



Fun at the Fair



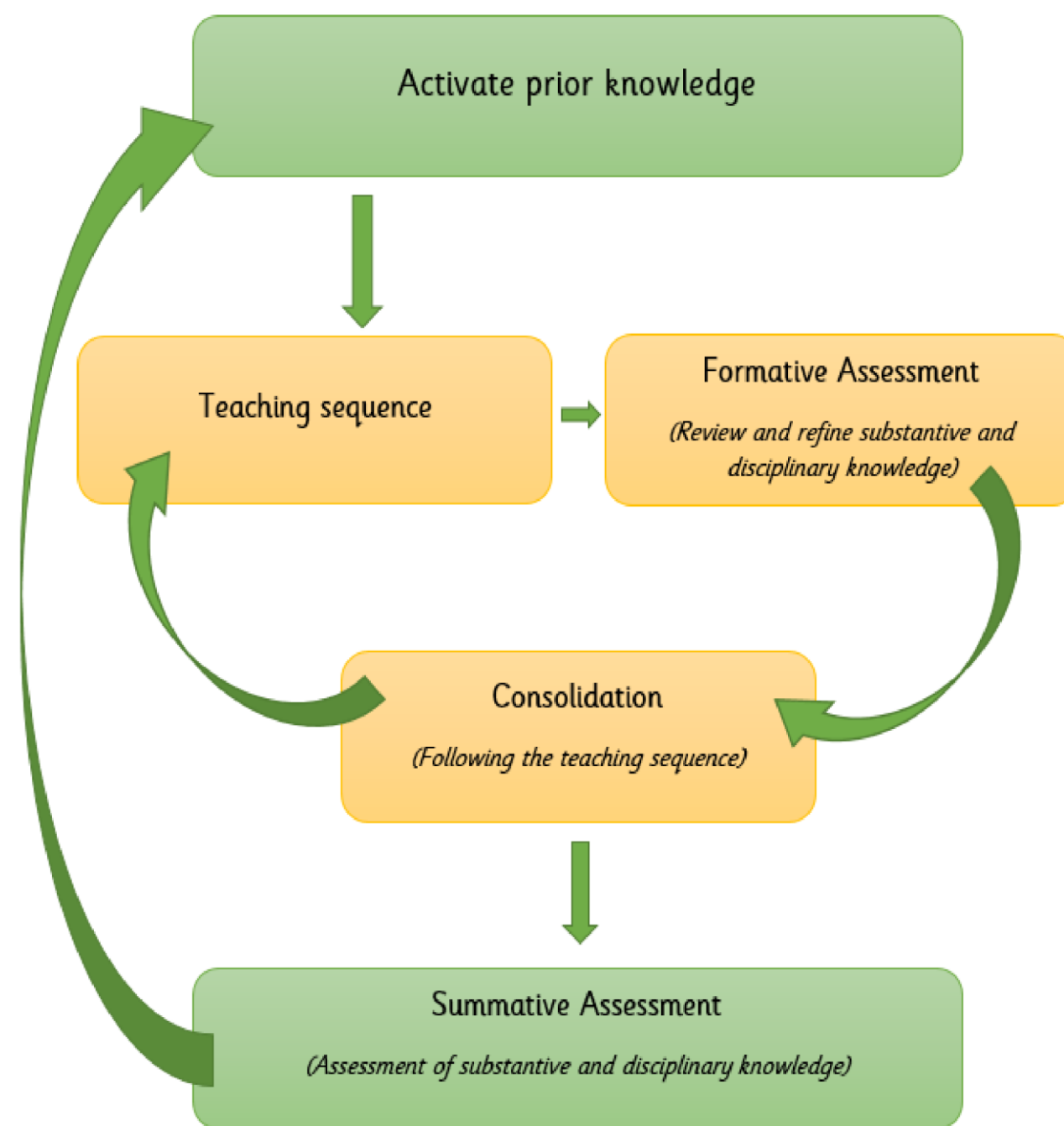
Hull Fair
Year 1

Autumn 2026

At Bellfield, we all follow the same sequence for learning and teaching



Learning and Teaching Sequence



Science

As **scientists**, pupils learn to identify and name common animals, compare their features, and understand that different animals eat different foods during this animals Including Humans unit. They then focus on humans, naming body parts and exploring the five senses. The unit also helps children recognise similarities and differences between people, while developing basic skills in observation and comparison.

