



<b>Once Upon A Time Autumn 2020 Y1 and Y2</b> First Hand Learning - Fairy Tale Character Day			
<b>Science</b> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions. Yr 1 Seasonal Changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.  Use of Everyday Materials Y1 Pupils should be taught to: <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> Use of Everyday Materials Y2 Pupils should be taught to: <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul>	<b>Week 1 5.10.20</b>  <b>Science Y1 Seasonal changes</b> Autumn – looking at environmental changes/weather (link to Geog). Walk to the Wildlife Area to observe changes – collect leaves and identify them using <a href="https://www.twinkl.co.uk/resource/t2-s-875-tree-identification-sheet">https://www.twinkl.co.uk/resource/t2-s-875-tree-identification-sheet</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd">https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-the-changing-seasons/zh4rkmn">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-the-changing-seasons/zh4rkmn</a> <a href="https://www.twinkl.co.uk/resources/seasons/autumn/autumn-activities">https://www.twinkl.co.uk/resources/seasons/autumn/autumn-activities</a>  <b>Science Y1 Plants</b> Naming trees and identifying evergreen/deciduous – link to Autumn  <b>PLAN – Observing over time</b> Ask questions about how and why things change. Ask questions about how and why things are similar or different. <b>DO - Sorting and classifying</b> Sort objects by observable and behavioural features. <b>REVIEW - Observing over time</b> Identify simple changes and talk about them. Begin to use scientific language to talk about the changes.	<b>Week 2 12.10.20</b>  <b>Y1/2 Everyday materials</b> Properties; identifying, naming and grouping Suitability of materials  Cold Task – How would you sort the given materials? Introduce names of materials Label materials in given pictures  <b>PLAN - Sorting and classifying</b> Decide what to observe to identify or sort things. <b>Pattern seeking</b> Ask questions about why and how things are linked. <b>DO – Observing over time</b> Make comparisons between simple features of objects, materials or living things. Record observations in words or pictures or simple tables <b>REVIEW – Sorting and classifying</b> Identify similarities and differences and talk about them. Begin to use scientific language to talk about how things are similar or different.	<b>Week 3 19.10.20</b>  <b>Y1/2 Everyday materials</b> Properties; identifying, naming and grouping Suitability of materials  Focus on learning how everyday objects are made and which material they come from. Start with wood/paper/card and plastic etc. Look at the process of wood being made into paper. Sort objects into hard/soft plastic and what the differences are. Talk about how we recycle plastic and why we do this.  Invite children to bring in or take a photo of something made of wood/plastic.  <b>PLAN - Sorting and classifying</b> Decide what to observe to identify or sort things. <b>Pattern seeking</b> Ask questions about why and how things are linked. <b>DO – Observing over time</b> Make comparisons between simple features of objects, materials or living things. Record observations in words or pictures or simple tables <b>REVIEW – Sorting and classifying</b> Identify similarities and differences and talk about them. Begin to use scientific language to talk about how things are similar or different.
	<b>Week 4 2.11.20</b>  <b>Y1/2 Everyday materials</b> Properties; identifying, naming and grouping	<b>Week 5 9.11.20</b>  <b>Y1/2 Everyday materials</b> Properties; identifying, naming and grouping Suitability of materials	<b>Week 6 16.11.20</b>  <b>Y1/2 Everyday materials</b> Properties; identifying, naming and grouping Suitability of materials

<ul style="list-style-type: none"> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p>Suitability of materials</p> <p>Focus on glass and metal - Look at the process of how they are made and what other materials are used to make them. (Use YouTube video to show this) <a href="http://mocomi.com/how-is-glass-made/">http://mocomi.com/how-is-glass-made/</a> Talk about how we recycle glass and metal and why we do this. <a href="http://www.ducksters.com/science/metals.php">http://www.ducksters.com/science/metals.php</a></p> <p>Invite children to bring in or take a photo of something made of glass/metal.</p> <p><b>PLAN - Sorting and classifying</b> Decide what to observe to identify or sort things.</p> <p><b>Pattern seeking</b> Ask questions about why and how things are linked.</p> <p><b>DO – Observing over time</b> Make comparisons between simple features of objects, materials or living things. Record observations in words or pictures or simple tables.</p> <p><b>REVIEW – Research</b> Begin to use scientific language to talk about what you have found out. Talk about whether the information source was useful. Give an opinion about some things you found out.