Geography - Y1/2 - Term 2- What is the UK like?

What do we already know?

Topic Toolkit-Prior knowledge,

What do we already know?

What questions do we have?

Vocabulary



- · Locate UK, KPI L1- Identify the UK within the continent of Europe.
- · 4 countries, KPI L1- Pupils can name and locate and identify the 4 countries of the UK,
- Surrounding Ocean/Seas

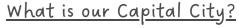


What is the UK like?

· Satellite imagery to identify landscapes, main human features, physical features. Know that the north of the UK has more mountains, lakes and forests.

Date.....





·To know that there are 4 UK Capital cities -London, Cardiff, Edinburgh and Belfast

· To know the position of the 4 capital cities on a map of the UK KPI L1- Pupils can name and locate and identify the 4 countries of the UK including the capital cities.

Date.....

What is London like?

- Capital city (parliament, lamdmarks)
- Travel and transport
- Green spaces
- River Thames (origins of settlement) KPI E1-Independently use a range of different technology tools to explain findings

Date.....

How are the countries of the UK similar??

- Human and Physical features
- · Compare Geographical features of England, Scotland, Wales N Ireland

KPID1-Pupils can describe and write about similarities and differences between the features of different localities-

What would you visit on a UK Road trip?

- Plan an itinerary to show capital cities, famous landmarks and geographical features.
- Use a map/draw a map of your route and places to see.

Date.

ASSESSMENT

- Knowledge Socrative
- Skills Travel Agent Podcast
- Revisit Topic Toolkit What do we know now?



















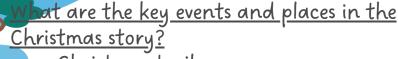




Religious Worldviews - Y1/2 - Term 2 - Why does Christmas matter to Christians?

What do we already know? Topic Toolkit - Prior knowledge, What do we already know? What questions do we have? Vocabulary





Christmas trail



What is the story told in the Gospel of Luke?

Retell the story of Jesus' birth

Date.....



What is Advent?

What happens during advent?

What signs and symbols are used in Churches?

KPI Element 2: Understanding the Impact:

- Give three examples of how Christians put their beliefs into practice and worship.



Where does the Christmas Story fit into the 'Big Story'?

• Find this on the frieze/timeline

 Teach the word 'incarnation' KPI Element 1: Making sense of the text: - Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.



Why is the Christmas Story still so important for <u>hristians today?</u>

What do Christians believe about God?

Date.....

How do people show gratitude at Christmas?

· Decide what they personally have to be thankful for at Christmas time. KPI Element 2

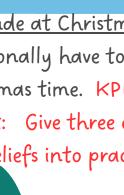
Understanding the Impact: Give three examples of how Christians put their beliefs into practice and worship

> Assessment Date.....



- Skills Draw it
- Revisit Topic Toolkit What do we know now?











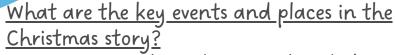




Religious Worldviews - Y1/2 - Term 2 - Why does Christmas matter to Christians?

What do we already know? Topic Toolkit - Prior knowledge, What do we already know? What questions do we have?





- · Recap people and events already known
- Christmas trail retell as a class
- Order and retell the story of Jesus' birth individually



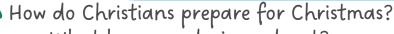
- The Gospels place within the Bible New Testament
- What is told in the Gospel of Luke?
- What is told in the Gospel of Matthew (for yr 2) and digging deeper) Combine with big story need to save a week Date.....





- Find this on 'The Big Frieze'
- · Teach the word 'incarnation' and what Christians believe it means

KPI Element 1: Making sense of the text: - Recognise that God, Creation, Incarnation and Salvation are part of a big story' of the Bible. Date.....



- What happens during advent?
- What signs and symbols are used in Churches?
- Christingle

KPI Element 2: Understanding the Impact:

- Give three examples of how Christians put their beliefs into practice and worship. Date.....



How do Christians prepare for Christmas?

- Christmas carols meaning for Christians
- Giving gifts

KPI 3: Making Connections: Think, Talk and ask questions about whether the text has something to say to them exploring different ideas.

Date.....

Why is the Christmas Story still important for Christians today?

- What do Christians believe about God?
- How do people show their gratitude at Christmas being thankful, giving to those less fortunate

KPI Element 2 Understanding the Impact: Give three examples how Christians put their beliefs into practice and worship.

Assessment

- Knowledege Socrative
- Skills Draw it
- Revisit Topic Toolkit What do we know now?

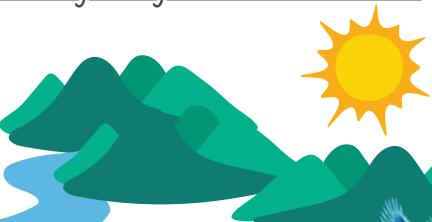




Science - Y1/2 - T 2 - Living things and their habitats

What do we already know?
Topic Toolkit - Prior knowledge,
What do we already know?
What questions do we have?