Curriculum Objective				Prior Knowledge		Disciplinary Knowledge	
NC1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals NC2: identify and name a variety of common animals that are carnivores, herbivores and omnivores NC3: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) NC4: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.				(EYFS) Explore the natural world around them, making observations and drawing pictures of animals and plants. (EYFS) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (EYFS) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		Scientific enquiries: To begin to identify, observe, classify and describe through guidance. Working scientifically: Complete pre-made pictograms showing results. Choose which investigation answered the enquiry question. Ask simple closed questions stimulated by their exploration of their world. Make their own prediction based on what they have seen.	
Sequence of Learning							
<u>What is this animal?</u> Overview: Children explore a variety of animals and begin to group them based on observable features. They learn to identify and name common animals including mammals, birds, reptiles, amphibians, and fish. Lesson: Use the creatures and photos to name different animals. Sort animals into each group identifying the features that put them into each group.	<u>How are animals different?</u> Overview: Children compare animals based on characteristics such as body covering, number of legs, and habitat. They begin to understand that animals can be grouped by similarities and differences. Lesson: Use sorting hoops to sort and group animals in different ways. Use photos and animals and sort them based on their characteristics.	<u>Do all animals eat the same food?</u> Overview: Children learn about different diets and classify animals as herbivores, carnivores, or omnivores. They explore what different animals eat and how their teeth and bodies help them eat their food. Lesson: Children to explore that different animals eat different things. Sort the animals into the three groups (Herbivore, Carnivore, Omnivore)	<u>What are our body parts called?</u> Overview: Children identify and name basic parts of the human body. They learn which parts are associated with each sense and begin to understand the function of each body part. Lesson: Label parts of the body that we already know using stickers and learn the names of more parts of the body and label where they are.	<u>What are senses?</u> Overview: Children explore the five senses and the body parts associated with each. They take part in simple investigations to explore how we use our senses to understand the world around us. Lesson: Discuss that we use our senses to help us understand and interact with the world. Our senses are: smell, see, touch, taste, hear. Investigate how we use different parts of our body for each sense. Label the body part and the sense.	<u>Are all humans the same?</u> Overview: Children explore similarities and differences between people, including height, hair colour, eye colour, and other physical features. They begin to understand that while humans share many features, everyone is unique. Lesson: Children to work with a partner to talk about the things that are the same and different. Video the children sharing what is the same and what is different with each other.	<u>Substantive Assessment</u> Hot task based on substantive knowledge <u>Disciplinary Assessment</u> Single page spread	
amphibian	mammal	herbivore	elbow	taste	different		
Substantive Knowledge							
A human is a mammal.	Animals have different body parts like wings, tails, and legs.	Some animals eat plants, some eat meat, and some eat both.	Our body has parts like head, arms, legs, and hands	We have five senses	All humans have the same body parts and senses		