</p>	<p>Focus on fabric - Look at the process of how it is made (Use YouTube video to show this) Talk about how we recycle and reuse fabric. Focus on rock/brick – use video on website to learn about rocks <a href="http://www.theschoolrun.com/homework-help/rocks-and-soil">http://www.theschoolrun.com/homework-help/rocks-and-soil</a> Learn about how rock makes soil.</p> <p><b>PLAN - Sorting and classifying</b> Decide what to observe to identify or sort things.</p> <p><b>Pattern seeking</b> Ask questions about why and how things are linked.</p> <p><b>DO – Observing over time</b> Make comparisons between simple features of objects, materials or living things. Record observations in words or pictures or simple tables.</p> <p><b>REVIEW – Research</b> Begin to use scientific language to talk about what you have found out. Talk about whether the information source was useful. Give an opinion about some things you found out</p>	<p>Introduce science investigation linked to Goldilocks and The Three Bears. Link to DT.</p> <div data-bbox="1664 177 1888 470">  <p><b>GOLDILOCKS STEM ACTIVITY</b></p> </div> <p>Can you design a bed for Goldilocks? (Play Mobil toy) What materials will you use? Why will you use these? Ask and answer questions and create a bed using a range of materials selected.</p> <p>How can we tell whether your bed was successful e.g. did it hold the Play Mobil person, did it stay up or collapse??</p> <p><b>PLAN - Fair testing</b> Ask questions about why and how. With help notice links between cause and effect. With help identify simple variables to change and measure.</p> <p><b>DO – Observing over time</b> Make comparisons between simple features of objects, materials or living things. Record observations in words or pictures or simple tables.</p> <p><b>REVIEW – Fair testing</b> Begin to use simple scientific language to identify and describe simple causal relationships. With help say if their test was fair. Say if the relationship was as expected.</p>
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Science - Remote Learning	<p>6 x lessons - Materials  <a href="https://classroom.thenational.academy/units/materials-de3f">https://classroom.thenational.academy/units/materials-de3f</a></p> <p>6 x lessons – Changing Materials  <a href="https://classroom.thenational.academy/units/changing-materials-0397">https://classroom.thenational.academy/units/changing-materials-0397</a></p>		

Geography Identify seasonal and daily weather patterns in the UK	<b>Week 1 5.10.20</b>		
	<b>Human and physical geography and geographical skills</b> Geographical vocabulary – season, weather, temperature Observational skills – features of our environment and school grounds Link to Science seasonal changes – walk around the Wildlife Area to observe changes. Observe changes in weather/temperature – use a thermometer and look at weather websites to read daily temperature. Link to Art – see below		
Remote Learning - Geography	National Academy – Seasons <a href="https://classroom.thenationalacademy/units/seasons-and-change-3c8a">https://classroom.thenationalacademy/units/seasons-and-change-3c8a</a> Explore weather in the UK. <a href="https://www.bbc.co.uk/bitesize/articles/zv3xwnb">https://www.bbc.co.uk/bitesize/articles/zv3xwnb</a>		
Art Pupils should be taught: •to use a range of materials creatively to design and make products •to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination •to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space •about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<b>Week 1 5.10.20</b>	<b>Week 2 12.10.20</b>	<b>Week 3 19.10.20</b>
	<b>Art skills – exploring line, shape, form and colour; share ideas and use imagination; look at artist’s practices and disciplines; evaluate own work.</b>  Autumn art work <a href="https://theimaginationtree.com/50-autumn-play-art-activities-kids/">https://theimaginationtree.com/50-autumn-play-art-activities-kids/</a>  Share some fairy tales and look at the different ways in which wolves are portrayed. Draw your favourite style and talk about why you like it.	<b>Art skills – exploring line, shape, form and colour; share ideas and use imagination; look at artist’s practices and disciplines; evaluate own work.</b>  Focus on different illustrators and how they create different characters – This week: Quentin Blake/Beatrix Potter (water colour). (water colour and fine liner). Learn and practise water colours skills. Find out about famous artists who use water colour.	<b>Art skills – exploring line, shape, form and colour; share ideas and use imagination; look at artist’s practices and disciplines; evaluate own work.</b>  Focus on different illustrators and how they create different characters – This week: Quentin Blake/Beatrix Potter (water colour and fine liner). Learn and practise using fine liners.
