



St Patrick's  
Catholic Voluntary Academy

## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 1 2019 TEACHER: Miss Lane Teaching Assistant: Miss Matto YEAR GROUP: Year 2



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TOPIC TITLE: Great Fire of London BOOK FOCUS: Vlad and the Great Fire by Kate Cunningham

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
English Text Type	Information about me	Diary	Diary	Diary	Instructions	Instructions	Instructions
Reading Comprehension	Introduction to the Great Fire of London	Vlad and the Great Fire of London	Great Fire of London - timeline	Great Fire of London - Paul Perro	Vlad and the Great Fire of London	Great Fire of London information	Great Fire of London - Paul Perro
Spelling, Punctuation and Grammar	Adjectives	Past / present tense	Commas in a list	Questions	Full stops and capital letters	Commands (Imperative verbs)	Coordinating conjunctions (and, but, or)
Maths	<p><b>Block 1 - Place Value</b> Read and write numbers to at least 100 in words and numerals.</p> <p>Recognise the place value of each digit in a two-digit number.</p>	<p><b>Block 1 - Place Value</b> Read and write numbers to at least 100 in words and numerals.</p> <p>Recognise the place value of each digit in a two-digit number.</p>	<p><b>Block 1 - Place Value</b> Identify, represent and estimate numbers using different representations, including a number line.</p> <p>Compare and order numbers from 0 up to 100, use &lt; &gt; and = signs.</p>	<p><b>Block 1 - Place Value</b> Use place value and number facts to solve problems.</p> <p>Count in steps of 2, 3, 5 from 0 and count in tens forwards and backwards.</p>	<p><b>Block 2 - Addition and Subtraction</b> Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</p>	<p><b>Block 2 - Addition and Subtraction</b> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p>	<p><b>Block 2 - Addition and Subtraction</b> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>
Science	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u> Find out how the shapes	<u>National Curriculum Objective</u> Find out how the shapes	<u>National Curriculum Objective</u>	<u>National Curriculum Objective</u>



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	Identify and compare the suitability of a variety of everyday materials.	Identify and compare the suitability of a variety of everyday materials.	Identify and compare the suitability of a variety of everyday materials.	of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Identify and compare the suitability of a variety of everyday materials.	Identify and compare the suitability of a variety of everyday materials.
	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>To know the meaning of the vocabulary associated with the topic.</li> <li>To use prior knowledge from Year 1 of the topic to match vocabulary to definition.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Classify or group things according to a given criteria</li> <li>Know why a material might or might not be used for a specific job.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that properties determine the suitability for purpose</li> <li>Classify or group things according to a given criteria</li> <li>Know why a material might or might not be used for a specific job.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that materials can be changed</li> <li>Know that some materials are easier to change than others.</li> <li>Know some ways to change a material</li> <li>Carry out simple comparative tests</li> <li>Talk about what they have found out and how they have found it out</li> <li>Know how a material can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that materials can be changed</li> <li>Know that some materials are easier to change than others.</li> <li>Know that some changes are permanent.</li> <li>Use equipment to make observations.</li> <li>Know how to set up a fair test.</li> <li>Draw conclusions from fair tests and explain what has been found out.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that properties determine the suitability for purpose</li> <li>Use equipment to make observations.</li> <li>Know how to set up a fair test.</li> <li>Draw conclusions from fair tests and explain what has been found out.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that properties determine the suitability for purpose</li> <li>Use observation and ideas to suggest answers to questions</li> <li>Use equipment to make observations.</li> <li>Know how to set up a fair test.</li> <li>Draw conclusions from fair tests and explain what has been found out.</li> </ul>