Science						
In this unit, children explore how day length, weather and the natural world change across the four seasons. Lessons are taught throughout autumn, winter and spring/summer where children investigate the effects of seasonal change on plants, animals and humans. Key concepts such as daylight, seasonal weather patterns and the repeating cycle of the seasons are introduced. Children carry out scientific enquiries including observing changes over time, identifying and classifying and recording and interpreting data. They develop working scientifically skills in observing carefully, asking simple questions, communicating their ideas, and sorting and comparing information. Knowledge is revisited in each seasonal block to strengthen understanding, support long-term recall and help pupils identify patterns across the year, including how living things prepare, survive and rest in response to seasonal change						
Curriculum Objective			Prior Knowledge	Disciplinary Knowledge		
NC1: observe changes across the four seasons NC2: observe and describe weather associated with the seasons and how day length varies.			Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Observing over time and pattern seeking - the weather changes daily, in autumn the leaves begin to change colour, the weather becomes cooler, the days become shorter. Observing over time and pattern seeking - the world looks different in Summer compared to Autumn and Autumn compared to Winter.		
Sequence of Learning						
<u>What is autumn?</u> Overview: Introduce the concept of seasons and focus on autumn. Explore changes in nature, weather, and daylight. Lesson: Go on an autumn walk. Children to find signs of autumn and collect colourful leaves/sticks/acorns to create an autumn picture. Compare deciduous and evergreen trees. Discuss how deciduous trees lose their leaves and evergreen trees keep their leaves. Sort examples of trees into groups.	<u>What is the weather like in the autumn?</u> Overview: Explore typical autumn weather and how it affects daily life. Lesson: Children to compare the clothes they wear in summer to the ones they wear in autumn.	<u>What events happen during autumn?</u> Overview: Learn about cultural and seasonal events in autumn (e.g., harvest, Halloween, Bonfire Night). Lesson: Explore the different events that happen during autumn. Explore different crops that are harvested in the UK during autumn.				<u>Substantive Assessment</u> Hot task based on substantive knowledge <u>Disciplinary Assessment</u> Single page spread
seasons	autumn	change				
Substantive Knowledge						
Autumn is the season when leaves fall from trees.	Autumn weather is often rainy and cold.	We celebrate things like Harvest Festival.				

History				
As historians, we will be studying the local history of Hull Fair. We will be answering the question, ‘How has Hull Fair changed after time?’ with a focus on the substantive concepts of community and inventions and the disciplinary concepts of significance and passage of time.				
Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Sources of Evidence
NC4: Significant historical events, people and places in their own locality.		· Talk about everyday changes · Know about everyday situations in the past and present · Develop an understanding of change over time · To know Day/ Night, Morning, afternoon and Evening · To know Yesterday/Today/Tomorrow/Now/Then	· Ask and answer questions about an event as a class · Ask and answer questions about an event in a small group · Talk about and describe why people acted as they did in the past · Describe historical events from the past · Investigate sources of evidence to make observations and comparisons · Match and order 4 given dates and key events on a timeline · Start to understand that past events/people have an impact on everyday life	Primary Sources Photographs of Hull Fair Posters and Flyers Tickets from Hull Fair First-hand Accounts Items from the Fair Secondary Sources Books about Hull Fair’s History Documentaries or Videos Articles from Local Newspapers Websites with Historical Information Museum Displays or Exhibits
Sequence of Learning				Assessment
<u>What Is Hull Fair?</u> Overview: Children are introduced to Hull Fair as a local event. They explore what happens there and why it’s important to the community. Lesson: · Ask the children who has been to Hull Fair? · Tell the children that Hull Fair is over 700 years old and it first started in 1279. · Discuss whether the fair would look the same then as it does now. · Show the children photos of Hull Fair from now and then—sort the photos discussing how we know when they are from. · Discuss with the children what Hull Fair was like when it first started and how it has become a tradition in Hull.	<u>How Has Hull Fair Changed Over Time?</u> Overview: Children explore how Hull Fair has changed over the years, looking at rides, food, clothes, and transport. Lesson: How have the rides, food, transport, people changed over time? · Children to have photos of things from the fair from then and now. · What is similar and what is different between Hull Fair in the past and present? · Children to sequence images/events in chronological order.	<u>What Makes Hull Fair Special?</u> Overview: Children learn about the inventions and attractions that make Hull Fair unique, such as early steam-powered rides and how the fair has grown. Lesson: What inventions have changed the fair (rides)? · Why is Hull Fair so special and how do people prepare and celebrate the fair? · Look at how inventions used to be powered by steam engines and now they use electricity	<u>Why Do We Still Celebrate Hull Fair Today?</u> Overview: Children reflect on why Hull Fair is still celebrated and how it brings people together. They explore how we remember and celebrate traditions. Lesson: Look at how Hull Fair brings people together, and why it is still celebrated. How are traditions passed down and remembered? · Photos, posters or oral history. · Children to create a poster for Hull Fair in the past and Hull Fair in the present.	Substantive and Disciplinary Assessment Simple timeline sequencing key events of Hull Fair.
tradition	past	invent	memories	
Substantive Knowledge				
Hull Fair started in 1278.	It used to be a market.	Carousel were steam powered.	Popole come from all over the country to visit the fair.	