	<b>Week 4 2.11.20</b>	<b>Week 5 9.11.20</b>	<b>Week 6 16.11.20</b>
	<b>Art skills – exploring line, shape, form and colour; share ideas and use imagination; look at artist’s practices and disciplines; evaluate own work.</b>  Focus on different illustrators and how they create different characters – This week: Alex Scheffler (cartoon-like)	<b>Art skills – exploring line, shape, form and colour; share ideas and use imagination; look at artist’s practices and disciplines; evaluate own work.</b>  Focus on different illustrators and how they create different characters – This week: Alex Scheffler (cartoon-like)	<b>Art skills – exploring line, shape, form and colour; share ideas and use imagination; look at artist’s practices and disciplines; evaluate own work.</b>  Focus on different illustrators and how they create different characters – This week: John Burningham

	Learn and practise cartoon/painting skills. Find out about famous artists who use paint/cartoons.	Learn and practise cartoon/painting skills. Find out about famous artists who use paint/cartoons.	(pencil/sketching/cross hatching) Learn and practise pencil/sketching skills. Find out about famous artists who use pencils.
	<b>Week 7 23.11.20</b>		
	<b>Art skills – exploring line, shape, form and colour; share ideas and use imagination; look at artist’s practices and disciplines; evaluate own work.</b> Focus on different illustrators and how they create different characters – This week: John Burningham (pencil/sketching/cross hatching) Learn and practise pencil/sketching skills. Find out about famous artists who use pencils.		
Remote Learning - ART	How to be an illustrator video <a href="https://www.bing.com/videos/search?q=illustrators+for+kids+to+watch+about&amp;qvvt=illustrators+for+kids+to+watch+about&amp;view=detail&amp;mid=6C709EC7D06E4B7F327E6C709EC7D06E4B7F327E&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dillustrators%2Bfor%2Bkids%2Bto%2Bwatch%2Babout%26qvvt%3D%2Billustrators%2Bfor%2Bkids%2Bto%2Bwatch%2Babout%26FORM%3DVDRE">https://www.bing.com/videos/search?q=illustrators+for+kids+to+watch+about&amp;qvvt=illustrators+for+kids+to+watch+about&amp;view=detail&amp;mid=6C709EC7D06E4B7F327E6C709EC7D06E4B7F327E&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dillustrators%2Bfor%2Bkids%2Bto%2Bwatch%2Babout%26qvvt%3D%2Billustrators%2Bfor%2Bkids%2Bto%2Bwatch%2Babout%26FORM%3DVDRE</a> Look at different illustrators pictures and re-create a book illustration using the illustrator’s style.		
Computing -recognise common uses of information technology beyond school -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<b>Week 1 5.10.20</b>	<b>Week 2 12.10.20</b>	<b>Week 3 19.10.20</b>
	<b>Use technology purposefully to create, organise, store and retrieve digital content. Use technology safely and respectfully.</b> Link to Science - Learn how to open, retrieve and save a document. Open a document about Autumn; add to it and save it.	<b>Use technology purposefully to create, organise, store and retrieve digital content. Use technology safely and respectfully.</b> Learn how to open, retrieve and save a document. Open a document about materials and their properties; add to it and save it.	<b>Use technology purposefully to create, organise, store and retrieve digital content. Use technology safely and respectfully.</b> Link to Science - Learn how to access a website safely to watch clip about materials <a href="http://www.bbc.co.uk/schools/scienceclips/ages/5_6/sorting_using_mate.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/5_6/sorting_using_mate.shtml</a>
	<b>Week 4 2.11.20</b>	<b>Week 5 9.11.20</b>	<b>Week 6 16.11.20</b>
	<b>Use technology purposefully to create, organise, store and retrieve digital content. Use technology safely and respectfully.</b> Link to Art - Learn how to access a website safely to watch clip about Axel Scheffler <a href="https://axelscheffler.com/">https://axelscheffler.com/</a>	<b>Use technology purposefully to create, organise, store and retrieve digital content. Use technology safely and respectfully.</b> Make a firework safety poster using publisher and clipart. Use websites to look at suggestions for this e.g. RoSPA.	<b>Use technology purposefully to create, organise, store and retrieve digital content. Use technology safely and respectfully.</b> Learn how to open, retrieve and save a document. Open a document about an illustrator; add to it and save it.

	<b>Week 7 23.11.20</b>		
	<b>Use technology purposefully to create, organise, store and retrieve digital content. Use technology safely and respectfully.</b> Explore 2Simple Paint to draw pictures in the style of John Burningham e.g. using pencil lines and colour over the top.		