Vocabulary



What are living things?

- To know the characteristics of Living things
- · Sort objects into Living, Dead and never alive.

KPI identify whether things are alive, dead or have never lived (Y2)

Date.....

What is a habitat?

- To know what a habitat is and to be able to name a variety of plants and animals in their habitats.
- What does the habitat provide for the animals and plants?
- Understand that living things live in habitute to which they are suited.

 Date......



What is a food chain?

- Food chains
- BBC Food chain challenges

KPI Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships (Y2)

Date.....



What are microhabitats?

- What does the habitat provide for the animals and plants?
- Understand that living things live in habitats to which they are suited.

Date.....



Micro-habitat Investigations

- Minibeast Explorer Challenge (EF)
- Woodlouse Habitat (TAPS)

Date.....



Who was Dr. Archie Fairly Carr

- Where/When born?
- Why are they a significant scientist?

Date.....

Asses<mark>sments</mark>

- Knowledge Socrative
- · Skills Drawit
- Revisit Topic Toolkit What do we know now?



Science - Y1 - T 2 - Seasonal change

What do we already know?

- Topic Toolkit Prior knowledge,
- What do we already know?
- What questions do we have?
- Vocabulary



What are the four seasons?

- Name the four seasons.
- Season hunt- Explore the school grounds and hunt for clues as to which season it is. Draw and conclude as a class.

KPI Using their observations and ideas to begin to suggest answers Date.....

The four seasons

- · Order the Seasons
- · Describe changes across the four seasons weather and length of day

KPI Describe seasonal change (Y1)

Date.....



How do the four seasons change?

· Describe changes across the four seasons animals and plants

KPI Describe seasonal change (Y1)

Date.....



- Choose equipment to measure rainfall and temperature
- Measure and record rainfall and temperature throughout the week.

KPI - Observing, choosing simple equipment and measurement. Performing simple tests.

Date.....



<u>Weather Investigations continued</u>

- Present data in a block diagram (physical and drawn).
- Conclude and evaluate.

KPI - Gathering, recording and communicating findings to answer questions

Date.....

<u>Significant Scientists</u>

Who was June Bacon-Bercey?

- Where/When born? What was her life like?
- How has it impacted our lives?

Date.....

Assessment

- Knowledge Socrative
- Skills Draw it
- Revisit Topic Toolkit What do we know now?





PSHE - Y1/2 - Term 2 - What is bullying?

What do we already know?

Topic Toolkit - Prior knowledge,

What do we already know?

What questions do we have?

Vocabulary

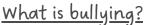




How should we behave?

- What is kind and unkind behaviour, and how this can affect others.
- How to treat themselves and others with respect; how to polite and courteous.
- How to listen to other people and play and work cooperatively recognise the ways in which they are the same and different to others

Date.....



- · Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.
- · What is the difference between falling out and bullying?
- STOP

Date.....





How would bullying make you feel?

· How people may feel if they experience hurtful behaviour or bullying

Date.....



What should you do if you see bullying or are bullied?

- · How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so; that people can say hurtful things online
- What is a bystander?

Date.....



What should you do if you feel unsafe?

- How to respond if physical contact makes them feel uncomfortable or unsafe
- Knowing there are situations when they should ask for permission and also when their permission should be sought.

Date.....



Assessment

- Knowledge Socrative
- Skills Draw it
- Revisit Topic Toolkit What do we know now?

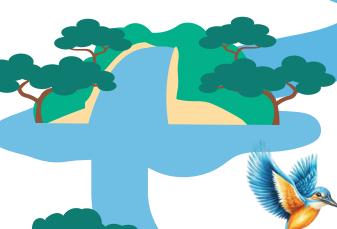


<u>Design Technology - Y1/2 - Term 2- Textiles Christmas</u>

Decorations

What do we already know?

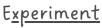
Topic Toolkit - Prior knowledge, What do we already know? What questions do we have? Vocabulary





- Explore different decorations
- Discuss them in terms of colour, shape and the materials they are made from.
- · Describe, share and explain their opinions





- · discuss scissor safety rules,
- · practise cutting a straight, zigzag and then curved line,
- cutting out and assembling parts of a Christmas themed picture.

Date.....



Experiment

- · shown how to thread a needle
- sew stitches on paper using colour-coded dots to practise uniform stitches

Date.....

- · sew both the running stitch and the overstitch.
- attach buttons





- · understand what design criteria are,
- look at some examples and think of their own suggestions.
- design a Christmas tree decoration
- think about the materials t and the joining stitch they will use.

 Date......

Make

- make a Christmas decoration
- · follow their design to make a completed product
- · use cutting and sewing skills
- work safely and sensibly with the tools and materials they have

<u>Evaluate</u>

- Does it fit design criteria?: :
- Evaluate your decoration. Answer these questions, What do you like about it? What did you find difficult doing? What could you have done differently to improve.?





- Knowledge Socrative
 - Skills Draw it
 - Revisit Topic Toolkit What do we know now?