Geography

As **geographers**, children will explore their **school grounds**. They will begin by observing and describing their school, identifying familiar spaces. They learn to recognise human and physical features within the school grounds and understand the difference between them. Pupils use simple positional and locational language (e.g. near, far, next to, behind) to describe where things are. They then apply this knowledge by creating simple maps of their school, building early mapping skills. Throughout the unit, children develop their ability to observe, describe, and understand their immediate environment.

Throughout the year, children will discuss and observe **daily and seasonal weather patterns**.

Curriculum Objective		Prior Knowledge		Disciplinary Knowledge	
NC5a: Use basic geographical vocabulary to refer to: key physical features. NC5b: Use basic geographical vocabulary to refer to: key human features. NC7: Use simple compass directions and locational and directional language, to describe the location of features and routes on a map. NC8: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. NC9: Use simple fieldwork and observational skills to study to geography of their school and its ground and the key human and physical features of its surrounding environment. NC4: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		· Describe some changes in the season and weather · To ask and answer questions about my immediate environment · Identify hot, cold, dry and wet · Explore similarities and differences between a home in Hull and a home in Africa		· Use compass directions (north, east, south and west) and locational language to describe the location of features on a map · Use simple grid references (A1, B1) · Explore where the school is in relation to the local area · Talk about the human and physical features of location (such as city, town village, rural) · As a class or small group, ask and answer geographical questions	
Sequence of Learning					Assessment
<u>Exploring Our School</u>	<u>Human and Physical Features</u>	<u>Using Positional and Locational Language</u>	<u>Mapping Our School</u>	<u>Seasonal Changes – Autumn</u>	<u>Substantive Assessment</u>
Overview: Children will explore their school environment to identify and describe key areas. This lesson introduces the concept of geography as the study of places and spaces around us Lesson: -Children to walk around the school grounds. -Children to draw pictures of what they see in our school grounds. -Discuss what we use the things and places in our school grounds for.	Overview: Pupils will learn to distinguish between human (man-made) and physical (natural) features in their school environment. Lesson: -Discuss that human features have been made by a human and physical features are natural. · Children to explore the school grounds to find the human and physical features. · Children will sort the features on our school grounds into physical and human features.	Overview: Children use positional and directional language to describe locations and routes around the school. Lesson: Discuss positional and locational language (near, far, next to, behind) · Children to describe to each other the location of features of our school grounds. Partner treasure hunt, can the children find the mystery object by following their partners locational language. (Map of the school grounds, children describe the feature that is next to the sheds (the benches))	Overview: Children will be introduced to simple maps and symbols. They will create their own map of the school using basic symbols and a key. Lesson: Show children a variety of maps. Discuss what a map is and how it can help us. Children to create a simple map which shows the key features on our school grounds. (Grid map and colour key).	Overview: Children are introduced to the concept of weather. They begin observing and describing daily weather conditions and learn to use weather symbols and charts. Lesson: Discuss what season we are in and the weather conditions throughout the weeks and at various times of the day. · Introduce and complete the season/weather chart daily. · Children to go outside to see what Autumn looks and feels like. · Draw a picture of the playground tree in Autumn. Discuss what has happened to the tree due to the season changing.	Quiz <u>Disciplinary Assessment</u> Create a map to show other classes where they can find human and physical features around the school
building	physical feature	in front/next to	key	Autumn	
Substantive Knowledge					
We can explore our school and learn what each place is for.	Human features are things people make.	Next to and behind describe where things are.	A map helps us show where places are.	Autumn is the season after Summer.	