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	<p><b>Activity</b></p> <p>To work out the meaning of vocabulary from the topic to match to definitions</p>	<p><b>Activity</b></p> <p>Identify materials and describe their properties</p>	<p><b>Activity</b></p> <p>Use what I have learnt about the properties of everyday materials to create a nonsense house</p>	<p><b>Activity</b></p> <p>Investigate the different methods of changing a solid material</p>	<p><b>Activity</b></p> <p>Investigate which materials can be permanently changed</p>	<p><b>Activity</b></p> <p>Investigate the 3 Little Pigs houses to discuss material choice</p>	<p><b>Activity</b></p> <p>Using knowledge of the topic, create a house for the 3 little pigs and test its durability</p>
	<p><b>National Curriculum Objective</b></p> <p>To be able to find London on a map.</p>	<p><b>National Curriculum Objective</b></p> <p>Develop an awareness of the past using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.</p>	<p><b>National Curriculum Objective</b></p> <p>Know where The Great Fire of London fits within a chronological framework</p>	<p><b>National Curriculum Objective</b></p> <p>Ask and answer questions, choose and use sources to show that they understand key features of events.</p>	<p><b>National Curriculum Objective</b></p> <p>Know and understand key features of the Great Fire of London. Understand some ways in which we find out about the past and identify different ways in which it is represented.</p>	<p><b>National Curriculum Objective</b></p> <p>Know and understand key features of the Great Fire of London. Understand some ways in which we find out about the past and identify different ways in which it is represented.</p>	<p><b>National Curriculum Objective</b></p> <p>Know and understand key features of the Great Fire of London.</p>
<p><b>History</b> The Great Fire of London</p>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know where the Great Fire of London happened</li> <li>Know about an event that happened long ago, even before their grandparents were born.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Use simple historical vocabulary</li> <li>Use information to describe the past</li> <li>Describe objects, people and events.</li> <li>Know what we use today instead of a</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Order 3 or more events given a given scale.</li> <li>Know when the Great Fire of London happened.</li> <li>Know when the Great Fire of London</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Look at books, pictures, eye-witness accounts, photos, artefacts.</li> <li>Describe objects</li> <li>Know that we can find out information from the past using</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Recount main points from a significant event in history.</li> <li>Use evidence to explain reasons why people in the past acted as they did.</li> <li>Know why the Great</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Recount main points from a significant event in history.</li> <li>Use evidence to explain reasons why people in the past acted as they did.</li> <li>Know why the Great</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Recount main points from a significant event in history.</li> <li>Use evidence to explain reasons why people in the past acted as they did.</li> </ul>



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	<ul style="list-style-type: none"> <li>Know when the Great Fire of London happened.</li> </ul>	number of older given artefacts.	<ul style="list-style-type: none"> <li>happened in relation to the birth of Jesus.</li> <li>Know when the Great Fire of London happened in relation to today.</li> </ul>	<ul style="list-style-type: none"> <li>sources.</li> <li>Know what we use today instead of a number of older given artefacts.</li> <li>Differentiate between things that were here over 100 years ago and things that were not.</li> </ul>	Fire of London happened.	Fire of London was so devastating at the time but wouldn't have been if it had happened today.	
	<p><b>Activity</b> <b>Wow starter</b> Introduce the topic, explain where London is. How could we put out a "fire?"</p>	<p><b>Activity</b> Compare bread from the 1600s to bread eaten today to gain understanding of historical vocabulary. Compare London in 1666 to 2019.</p>	<p><b>Activity</b> Create a timeline of the events of the Great Fire of London. Look at the date of the Great Fire of London in relation to the birth of Jesus and today.</p>	<p><b>Activity</b> Understand what a historical source is and be able to relevant source and irrelevant source</p>	<p><b>Activity</b> Using historical sources understand the events that led up to the Great Fire of London and what caused the fire.</p>	<p><b>Activity</b> Using historical sources understand how the Great Fire of London was put out and the impact it had on London</p>	<p><b>Activity</b> Complete show me tell me from 'Talk Less Teaching' to assess children's understanding of the topic.</p>