Remote Learning - Computing	Link to Science - Learn how to access a website safely to watch clip about materials. Use a Powerpoint to learn about materials. <a href="http://www.bbc.co.uk/schools/scienceclips/ages/5_6/sorting_using_mate.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/5_6/sorting_using_mate.shtml</a> <a href="https://www.twinkl.co.uk/resource/t-sc-412-comparing-and-grouping-everyday-materials-activity-powerpoint">https://www.twinkl.co.uk/resource/t-sc-412-comparing-and-grouping-everyday-materials-activity-powerpoint</a> Link to Art - Learn how to access a website safely to watch clip about Axel Scheffler and John Burningham. Use a Paint program to draw illustrations in the style of the illustrator. Watch stories being read by each illustrator. <a href="https://axelscheffler.com/">https://axelscheffler.com/</a> <a href="https://www.bing.com/videos/search?q=john+burningham&amp;view=detail&amp;mid=9A1C66B4E01AFAB565799A1C66B4E01AFAB56579&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Djohn%2Bburningham%26FORM%3DHDRSC3">https://www.bing.com/videos/search?q=john+burningham&amp;view=detail&amp;mid=9A1C66B4E01AFAB565799A1C66B4E01AFAB56579&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Djohn%2Bburningham%26FORM%3DHDRSC3</a> Make a firework safety poster. <a href="https://www.youtube.com/watch?v=SuReDrYQU_4">https://www.youtube.com/watch?v=SuReDrYQU_4</a> - Fireman Sam firework safety.		
PE Pupils should be taught to: -master basic movements including running, jumping, developing balance, agility and coordination and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending	<b>Week 1 5.10.20</b>	<b>Week 2 12.10.20</b>	<b>Week 3 19.10.20</b>
	<b>Basketball with Coach</b> <b>1 x Multiskills Lesson 4</b> Sending and receiving (rolling) Passing the ball on the move. <a href="https://www.sasp.co.uk/uploads/multiskills-year-1-lessons-1-12.pdf">https://www.sasp.co.uk/uploads/multiskills-year-1-lessons-1-12.pdf</a>	<b>Basketball with Coach</b> <b>1 x Multiskills Lesson 5</b> Sending and receiving (rolling) Passing the ball on the move,	<b>Basketball with Coach</b> <b>1 x Multiskills Lesson 6</b> Sending and receiving – throwing and catching Watching the ball. Getting in line to receive it. Underarm throwing
	<b>Week 4 2.11.20</b>	<b>Week 5 9.11.20</b>	<b>Week 6 16.11.20</b>
	<b>Invasion Games – Hockey with Coach</b> <b>1 x Multiskills Lesson 7</b> Sending and receiving (kicking) Kicking the ball, Passing the ball and getting in line to receive the ball.	<b>Invasion Games – Hockey with Coach</b> <b>1 x Multiskills Lesson 8</b> Aiming (Golf??) Aiming skills. Underarm & overarm throwing. Judging distance	<b>Invasion Games – Hockey with Coach</b> <b>1 x Multiskills Lesson 9</b> <b>Net type activity</b> Racket Handling skills. Aiming skills. Controlling skills.
	<b>Week 7 23.11.20</b>		
	<b>Invasion Games – Hockey with Coach</b> <b>1 x Multiskills Lesson 10</b> <b>Net type activity</b> Racket Handling skills. Aiming skills. Controlling skills.		