Art

As **artists**, children will study Henry Matisse, from Fauvism through to the Neo-Impressionism period, developing their drawing techniques. Children will begin by creating a mood board to explore the art work created by Matisse. Children will recreate a piece of Matisse's artwork. Children will experiment different pressure and grip to draw different types of lines – thick, thin, broken, zig zag, curved, random. They will use dots and lines to add texture and show pattern. They will use B and 2B pencils to draw with. Finally, children will create a piece of artwork to represent an animal in the style of Henry Matisse.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
NC1: to use a range of materials creatively to design and make products NC2: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination NC3: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space NC4: 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.		· Explore using lines and colour · Explore a range of mark making tools to make lines and shapes · Explore primary colours · Explore mixing primary colour and talk about the changes · Explore using thick and thin brushes · Explore using clay to mould, shape, cut, roll and join · Explore how to overlap and place materials to create collage · Leonid Afremov is a painter and he uses primary colours to create his artwork	· Draw lines of different thicknesses · Colour work neatly · Add texture and pattern · Use a range of tones to colour	• Henri Matisse was a French artist. • He loved using bright colours in his artwork. • Matisse made paintings and paper cut-outs. • He cut shapes from coloured paper to make pictures. • His artwork often showed flowers, people, and nature. • Matisse liked simple shapes and bold colours. • Matisse liked making art with paper, scissors, and paint. • His pictures were full of happy colours and simple designs.
Sequence of Learning				Assessment
<u>Taking inspiration and understanding my artist</u> Introduce the artist Henry Matisse and the art period Fauvism through to Neo-Impressionism on an art timeline. 1. <u>Mood Board</u> Children to explore pieces of Matisse artwork, describing the shapes and colours they can see. Compare the pieces and discuss which they like and don't like. Create a mood board with the artwork to share what they like or do not like or what they can see. 2. <u>Recreation</u> Children to use simple shapes to recreate a piece of artwork by Matisse.	<u>What skills and techniques do I need to learn?</u> Develop drawing and colouring skills, children to draw different shapes and colour neatly. 3. <u>Techniques/skills focus</u> Children to explore how they can create different lines – based on pressure, grip, medium and type. Using a variety of shapes, children colour neatly and fill the space. Use 2D to draw around as a template, to create different shapes and figures (using a mixture of shapes). Children to draw their own shapes and explore different mediums – pencils (B and 2B), chalks, pastels and charcoal)	<u>Sketching, designing and planning</u> Children to use different shapes to create an animal. 4. <u>Sketch and design</u> Using 2D shapes to draw around to recreate their animal – which shapes are better suited to which animal? Rhino horn (triangle), Elephant ears (circle), Lion mane (pentagon). Add labels to sketches to show what colours will be used in the final piece. Children can explore different mediums to decide which they would like to use.	<u>Creation: my final piece</u> Children to create their own piece of art which represents an animal based on the style of Henry Matisse (bright colours and clear shapes). 5. <u>Creation</u> Use their skills and planning. Choose the medium to create their work (pencil, pencil crayons, pastels). Children to use a combination of curved and straight lines in their artwork – children to think about which shapes they can use. Children to hold a mini gallery for Year 2 to see their artwork. Encourage the children to see the connection between their artwork and Matisse.	<u>Substantive Assessment</u> Quiz on substantive knowledge <u>Disciplinary Assessment</u> Invite Year 2 to view our final pieces
Key Vocabulary				
brightness, repeating	form, cut-out	collage, paintbrush	bright, artist	