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	<p><b><u>National Curriculum Objective</u></b> Design purposeful, functional, appealing products for themselves based on a design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates.</p>	<p><b><u>National Curriculum Objective</u></b> Design purposeful, functional, appealing products for themselves based on a design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates.</p>	<p><b><u>National Curriculum Objective</u></b> Build structures, explore how they can be made stronger, stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks.</p>	<p><b><u>National Curriculum Objective</u></b> Build structures, explore how they can be made stronger, stiffer and more stable. Select from and use a wide range of materials and components.</p>	<p><b><u>National Curriculum Objective</u></b> Select from and use a wide range of materials and components. Select from and use a range of tools and equipment to perform practical tasks.</p>	<p><b><u>National Curriculum Objective</u></b> Build structures, explore how they can be made stronger, stiffer and more stable. Select from and use a wide range of materials and components.</p>	<p><b><u>National Curriculum Objective</u></b> Evaluate their ideas and products against the design criteria</p>
<p><b>D&amp;T</b> How would you build a house during the period of Great Fire of London?</p>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that buildings were designed differently in the past to today.</li> <li>Know that buildings were made with different materials in the past.</li> <li>Know that products needs to meet design criteria.</li> <li>Develop and communicate ideas by talking and drawing</li> <li>Generate ideas by drawing on their own experiences</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that buildings were designed differently in the past to today.</li> <li>Know that buildings were made with different materials in the past.</li> <li>Know that products needs to meet design criteria.</li> <li>Develop and communicate ideas by talking and drawing</li> <li>Generate ideas by drawing on their own experiences</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that materials can be joined in a variety of ways.</li> <li>Know that the properties of materials affect their selection.</li> <li>Know that structures can be made stiffer and stronger.</li> <li>Use knowledge of existing products to help come up with ideas.</li> <li>Model ideas by exploring materials.</li> <li>Explain their choices.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that tools need to be used safely.</li> <li>Work confidently within a range of contexts.</li> <li>Select from a range of tools, materials and components.</li> <li>Measure, mark out, cuts and shapes a range of materials and components.</li> <li>Follow procedures for safety.</li> <li>Assemble, join and combine materials and components.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Model ideas by exploring materials.</li> <li>Explain their choices.</li> <li>Use a range of materials, components and textiles.</li> <li>Select from a range of tools, materials and components.</li> <li>Explain why they have chosen specific materials</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that structures can be made stiffer and stronger.</li> <li>Use simple design criteria to help develop their ideas.</li> <li>Explain why they have chosen specific materials</li> <li>Explain what went well and not well with their work.</li> <li>Make a model stronger and more stable.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Use simple design criteria to help develop their ideas.</li> <li>Explain their choices</li> <li>State what products they are designing and making.</li> <li>Know that products needs to meet design criteria.</li> <li>Develop and communicate ideas by talking and drawing</li> </ul>



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	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
		•	<ul style="list-style-type: none"> <li>• Use a range of materials, components and textiles.</li> <li>• Explain why they have chosen specific materials</li> <li>• Measure materials to use in a model or structure.</li> <li>• Choose tools and materials.</li> <li>• Explain what went well and not well with their work.</li> <li>• Make a model stronger and more stable.</li> <li>• Join materials and components in different ways.</li> <li>• Follow procedures for safety</li> <li>• Use a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why they have chosen specific materials</li> <li>• Make a model stronger and more stable.</li> <li>• Join materials and components in different ways.</li> <li>• Measure materials to use in a model or structure.</li> </ul>			



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	<p><b>Activity</b></p> <p>During intriguing introduction children will look at house designs during the 1600s</p>	<p><b>Activity</b></p> <p>Children will look at structures of houses during the 1600s. Children will create a design criteria for a house. Children will use cardboard strips to begin to create a model for their structure.</p>	<p><b>Activity</b></p> <p>Using the model from the previous lesson, children will use lollipop sticks and a variety of materials to investigate which material is the strongest to bond their model together. Children will begin to assemble their structure. Creating 4 walls and using prior knowledge to make sure the structure of their model is stable.</p>	<p><b>Activity</b></p> <p>Children will investigate which structure shapes are most effective for the roof of their model.</p>	<p><b>Activity</b></p> <p>Children will look at how roofs were constructed in the 1600s and created a thatched roof for their model</p>	<p><b>Activity</b></p> <p>Children will investigate ways to strength the sides of their model.</p>	<p><b>Activity</b></p> <p>Children will evaluate their model. They will assess:</p> <ul style="list-style-type: none"> <li>Whether it is waterproof.</li> <li>How stable the structure is</li> </ul>
Computing Multimedia design	<p><b>National Curriculum Objective</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>National Curriculum Objective</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>National Curriculum Objective</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>National Curriculum Objective</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>National Curriculum Objective</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>National Curriculum Objective</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>National Curriculum Objective</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know what a computer is and that is made up of different components.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand that programs require precise instructions</li> <li>Know that buttons cause effects.</li> <li>Know that technology follows instructions.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know what a computer is and that is made up of different components.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand that programs require precise instructions</li> <li>Know that buttons cause effects.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand that programs require precise instructions</li> <li>Know that buttons cause effects.</li> <li>Know that technology follows instructions.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand that programs require precise instructions</li> <li>Know that buttons cause effects.</li> <li>Know that technology follows instructions.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that technology is doing what we want it to via an output.</li> <li>Understand that programs require precise instructions</li> </ul>









