

I am Me Autumn 2020 Y1 and Y2

First Hand Learning – Village walk

Science	Week 1 7.9.20	Week 2 14.9.20	Week 3 21.9.20
<p>-asking simple questions and recognising that they can be answered in different ways</p> <p>-observing closely, using simple equipment</p> <p>-performing simple tests</p> <p>-identifying and classifying</p> <p>-using their observations and ideas to suggest answers to questions</p> <p>-gathering and recording data to help in answering questions.</p> <p>Pupils should be taught to:</p> <p>Year 1; identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Year 2; notice that animals, including humans, have offspring which grow into adults; find out about and describe the basic needs of animals, including humans, for survival (water, food and air); describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Yr 1/2 Animals inc. humans Body diet, exercise and hygiene Senses/body parts PLAN – Observing over time Ask questions about how and why things change. Ask questions about how and why things are similar or different. DO - Sorting and classifying Sort objects by observable and behavioural features. REVIEW - Observing over time Identify simple changes and talk about them. Begin to use scientific language to talk about the changes.</p> <p>Cold Task – Label body parts What do we need to be healthy? Class discussion Hygiene – Catch it Bin it Kill it + learn about how to stop germs spreading Diet – Link to DT – identifying vegetables + where they come from. Raw and cooked – how do they change? Exercise – Boot Camp type activities + recording how many star jumps etc you can do in one minute. Joe Wicks PE sessions</p> <p>Explorify website</p>	<p>Yr 1/2 Animals inc. humans Body diet, exercise and hygiene Senses/body parts PLAN - Research Ask questions about how things are and the way they work. DO - Sorting and classifying Sort objects by observable and behavioural features. Record my sorting in sorting circles or tables. REVIEW - Observing over time Identify simple changes and talk about them. Begin to use scientific language to talk about the changes.</p> <p>Introduce senses Taste task – tasting different vegetables/fruits (Link to DT – vegetable soup making)</p> <p>Smell task – Play based making perfume activity https://www.fragrance.com/blog/perfume-kids-craft/</p>	<p>Yr 1/2 Animals inc. humans Body diet, exercise and hygiene – Senses/body parts PLAN - Observing over time Ask questions about how and why things are similar or different. PLAN - Sorting and classifying Decide what to observe to identify or sort things. DO – Observing over time Make comparisons between simple features of objects, materials or living things. REVIEW - Sorting and classifying Identify similarities and differences and talk about them. Begin to use scientific language to talk about how things are similar or different.</p> <p>Continue senses learning Touch task – what’s in the bag? https://www.bbc.co.uk/bitesize/clips/zg2vcwx</p>
	<p>Week 4 28.9.20</p>		
	<p>Yr 1/2 Animals inc. humans Body diet, exercise and hygiene – Senses/body parts PLAN - Research Ask questions about how things are and the way they work. With help make suggestions about how to find things out DO – Research</p>		

	<p>Record in words and pictures what you find out. REVIEW - Research Give an opinion about some things you found out. Fair testing Begin to use simple scientific language to identify and describe simple causal relationships.</p> <p>Continue senses learning Sight task – What can you see/notice every day using your eyes? https://www.bbc.co.uk/bitesize/clips/z2yd2p3 Blindfold task – trying to write; touch objects; walk https://itsysparks.com/sense-of-sight/</p> <p>Hot Task – Label body parts</p>		
Week 2 14.9.20			
<p>Geography -Name and locate the seven continents -Name, locate and identify characteristics of the four countries and the capital cities of the UK and its surrounding seas Geographical skills and fieldwork -Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>Locational Knowledge/Geographical skills Interpreting a source - Use of an atlas/globe World map – locate 7 continents + oceans My Place in the World – paper plate task https://intheplayroom.co.uk/2015/10/21/my-world-paper-plate-craft/</p> 	<p>Locational Knowledge/Geographical skills Interpreting a source - Use of an interactive map UK – Identify UK countries and capital cities Locate Rusper on GB map Walk around the village to locate key buildings – take photos and draw key buildings/use boxes to make key buildings and 3D map of Rusper</p>	<p>Locational Knowledge/Geographical skills Communication geographical information - Address – Learn your address Map of West Sussex – picture of house (bring photo in of their house) and locate on map</p> 