Design and Technology				
As designers we will develop our knowledge of cooking and nutrition skills. We will design and prepare a ham salad wrap after we have developed a knowledge of how to create a wealthy and varied diet and where food comes from.				
Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
NC1: use the basic principles of a healthy and varied diet to prepare dishes NC2: understand where food comes from.		· Washing hands when handling food · Explore pouring and mixing ingredients · Use utensils to spread produce	· To understand the importance of washing hands when handling food · To cut and grate ingredients · Measure and weigh ingredients using cups · Assemble ingredients	· Some foods are healthy and some foods are unhealthy. · Foods belong in different food group. · We need to eat a range of food from these food groups to stay healthy. · Food comes from different places. · Ham is meat from a pig. · Salad ingredients are grown from seeds in the ground. · Wraps are made from wheat/flour.
Sequence of Learning				Assessment
<u>Research</u> <u>Healthy Foods</u> · Look at a range of healthy and unhealthy foods - can children talk about why they are healthy and unhealthy foods? · Show the children the balanced diet plate (Eatwell Plate), discuss why we might need to eat a varied diet. · Children to create a research board of healthy and unhealthy foods <u>Where does it come from?</u> · What ingredients are used to make a ham salad wrap? · Where does ham come from? · Where do salad ingredients (lettuce, cucumber, tomatoes, peppers, carrot) come from? · Where do wraps come from/how are they made? · Look at farming/agriculture Children to create a research board of where their ingredients for a ham salad wrap comes from	<u>Skills practise</u> <u>How is it made?</u> · Talk about hygiene, and discuss what we need to do before touching food. · Taste test different salad ingredients - what do we like/dislike about them? · Which ingredients would work best in a wrap? · How would we have to prepare these ingredients for our wrap? · Cutting tomatoes/cucumber/peppers, tearing the lettuce, grating the carrots. · Children to practise chopping/grating.	<u>Designing and Creation</u> · Children to make their own ham salad wrap in a group using a recipe - children to cut either cucumber, peppers or tomatoes, tear lettuce, grate carrot, use cups to measure and weigh ingredients carefully to ensure that have the right amount for their wraps. · Children to prepare their wrap.	<u>Evaluation</u> · Children to taste and evaluate their wrap - discuss what they liked/disliked · What would they do differently next time?	<u>Substantive Assessment</u> Quiz on substantive knowledge <u>Disciplinary Assessment</u> Single page spread on how to make a ham salad wrap
Key Vocabulary				
healthy	research	ingredients	taste	

PE						
Autumn 1: Games – Locomotion Autumn 2 – Athletics – Indoor						
Curriculum Objective				Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
Autumn 1: NC1: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities NC2: participate in team games, developing simple tactics for attacking and defending Autumn 2: NC1: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities				· Practised a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. · Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. · Practised jumping, running, hopping and skipping. · Practise moving with developing control.	· Roll with accuracy · Throw with accuracy · Predict where to move to stop a ball · Show elements of leadership in a group · Use basic sprinting technique. · Shift weight side to side. · Use sideways movement for a purpose. · Change direction quickly whilst moving. · Demonstrate a variety of jumps. · Self-select appropriate speed when moving. · Use different techniques to throw an object. · Throw with power.	Autumn 1: ·_There are two types of throwing: overarm and underarm · Accuracy is when being correct or precise. Autumn 2: ·_Pace is speeding up or slowing down. · There are different running techniques to help with pace.
Sequence of Learning						
Movement – know a variety of ways to move	Movement – use different forms of movement	Movement- investigate moving in a straight Line	Movement- explore sideways movement	Movement - change direction whilst moving and be aware of space	Changing Direction and Spatial Awareness	Substantive knowledge Year 1 End of Unit 1 theory quiz Disciplinary Assessment Relay races
Key Vocabulary						
space, awareness	moving, creativity	speed, effective	agility, shifting weight	change, speed	space, agility	
Jumping – explore and evaluate different jumps	Jumping – know basic principles of jumping for height	Running – explore movement in a straight line	Running – have an awareness of speed	Throwing – explore throwing for different purposes	Throwing – throw with control	Substantive Assessment Year 1 End of Unit 2 theory quiz Disciplinary Assessment Take part in a ‘mini Olympics’
Key Vocabulary						
distance, height	power, stretch	effective, speed	pace, change	power, accurate	control, accurate	