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	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know types of exercise that will increase your heart rate.</li> <li>Pupils copy, remember, repeat and explore simple skills.</li> <li>Pupils discuss the difference between their own and others' actions.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know types of exercise that will increase your heart rate.</li> <li>Pupils have increasing basic control and co-ordination when performing simple skills.</li> <li>Pupils start to vary skills to suit different activities e.g. passing, shooting at a target</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know when power or accuracy is more important.</li> <li>Pupils start to vary skills to suit different activities e.g. passing, shooting at a target</li> <li>Pupils have increasing basic control and co-ordination when performing simple skills.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know when power or accuracy is more important.</li> <li>To know different sports where throwing and catching is important</li> <li>Pupils discuss the difference between their own and others' actions.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know when power or accuracy is more important.</li> <li>To know different sports where throwing and catching is important</li> <li>To know types of exercise that will increase your heart rate.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know when power or accuracy is more important.</li> <li>To know different sports where throwing and catching is important</li> <li>To know types of exercise that will increase your heart rate.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know when power or accuracy is more important.</li> <li>To know different sports where throwing and catching is important</li> <li>To know types of exercise that will increase your heart rate.</li> </ul>
	<p><b><u>Activity</u></b></p> <p>Pupils will learn to roll and stop a ball and bounce a ball with control whilst moving.</p>	<p><b><u>Activity</u></b></p> <p>Pupils will learn to throw and catch a ball both individually and with a partner.</p>	<p><b><u>Activity</u></b></p> <p>Pupils will learn to how to bounce pass a ball to a partner.</p>	<p><b><u>Activity</u></b></p> <p>Pupils will discuss sports which use throwing and catching. Pupils will continue to practice passing in larger groups.</p>	<p><b><u>Activity</u></b></p> <p>Pupils will learn the rules of bench ball and play a simple game.</p>	<p><b><u>Activity</u></b></p> <p>Pupils will play a game of bench ball and discuss the important of throwing and catching within the game.</p>	<p><b><u>Activity</u></b></p> <p>Pupils will play a game of bench ball and demonstrate their learning of the topic by creating a rule booklet</p>



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RE Beginnings Signs & Symbols	<b>Beginnings</b> <b>Big Question</b> Who made the world and everything in it?	<b>Learning Focus 1</b> Retell the creation story	<b>Learning focus 3</b> Describe what happens at prayer time at the beginning of the day. Begin to give reasons why we do this.	<b>Learning focus 5</b> Retell Psalm 8	<b>Signs and symbols</b> <b>Explore</b> Explore the signs and symbols you have experienced. <b>Big Question</b> Are signs and symbols important?	<b>Learning focus 2</b> Describe how a baby is welcomed into church during baptism.	<b>Learning focus 4</b> Recognise why the oil is an important part of baptism.
	<b>Activity</b> Children to complete big question as a class adding in their own ideas.	<b>Activity</b> Children to respond to scripture and retell the story in their own words.	<b>Activity</b> Children to discuss the different times we pray in a school day. Children will discuss why we pray.	<b>Activity</b> Children will act out the psalm discussing the main message.	<b>Activity</b> Children to complete big question as a class. Children to look at symbols they see every day and discuss how these help us.	<b>Activity</b> Using pictures from their role play, children will describe the different parts of a baptism.	<b>Activity</b> Using their knowledge of signs and symbols children will focus on the oil used in baptism and discuss its meaning.
	<b>Explore</b> Explore the beginnings of every day.	<b>Learning focus 2</b> Recognise how Psalm 139 makes you feel and Retell the Psalm in your own words.	<b>Learning focus 4</b> Describe the amazing things God has made for us.	<b>Learning focus 6</b> Describe how God might help you in a new beginning	<b>Learning focus 1</b> Re-enact a baptism, describe the items which are used	<b>Learning focus 3</b> Describe the signs and symbols used in baptism.	<b>Learning focus 5/6</b> Describe how we can live like a member of God's family.
	<b>Activity</b> Children to look how new days begin.	<b>Activity</b> Children to read the Psalm, thinking about how it makes them feel and what the main message of the Psalm is.	<b>Activity</b> Using scripture children will draw all of the things God has given us.	<b>Activity</b> Children to think of a new beginning they've had and how God was there for them in this time.	<b>Activity</b> Using role-play children will act out a baptism/	<b>Activity</b> Children will identify the signs and symbols in baptism and describe their meaning.	<b>Activity</b> Children will use baptismal vows to explain how they can live like a member of God's family.
PSHE Being Me	L8 - Explore ways in which they are all unique.	L8 - Explore ways in which they are all unique.	L8 - Explore ways in which they are all unique.	L8 - Explore ways in which they are all unique.	L8 - Explore ways in which they are all unique.	L4 - Recognise they belong to different groups	L4 - Recognise they belong to different groups