Remote Learning - PE	Follow Joe Wicks Daily PE session: <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a> Use BBC Bitesize clips for movement skills <a href="https://www.bbc.co.uk/bitesize/topics/zhn4d2p">https://www.bbc.co.uk/bitesize/topics/zhn4d2p</a> Yoga - <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>		

History Pupils should be taught about: -changes within living memory. Significant historical events, people and places in their own locality.	<b>Week 4 2.11.20</b>  <b>Significant historical events, people and places in their own locality</b> <b>Historical skills – sequencing, recognising the difference between past/present, interpretations of the past e.g. story, photos etc, enquiry using artefacts.</b>  Historic Horsham Workshop – visit from museum staff??? <a href="https://www.horshammuseum.org/learnin/school-workshop">https://www.horshammuseum.org/learnin/school-workshop</a> <a href="https://horshammuseum.org/visit/take-a-virtual-tour">https://horshammuseum.org/visit/take-a-virtual-tour</a> Do Museum Virtual Tour. Learn about the history of our local town and any key historical events, people or places – link to stories e.g. The Dragon of St Leonards forest. Re-tell the story. <a href="https://allaboutdragons.com/dragons/Dragon_of_St_Leonards_Forest">https://allaboutdragons.com/dragons/Dragon_of_St_Leonards_Forest</a> <a href="http://www.visitoruk.com/Horsham/10th-century-T3878.html">http://www.visitoruk.com/Horsham/10th-century-T3878.html</a>  Focus on the history of fairy stories – Grimm brothers and Hans Christian Anderson – how do we know these stories are old? Make a timeline of our favourite fairy tales and modern fairy tales e.g The Gruffalo.	<b>Week 5 9.11.20</b>  <b>Significant historical events, people and places in their own locality</b> <b>Historical skills – sequencing, recognising the difference between past/present, interpretations of the past e.g. story, photos etc, enquiry using artefacts.</b>  Post workshop activities to demonstrate knowledge of significant events and people of Horsham. Information about the history of fairy tales for adults <a href="https://www.bing.com/videos/search?q=fairy+stories+for+kids+and+the+history+of+the+m&amp;&amp;view=detail&amp;mid=069EFF0FAC7296325F25069EFF0FAC7296325F25&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dfairy%2Bstories%2Bfor%2Bkids%2Band%2Bthe%2Bhistory%2Bof%2Bthem%26FORM%3DHDRSC3">https://www.bing.com/videos/search?q=fairy+stories+for+kids+and+the+history+of+the+m&amp;&amp;view=detail&amp;mid=069EFF0FAC7296325F25069EFF0FAC7296325F25&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dfairy%2Bstories%2Bfor%2Bkids%2Band%2Bthe%2Bhistory%2Bof%2Bthem%26FORM%3DHDRSC3</a>  Look at different interpretations/illustrations of the characters of fairy tales over time. Why do they change? Discuss how the interpretation of the stories has changed and how the authors altered the original story and why.	
Remote Learning - History	<a href="https://classroom.thenational.academy/units/how-have-peoples-lives-changed-in-living-memory-e32c">https://classroom.thenational.academy/units/how-have-peoples-lives-changed-in-living-memory-e32c</a> Focus on How have toys changed Part 1 + 2 <a href="https://www.twinkl.co.uk/resources/planit-history-primary-teaching-resources/planit-history-primary-teaching-resources-ks1/planit-history-primary-teaching-resources-ks1-toys">https://www.twinkl.co.uk/resources/planit-history-primary-teaching-resources/planit-history-primary-teaching-resources-ks1/planit-history-primary-teaching-resources-ks1-toys</a>		
RE (From RE Syllabus) That Sunday is the special holy day for Christians • That Christians show God is important to them through worship	<b>Week 2 12.10.20</b>	<b>Week 3 19.10.20</b>	
	<b>What happens in a church? Pg 77 RE syllabus</b> <b>Knowledge/skills/understanding</b>	<b>What happens in a church? Pg 77 RE syllabus</b> <b>Knowledge/skills/understanding</b>	



<ul style="list-style-type: none"> <li>• What happens in a church service on Sundays and how elements are connected with worship of God</li> <li>• There are other acts of worship held in church</li> <li>• There are key people who work in the church</li> <li>• The church is an important building for the local community as well as the people who worship there</li> </ul>	<p>Recall some of the different things that happen in churches (L1) Identify Sunday as the special holy day for Christians (L1) Talk about what Christians believe (L2) Suggest ways in which Christians worship e.g. praying, singing (L2) Make links between how Christians worship and the beliefs they are expressing (L3) Compare how Christians worship with other 'special days' across the faiths they have studied (L3)</p> <p>Activities: Share experiences of when children have been to church and use them to make a list of special times that people may go to church Invite a local church leader to show their special garments/vestments and talk about their work. Hear examples of songs and music that are used in church – or watch the church community at worship using video / website links</p>	<p>Hear and talk about different sorts of prayers Look for evidence of worship within the church building or through the use of videos - altar rail, organ, pulpit, prayer and hymn books, notice board, guitar etc. Ask questions about aspects of church services that puzzles them (L2) Express their own ideas about worship (L2) Compare their thoughts about worship with others, giving reasons for the differences (L3)</p> <p>Activities: Recall different groups that the children may belong to and how they care for each other. Include in the discussion families with different faith backgrounds and places where they meet together Plan for a special occasion within the class or school e.g. Christmas party</p>	