Music As musicians we will explore singing, rhythm and listening skills through songs such as Boom Chicka Boom, Kye Kye Kule and Dr Knickerbocker, developing confidence in using their voices in different ways. They will listen and respond to important classical works including Rondo Alla Turca by Wolfgang Amadeus Mozart (1783) and Mars from The Planets by Gustav Holst (1914), as well as comparing them with modern music like Seven Nation Army by The White Stripes. In the second half of the term we will explore how music can represent weather through singing <i>I Hear Thunder</i>, listening to <i>Storm</i> by Benjamin Britten and <i>Rain</i> by Simply Three, and creating their own soundscapes. They develop skills in dynamics, body percussion, graphic notation, and simple composition using both physical sounds and digital music tools.						
Curriculum Objective				Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
NC1: To use their voices expressively by singing songs and speaking chants and rhymes NC2: To play tuned and un-tuned instruments musically NC3: To listen with concentration and understanding to a range of high-quality live and recorded music NC4: To experiment with, create, select and combine sounds using the inter-related dimensions of music						
Sequence of Learning						
Lesson 1 Warm-up and sing <i>Boom Chicka Boom</i> using different voices (e.g. quiet, loud, silly). Listen to Rondo Alla Turca (Mozart, Classical period). Discuss the music as a military march. March in time, keeping a steady beat. Compare with a different musical style version. <i>Focus:</i> Beat, tempo, marching, musical comparison.	Lesson 2 Recall previous learning about <i>Rondo Alla Turca</i>. March and play percussion instruments in time. Explore movement to different pieces (jumping, tiptoes, stomping, walking). <i>Focus:</i> Responding physically to music, matching movement to tempo and character.	Lesson 3 Learn <i>Kye Kye Kule</i>. Understand and practise call and response singing. Create and perform simple vocal responses. Begin clapping rhythmic patterns and copying them. Compose simple call and response rhythms in pairs. <i>Focus:</i> Communication through music, rhythm creation	Lesson 4 Sing <i>Dr Knickerbocker</i> with movement. Listen to Mars (Holst) and explore how music builds. Introduce ostinato (repeated pattern). Identify ostinatos in Seven Nation Army. March/clap along to melodic and rhythmic ostinatos. <i>Focus:</i> Repetition in music, identifying patterns.	Lesson 5 Vocal warm-up exploring different voice types. Recall composers and musical terms. Practise playing an ostinato rhythm along to music. Use percussion instruments to maintain a steady beat. <i>Focus:</i> Accuracy in rhythm, ensemble playing.	Lesson 6 Revise rhythmic ostinato patterns (with rests). Learn to recognise and perform a rest (silence). Perform patterns together and in groups. Layer rhythms (split class into parts). Play along to Seven Nation Army creating a group piece. <i>Focus:</i> Ensemble coordination, rhythm layering, composition	<u>Substantive knowledge</u> <u>Disciplinary Assessment</u>
Key Vocabulary						
March – Music with a strong, steady beat for walking/ Call and Response – Musical conversation where one phrase is answered by another/ Rhythm – Pattern of long and short sounds/ Ostinato – A repeated musical pattern/ Melodic Ostinato – Repeated tune/ Rhythmic Ostinato – Repeated rhythm/ Unison – Performing together at the same time.						
Lesson 1 Learn and sing <i>I Hear Thunder</i> in unison, exploring dynamics (loud thunder, quiet rain). Listen to Storm (Benjamin Britten) and describe sounds, feelings, and dynamics. Draw responses to music (“take your pencil for a walk”). Explore body percussion to create rainstorm sounds. <i>Focus:</i> Listening, dynamics, sound exploration.	Lesson 2 Continue singing with attention to loud and quiet sounds. Create storm sound effects using body percussion. Develop short motifs linked to storm images. Perform as a class and in small groups. <i>Focus:</i> Creating and performing sound patterns.	Lesson 3 Introduce graphic notation (symbols instead of notes). Learn about rests (silence). Create individual rain music scores using symbols. Represent body percussion sounds visually. <i>Focus:</i> Composition and recording ideas using symbols.	Lesson 4 Sing <i>I Hear Thunder</i> in a round (two parts). Listen to Rain – Simply Three and identify instrumental sound effects. Revisit symbol game (linking sounds to notation). Practise and perform compositions, giving simple feedback. <i>Focus:</i> Layered singing and performance evaluation.	Lesson 5 Continue singing in a round. Introduce music technology (Chrome Music Lab). Explore sound-making tools to represent rain and storms. Experiment with rhythm and beat digitally. <i>Focus:</i> Digital composition and exploration.	Lesson 6 Attempt singing in three parts. Revisit listening to Britten and Simply Three for inspiration. Compose in pairs using digital tools based on weather images. Perform and evaluate compositions using musical vocabulary. <i>Focus:</i> Independent composition and evaluation.	<u>Substantive Assessment</u> <u>Disciplinary Assessment</u>
Key Vocabulary						
Unison – Singing or playing together at the same time/ Round – A song where groups start at different times/ Dynamics – How loud or quiet music is/ Tempo – Speed of the music/ Body Percussion – Making sounds using your body (clap, stomp, tap)/ Motif – A short musical idea/ Graphic Notation – Using pictures or symbols to represent sound/ Beat – The steady pulse/ Evaluate – Talking about what was good and how to improve						