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## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 1 2019 TEACHER: Miss Lane Teaching Assistant: Miss Matto YEAR GROUP: Year 2



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TOPIC TITLE: Great Fire of London BOOK FOCUS: Vlad and the Great Fire by Kate Cunningham

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	<p>R9 - Identify what makes them special.</p> <p>Lesson: Warm Up Hedgehogs</p> <p>Skills Wheel</p> <p>L8 &amp; R9- What makes me, me? <a href="http://www.bbc.co.uk/education/clips/zyt2tfr">www.bbc.co.uk/education/clips/zyt2tfr</a></p> <p>End Game: Listen</p>	<p>L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>R9 - Identify what makes them special.</p> <p>Lesson: Warm Up Hedgehogs</p> <p>L8 &amp; R9: Magic Box</p> <p>L8&amp;9, R9: What makes me, me?</p> <p>End Game: Listen</p>	<p>R7-Offer constructive support to others.</p> <p>Lesson: Warm Up Hedgehogs</p> <p>L8 &amp; R7 Swamp Game</p> <p>End Game: Listen</p>	<p>R9 - Identify what makes them special.</p> <p>Lesson: Warm Up Hedgehogs</p> <p>L8 &amp; R9- Who is special to me? Why are they special?</p> <p>End Game: Listen</p>	<p>L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>R7 - Offer constructive support to others.</p> <p>R9 - Identify what makes them special.</p> <p>Lesson: Warm Up Hedgehogs</p> <p>L8&amp;9, R7&amp;9- Vote &amp; Persuade activity</p> <p>End Game: Listen</p>	<p>and communities such as family and school.</p> <p>Lesson: Warm Up Hedgehogs</p> <p>L4- Thought Bubbles-School</p> <p>End Game: Listen</p>	<p>and communities such as family and school.</p> <p>L8 - Explore ways in which they are all unique.</p> <p>Lesson: Warm Up Hedgehogs</p> <p>L4&amp;8- Local Area- special places.</p> <p>Skills Wheel</p> <p>Passport Question: Knowing I'm special matters because...</p> <p>End Game: Listen</p>



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Music Bongo Drums	<p><b><u>National Curriculum Objective</u></b> Play tuned and untuned instruments musically</p> <p><b><u>Skills and Knowledge</u></b> Hold the bongo correctly. Know how to play the basic strokes.</p> <p><b><u>Activity</u></b> Practise intermediate bongo strokes. Play groove 1 using these.</p>	<p><b><u>National Curriculum Objective</u></b> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b><u>Skills and Knowledge</u></b> Understand the ways a note can be divided and the effect this has on the sound.</p> <p><b><u>Activity</u></b> Develop our intermediate rhythm into a beat. Explore how notes can be divided to create different rhythms.</p>	<p><b><u>National Curriculum Objective</u></b> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b><u>Skills and Knowledge</u></b> Play a slow rock rhythm Groove 1.</p> <p><b><u>Activity</u></b> Attempt to play a slow rock rhythm with a backing track, grooves 1 and 2.</p>	<p><b><u>National Curriculum Objective</u></b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b><u>Skills and Knowledge</u></b> Play a Fast rock 1 Create a composition using the rhythms given.</p> <p><b><u>Activity</u></b> Play a Fast rock rhythm. Write an African drumming composition using the rhythms given.</p>	<p><b><u>National Curriculum Objective</u></b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b><u>Skills and Knowledge</u></b> play a simple country rhythm Groove 1 Know how to play 2 Country Music Rhythms.</p> <p><b><u>Activity</u></b> Play and Sing Country Road - J Denver with Groove 1.</p>	<p><b><u>National Curriculum Objective</u></b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b><u>Skills and Knowledge</u></b> Know how to play a Pop Rhythm, using 2 grooves. Understand what is meant by the word Tempo and describe a piece of music in terms of its tempo.</p> <p><b><u>Activity</u></b> Play a Pop rhythm with a backing track, grooves 1 and 2.</p>	<p><b><u>National Curriculum Objective</u></b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music <b><u>Skills and Knowledge</u></b> Know how to play a Bosa Nova rhythm Groove 1.</p> <p><b><u>Activity</u></b> Attempt to play a Bosa Nova rhythm with a backing track, groove 1.</p>
French	<p><b><u>National Curriculum Objective</u></b> Explore patterns and sounds of language</p>	<p><b><u>National Curriculum Objective</u></b> Develop accurate pronunciation and</p>	<p><b><u>National Curriculum Objective</u></b> Ask/answer questions</p>	<p><b><u>National Curriculum Objective</u></b></p>	<p><b><u>National Curriculum Objective</u></b> Speak in sentences using familiar vocabulary,</p>	<p><b><u>National Curriculum Objective</u></b> Read carefully and understand words,</p>	<p><b><u>National Curriculum Objective</u></b></p>



