

Subjects	Objectives	Skills	Activities/ Tasks
History (Being Historians)		<u>Chronological understanding:</u> <ul style="list-style-type: none"> Describe and sequence key events in their lives Sequence photographs etc. from different periods of their life <u>Range and depth of historical knowledge:</u> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives. 	<ul style="list-style-type: none"> To understand what is meant by the word history and what it means to be a historian. To talk about the past and how things have happened in the past which makes up our history. Can they discuss things that have happened in their past? Year 1 – Introduce the concept of a timeline and practically order photographs from the children's early life. Year 2 – Children to draw key events of their life so far and order on their own timeline. To revisit the timeline created in Year 1 and recap on the events previously studied.

Subjects	Objectives	Skills	Activities/ Tasks
History (Far, Far Away)	2. Events beyond living memory that are significant nationally or globally	<u>Range and depth of historical knowledge</u> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> To understand what a castle is and to ask questions about the features of a castle. To label the key features of a castle. To understand why castles were built and the different materials castles have been made out of. To understand what it would have been like to live in a castle. To do some hot seating of two opposing members of a castle e.g. the lady of the castle and a cook? To write down questions you would ask key people who live in a castle. To compare their way of living to our way of living. To hold a medieval banquet for the children and learn about the food that would have been eaten and activities like dancing.
Science	<u>Year 1 only</u> Everyday Materials 1.13 Distinguish between an object and the material from which it is made. 1.14 Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. 1.15 Describe the simple physical properties of a variety of everyday materials. 1.16 Compare and group together a variety of everyday materials on the basis on their simple physical properties. <u>Year 2 only</u> Uses of Everyday Materials 2.10 Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 2.11 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Asking Questions & Planning Enquiries</u> <ul style="list-style-type: none"> Explore the world around them and raise their own simple questions. Experience different types of science enquiries, including practical activities. Begin to recognise different ways in which they might answer scientific questions. <u>Testing, Measuring & Recording</u> <ul style="list-style-type: none"> Carry out simple tests. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying). With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. <u>Concluding</u> <ul style="list-style-type: none"> Talk about what they have found out and how they found it out. 	<u>Year 1</u> <ul style="list-style-type: none"> To go on a materials hunt around school. Split ch into groups and focus on one material a week: wood, metal, glass, plastic, fabric, paper, rock. Can we find objects around school for each of these materials? To make feely boards of different materials and write down a property of each material. Investigation: A King writes a letter saying he needs a material to make a cloak which doesn't get his knight wet on patrol. Investigate which materials are waterproof. Investigation: The King needs some curtains for his castle and they need to let as little light through as possible. To introduce the terms: opaque, transparent and translucent. To investigate with torch and black card which materials let the most light through. Investigation: To investigate how stretchy different materials are. Thinking skills activity to sort materials into different groups. Can link to recycling. Can they sort objects into the correct recycling bin? <u>Year 2</u> <ul style="list-style-type: none"> Complete a materials hunt around school and as part of homework to recap naming and identification of materials. Make materials munchers using recycled cardboard boxes and feed each muncher objects made of their preferred material. Ask questions about the materials objects are made of. Why are windows made of glass? Clothes made of fabric? Write ridiculous materials poems imagining what it would be like if cars were made of jelly etc. Write materials riddles by describing properties and ask children to identify the materials in each other's riddles. Investigate objects that can be made of different materials e.g. a chair – metal, plastic, metal, wood, partly fabric etc. What would the pros and cons be for each?

Durham Lane Primary School: Topic Planning Year A

Topic: Being Historians/ Far, Far Away/ Seasonal Changes - Autumn

Term: Autumn 1

Class:

Teacher:

			<ul style="list-style-type: none"> Research castles and their features. What are they made of and why? Design your own castle, giving reasons for the materials you choose for different features. Investigate different fabrics and which would be best for curtains in Sir Charlie's castle. They need to block out light but also the keep the place warm. Investigate which fabrics would make the best insulators. Add samples of the chosen fabric to your castle design. Share Lauren Child's version of the princess and the Pea. The princess writes to the children to ask for help finding the best material for soaking up all the rainwater that she has dripped all over the castle. Absorbency investigation. Understand that some materials can change shape when forces are applied to them and that some can also be changed back. Complete carousel investigation with different materials like play dough, foam, foil etc and complete a range of twists, squeezes etc. Curly-Wurly investigation – Look at world record clip of someone trying to stretch a Curly-Wurly. Can you stretch it? How long? Children predict and then T demonstrates. Can it be put back into original shape?
Art	<p>1 – To use a range of materials creatively to design and make products.</p> <p>2 - To use sculpture to develop and share ideas, experiences and imagination.</p> <p>3 – To develop range of techniques using shape, form and space.</p>	<p><u>Exploring/ Evaluating and developing ideas</u></p> <ul style="list-style-type: none"> Work from observations and known objects Ask and answer questions about starting points for their work Develop and share their ideas, try things out and make changes Begin to think what materials best suit the task <p><u>Form (Sculpture)</u></p> <ul style="list-style-type: none"> Use both hands and tools to build Cut shapes using scissors Make simple joins by manipulating modelling material or pasting carefully Construct to represent personal ideas Use materials to make known objects for a purpose Explore shape and form Able to shape and form from direct observation Use a range of decorative techniques: applied, impressed, painted, etc Construct from found junk materials Awareness of natural and man-made forms and environments Expression of personal experiences and ideas in work Begin to form own 3D pieces 	<ul style="list-style-type: none"> Design own coat of arms/shield. Create own castle. <ul style="list-style-type: none"> Look at images of castles and study their shape and form. Understand that they are man-made forms and compare to natural forms. Create silhouette pictures of castles, following study of form. Use paint to create wash background and card to construct castle shape silhouette. Use construction blocks and materials to build castles, experimenting with different shapes and forms. Design and plan how to construct own castle, thinking about how to join parts, what materials are best for the task. Construct own castle using junk materials. Share ideas with others about what works and what does not. Add a moving drawbridge (think about materials to use for this purpose) Apply paint, papers and decorative materials to your castle to create finish. Evaluate castle when finished and share ideas with others about what worked well and what did not. Apply layers of tissue paper to create stained glass windows for our castles. Note effect of overlaying different colours. Make crowns/hats for banquet. Use a range of techniques to decorate – overlaying paper, applying decorative items such as fabric, sequins etc.
Writing			<p><u>Year 1</u></p> <ul style="list-style-type: none"> Recount of the summer holidays Character description of Sir Charlie Stinky Socks by Kristina Stephenson Retell Sir Charlie Stinky Socks or short story linked to castles/knights etc Retell the story of George and the Dragon - hot seat both George and the dragon to get different perspectives <p><u>Year 2</u></p> <ul style="list-style-type: none"> Recount of summer holidays. Retell the story of George and the Dragon - hot seat both George and the dragon to get different perspectives. Write riddles describing materials . Write poems about ridiculous materials – What if cars were made of jelly?

Durham Lane Primary School: Topic Planning Year A

Topic: Being Historians/ Far, Far Away/ Seasonal Changes - Autumn

Term: Autumn 1

Class:

Teacher:

			<ul style="list-style-type: none"> • Write a letter using book 'Dear Dragon' by Josh Funk. Can they write a letter to the dragon pretending they are pen pals. • Dragon, dragon poem describing what dragons do. • Design invitations and a menu for our Medieval banquet. • Make gingerbread for the banquet and write instructions. 	<ul style="list-style-type: none"> • Share Princess and the Pea by Lauren Child and write character description of the princess. • Write a letter back to the princess following the absorbency investigation. • Share other stories such as 'Sir Charlie Stinky Socks' and 'Small Knight and the Chocolate Cake'. Write a setting description of the castle. • Create own fantasy/fairy story using given start and using castle photo from Pobble365 • Design invitations and a menu for our Medieval banquet. • Make gingerbread for the banquet and write instructions.
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Subjects	Objectives	Skills	Activities/ Tasks
Science Autumn Y1	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<u>Testing, Measuring & Recording</u> <ul style="list-style-type: none"> • Observe closely using simple equipment With help, observe changes over time <u>Concluding</u> <ul style="list-style-type: none"> • With guidance, they should begin to notice patterns and relationships • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • Create a signs of autumn display with a season tray in the classroom and collect seasonal items found in nature to observe and discuss in the classroom. • Could create a class big book entitled 'Our school through the year' where the class can add to it and annotate to show their understanding of the seasons. • In autumn investigate why some leaves change colour (Nicky Waller Science book pg 60). • Around the end of October, children should observe the mornings and evenings are getting darker and the days are getting shorter. To talk about what time it starts getting dark on the evening. Can link to time and Y1 maths objectives.
Science Autumn Y2	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<u>Testing, Measuring & Recording</u> <ul style="list-style-type: none"> • Observe closely using simple equipment With help, observe changes over time • Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data • Record simple data. <u>Concluding</u> <ul style="list-style-type: none"> • With guidance, they should begin to notice patterns and relationships • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • Plant bulbs which should appear in the spring. • At the start of the year, 'adopt' a tree in the school grounds and take photos, sketch, paint, discuss what they notice about the tree later and compare to past seasons. Could start a four part sketch, drawing the same tree each season. • Photograph this tree all year, maybe once a week and combine photos to make a time lapse video showing changes throughout the year. • Complete a weekly temperature chart and record temperature each week for comparison over the year. • Complete signs of autumn sheets where children have to spot signs of the seasons. • To collect pinecones and notice that cones are usually open and learn about how this enables the seeds inside to be dispersed by the wind. Compare an open cone to what happens when they hold one under water for several minutes. Why does this happen?