<p>Art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> •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. 	<p>Week 1 7.9.20</p> <p>Self portraits – exploring ideas + drawing/colouring skills Split photo/drawing https://readingwithmissd.blogspot.com/2017/04/7-ways-to-create-self-portraits.html?m=1</p> <p>Archomboldo – veg/fruit picture</p> 	<p>Week 2 14.9.20</p> <p>Self portraits – share ideas/use imagination + sculpting skills Clay face https://readingwithmissd.blogspot.com/2017/04/7-ways-to-create-self-portraits.html?m=1</p> 	<p>Week 3 21.9.20</p> <p>Self portraits - appreciation of an artistic style + imagination/creativity skills Picasso style – cardboard picture</p> 	
	<p>Week 4 28.9.20</p> <p>Selfie art work – developing line/shape/form techniques</p> <p>Andy Warhol/Pop art https://www.tate.org.uk/kids/make/paint-draw/make-pop-art-warhol</p>			
	<p>Computing</p> <p>-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.</p>	<p>Week 1 7.9.20</p> <p>Use technology safely, purposefully and respectfully. Manipulate and retrieve digital content Logging on/logging off Opening and saving a document</p>	<p>Week 2 14.9.20</p> <p>Use technology safely, purposefully and respectfully. Manipulate and retrieve digital content Self-portrait photos (use digital camera/I Pad) next to an ICT self-portrait e.g. 2Draw</p> <p>Learning to log on and find the class folder Word processing skills/mouse skills, typing skills</p>	<p>Week 3 21.9.20</p> <p>Use technology safely, purposefully and respectfully. Manipulate and retrieve digital content Self-portrait photos (use digital camera) next to an ICT self-portrait e.g. 2Draw</p> <p>Learning to log on and find the class folder Word processing skills/mouse skills, typing skills</p>
	<p>Week 4 28.9.20</p> <p>Use technology safely, purposefully and respectfully. Manipulate and retrieve digital content Link to Art – Pop art style. Create self portrait using 2Paint in pop art style (Lichtenstein – using dots) https://www.tate.org.uk/kids/explore/wh</p>			

	o-is/who-roy-lichtenstein		
	Learning to log on and find the class folder Word processing skills/mouse skills, typing skills		
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	Week 1 7.9.20	Week 2 14.9.20	Week 3 21.9.20
	Basic skills (mini circuits) + rules for using equipment, hall, MUGA, getting changed routines etc.	Multiskills - basic movements + spatial awareness. Balance, coordination, running, skipping, stopping, awareness skills. https://www.sasp.co.uk/uploads/multiskills-year-1-lessons-1-12.pdf 1x session with coach - Basketball	Multiskills – movement with a ball. Carrying, stopping, controlling, moving with the ball. https://www.sasp.co.uk/uploads/multiskills-year-1-lessons-1-12.pdf 1x session with coach - Basketball
	Week 4 28.9.20		
	Multiskills – movement with a ball. Carrying & controlling a ball whilst moving. Avoiding obstacles. Dodging & stopping. https://www.sasp.co.uk/uploads/multiskills-year-1-lessons-1-12.pdf 1x session with coach - Basketball		
History Pupils should be taught about: -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Pupils should develop an awareness of the past. They should know where the people and events they study fit within a chronological framework.	Week 3 21.9.20		
	Changes within living memory Understanding chronological order/curiosity about the past/ask questions/historical enquiry using evidence Photos of school to put in chronological order. Read School Log Book to learn about what school was like in the past. School artefacts – how were they used in school e.g. quill and ink	Changes within living memory Understanding the process of change/historical enquiry/similarities + differences https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z39wjxs What were schools like in the past? Ask parent/grandparent to recall some memories about their school experience.	Changes within living memory Understanding the process of change/historical enquiry/similarities + differences Words relating to passing of time – Compare parent/grandparent school memories to their own.

<p>DT</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components including ingredients <p>Evaluate</p> <ul style="list-style-type: none"> -explore and evaluate a range of existing products evaluate their ideas <p>Cooking and Nutrition</p> <p>Pupils should be taught to:</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>	Week 1 7.9.20		
<p>PSHE (Islington Scheme)</p> <p>Pupils learn about food that is associated with special times, in different cultures</p> <p>Pupils</p> <ul style="list-style-type: none"> • know about some of the food and drinks associated with different celebrations and customs • can identify what makes their home lives similar or different to others, including the food they eat • understand why food eaten on special days may be 	Week 1 7.9.20	Week 2 14.9.20	Week 3 21.9.20
	<p>Physical health and well-being</p> <p>Settling back into school – focus on how we feel being back in school.</p> <p>Read books relating to going to school – ‘I am absolutely too small for school’ etc.</p> <p>Link to Science - Health and self-care – washing hands, hygiene and germs – embedding new hand washing protocols etc. Taking responsibility for own hygiene + caring for others health.</p> <p>Link to DT - Food preparation and diet –</p>	<p>Physical health and well being</p> <p>Fun Times (Cycle 1)</p> <p>Pg 56 Pre topic assessment (Islington scheme)</p> <p>Food and special times</p> <p>How do we feel when it’s our birthday? Link to have we missed special occasions for any reason recently??</p>	<p>Physical health and well being</p> <p>Fun Times (Cycle 1)</p> <p>Pg 56 Lesson 1 (Islington scheme)</p> <p>Playground games</p> <p>Discuss playtimes and how they feel when they are playing with friends or when they are not asked to play. Link to how did it feel to not be playing at school with your friends recently?</p>

<p>different from everyday foods</p> <p>Pupils learn about active playground games from around the world</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe how to play different active playground games • can recognise how active playground games make them feel • can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at <p>Pupils will learn (PSHE Association)</p> <ul style="list-style-type: none"> • To recognise and name some feelings that they might have <p>To recognise and describe different feelings in themselves and others</p>	<p>What keeps me healthy? Making vegetable soup.</p>		
	<p>Week 4 28.9.20</p>		
	<p>Physical health and well being</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>Lesson 1: Recognising and naming feelings. Explain how feelings can make their bodies feel inside</p> <p>Link to Science: Exercise – What keeps me healthy? Link to mental health. What do I feel like when I do exercise or when I don't do exercise?</p>		