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	<p>through rhymes and songs and link sounds, spelling and meaning of words</p> <p><b>Skills and Knowledge</b> Know at least three greeting words/phrases in French</p> <p><b>Activity</b> Introduce various greeting phrases through a range of games, rhymes and songs</p>	<p>intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p><b>Skills and Knowledge</b> Speak at least two short French phrases Know language for a simple conversation</p> <p><b>Activity</b> Revise greetings and pupils speak simple paired conversations</p>	<p><b>Skills and Knowledge</b> Know how to use their voices when asking a question</p> <p><b>Activity</b> Practise previously learned language through games/songs and speak short paired conversations saying their names and asking their partner's name</p>	<p>Listen attentively and show understanding by joining in and responding</p> <p><b>Skills and Knowledge</b> Pronounce numbers 1-10 in French Know at least six numbers between 1-10</p> <p><b>Activity</b> Introduce numbers 1-10 in French through listening and speaking games</p>	<p>phrases and language structures</p> <p><b>Skills and Knowledge</b> Know numbers 1-10 in French</p> <p><b>Activity</b> Pupils speak to each other expressing their name and how old they are</p>	<p>phrases and simple writing</p> <p><b>Skills and Knowledge</b> Read simple French conversation Know at least five phrases based on greetings and ages</p> <p><b>Activity</b> Simple reading comprehension where pupils work out the English meaning of a short written conversation</p>	<p>Write short phrases from memory and adapt these to create new sentences</p> <p><b>Skills and Knowledge</b> Write at least two French phrases about themselves Know how to use reading stimulus from previous lesson to aid writing</p> <p><b>Activity</b> Using the written conversation from the previous lesson, pupils write their name, age and any other information they can remember about themselves using short sentences</p>
<b>British Values</b>	<p><b>The Rule of Law</b> Encouraging children to work together as a team during intriguing introduction</p>	<p><b>The Rule of Law</b> Creating rules for working together during DT to make it fair for everyone.</p>	<p><b>Mutual Respect and Tolerance of Different Faiths and Beliefs</b> Link to PHSE discussing we are all unique and RE promoting the teaching that we are all made equal in the eyes of God.</p>	<p><b>Individual Liberty</b> Providing children with the opportunity to discuss their likes and dislikes of different historical sources</p>	<p><b>The Rule of Law</b> Link to PHSE discussing our feelings and the consequences of our actions.</p>	<p><b>Mutual Respect and Tolerance of Different Faiths and Beliefs</b> Link to PHSE discussing different communities we belong to.</p>	<p><b>Democracy</b> All children have an opportunity to vote for their favourite model created in DT</p>
<b>Special Events</b>	<p><b>Intriguing Introduction</b> Which method is best for extinguishing a fire?</p>					<p><b>Experience for English</b> Great British Bake of 1666</p>	<p><b>Expert Ending</b> Mrs Lane to visit class, children to show their DT</p>



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							projects. Mrs Lane to decide which house she would buy.