Remote Learning - RE	<a href="https://www.bbc.co.uk/bitesize/topics/zdykixs/resources/1">https://www.bbc.co.uk/bitesize/topics/zdykixs/resources/1</a> Focus on a Christian baptism. Focus on Lesson 10 Churches + Lesson 11 Christian celebrations - <a href="https://www.saveteacherssundays.com/re/year-1/708/">https://www.saveteacherssundays.com/re/year-1/708/</a>		
DT	<b>Week 6 16.11.20</b>	<b>Week 7 23.11.20</b>	
<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>-design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p>	<p>Link to Science investigation – see Science</p> <p><b>DT skills – product design - come up with an idea; draw an idea; explain how the product will work; make judgments about how the product will work; make improvements and alterations; select appropriate materials to make the product; use materials and tools safely; assemble, join and combine materials; use appropriate language to describe product features/capabilities e.g. strength, stability etc.</b></p>	<p>Link to Science investigation – see Science</p> <p><b>DT skills – product design - come up with an idea; draw an idea; explain how the product will work; make judgments about how the product will work; make improvements and alterations; select appropriate materials to make the product; use materials and tools safely; assemble, join and combine materials; use appropriate language to describe product features/capabilities e.g. strength, stability etc.</b></p>	



-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]			
Remote Learning - DT	As planning for Science Investigation – complete Goldilocks and the 3 Bears ‘bed making’ task at home.		
PSHE Mental health and emotional wellbeing: Friendship Pupils learn: <ul style="list-style-type: none"> <li>• about the importance of special people in their lives</li> <li>• about making friends and who can help with friendships</li> <li>• about solving problems that might arise with friendships</li> </ul>	<b>Week 1 5.10.20</b>	<b>Week 2 12.10.20</b>	<b>Week 3 19.10.20</b>
	<b>Physical health and well being</b> <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a> Lesson 2: Identify feelings that are good and not so good. Recognise that people feel differently about things and situations. Explain what can change their feelings (from good to not so good and from not so good to good). Suggest things that can help them and others to feel better.	<b>Physical health and well being</b> <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a> Lesson 3: Recognise that feelings can intensify (get stronger). Describe how big feelings can affect their behaviour. Identify what can help them feel better when they have a big feeling (including talking to trusted adults). Use words or phrases to ask for help with feelings.	<b>Mental Health and Emotional well-being</b> (Islington Scheme pg 91) Self-awareness and friendship Lesson 1 – Pre-topic assessment (pg 100) Learn about the importance of special people in their lives.
	<b>Week 4 2.11.20</b>	<b>Week 5 9.11.20</b>	<b>Week 6 16.11.20</b>
	<b>Mental Health and Emotional well-being</b> (Islington Scheme pg 91) Self-awareness and friendship Lesson 2: Understand what makes a good friend. Demonstrate how they show someone they care. Put statements in order of what makes a good friend. (pg 100)	<b>Mental Health and Emotional well-being</b> (Islington Scheme pg 91) Self-awareness and friendship Lesson 3: Understand how people might feel if they are left out or excluded from friendships. Use story ‘Say Hello’ by Jack and Michael Foreman to discuss this. (pg 100)	<b>Mental Health and Emotional well-being</b> (Islington Scheme pg 91) Self-awareness and friendship Lesson 4: Recognise when someone needs a friend and know some ways to approach making friends. Know who they can talk to if they are worried about friendships. Why is it hard to sometimes make friends? Make a class book about how to make friends. (pg 100)
	<b>Week 7 23.11.20</b>		
	<b>Mental Health and Emotional well-being</b> (Islington Scheme pg 91) Self-awareness and friendship Lesson 5: Identify some ways that friendships can go wrong. Describe some ways to sort out friendship problems. Recognise that difficulties within friendships can usually be resolved. Make friendship chains and discuss how these chains/links can be broken. (pg 101)		

Remote Learning - PSHE	National Academy unit – Me. You and Us ( 6 lessons) <a href="https://classroom.thenational.academy/units/me-you-and-us-72ca">https://classroom.thenational.academy/units/me-you-and-us-72ca</a> National Academy unit – Friends ( 4 lessons) <a href="https://classroom.thenational.academy/units/forever-friends-45e8">https://classroom.thenational.academy/units/forever-friends-45e8</a>
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