get rid of one piece of technology, what would you get rid of? Why?

What types of people show the most resilience?

What would happen if nobody ever made a mistake?

The World Around Us

Global warming and its affect on the UK and surrounding seas.

Materials for everyday uses.

Using our environment as inspiration for creation.

Identifying areas where technology and invention can further improve lives.

The impact of littering and recycling on our local area and local habitat.

The World Beyond Us

Global warming and its affect on the world.

Instruments made from recycled materials and 'rubbish' are used by people in poorer countries to create music.

Litter from the UK is exported to other countries to be 'hidden'. What is the impact of this? Is this fair?

Engineers and inventors from around the globe.

Resilient people from a range of cultures.

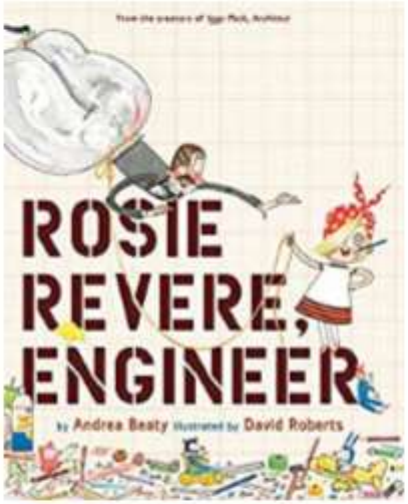
Modern Britain

How technology is being used to combat global warming.

How technology has affected modern lives—for the better and for the worse.

How can technology help those in need?

What is happening in British engineering today?



Healthy Bodies, Healthy Minds

Playing music as part of a group, promotes social interaction and self-expression. It brings people together and encourages team-working.

Being resilient—setting goals and high expectations for yourself.

Building self-esteem through success and resilience.

Positive attitudes to failure.

Growth mind-set

Culture

How music created from recycled objects allows people in poorer countries to access / create music—often helps to bring people together.

Not all countries have access to the technology we have—how do their lives differ? How do they communicate?

How has technology altered our culture?

How has technology and engineering shaped Pontefract?

Technology in Action

How technology is being used to combat global warming.

Choosing materials to create products.

Changing face of technology—newest updates.

Technological advances in the children's lifetimes.

How technology impacts every aspect of our lives.

The future of technology.