Religion and Worldviews

In Autumn A, children will take an in depth look at **the Baha'i Faith**. They will discover who the founder was, their place of worship, their sacred text, who they worship, their special symbol and will look at a range of Baha'i stories or children.

In Autumn B, children will look at the **Christian Faith**. Children will think about what it means to be a Christian, they will think about Christian Big Questions, special places, time and artefacts and how Jesus changed lives. Towards the end of the term, children will know and understand how Christians prepare for the special event of Christmas.

Faith Concept		Prior Knowledge		Substantive Knowledge A		Substantive Knowledge B	
Baha'i Faith · Oneness · Light of God · Messenger of God · Word of God Christianity · Resurrection · Gospel · Incarnation		Know that there are different religions around the world. Know that a religion is a group. Know that different groups believe in different ideas.		· Bahá'í faith was founded by Bahá'u'lláh · Bahá'í Temple is where Bahá'ís worship. · The sacred text is the Book of Aqdas. · They believe that there is only one God. · The special symbol is the 9-pointed star. · Baha'i stories teach us morals.		· Christians go to a church to worship. · Christians believe in God. · The cross is the symbol of Christianity. · Jesus spread kindness and performed miracles. Like feeding the crowds, healing the sick and calming the storm. · Christmas is a special time for Christians - it celebrates the birth of Jesus.	
Sequence of Learning							
<u>What is Baha'i?</u> Introduce the Bahá'í Faith. Discuss with the children that the Baha'i faith was founded by Bahá'u'lláh.	<u>What is their place of worship?</u> Discuss what worship means. Talk to the children about special places - places of worship. Show places of worship from around the world. Discuss why religions have these special places. Discuss that Bahá'ís believe in one God.	<u>What is the symbol of Baha'i?</u> Show the children a variety of symbols. Discuss why we have symbols. Discuss our school logo makes us a community and gives us unity. Show the children the 9 pointed star discuss the meaning of the symbol.	<u>What does it mean to be Baha'i?</u> Discuss kindness and gentleness. Discuss belief. Discuss the Golden Rule for Baha'is.	<u>What is the sacred text?</u> Discuss the beliefs from last week, how are these messages shared? Show the children the Baha'I sacred text—the Book of Aqdas and talk about why it is sacred. What does it mean to be sacred?	<u>The Proud Helper - Bahá'í story for children</u> Read the story of the Proud Helper. The story teaches Bahá'ís to be kind and to serve others no matter what. Act out the story of The Proud Helper.	<u>Substantive Knowledge</u> Quiz on Baha'i <u>Disciplinary Knowledge</u> Acting out a Baha'i story.	
Key Vocabulary							
Bahá'í	worship	symbol	belief	sacred	story		
<u>What does it mean to be Christian?</u> Introduce Christianity: Discuss the cross, the bible, belief in God.	<u>Where do Christians go to worship?</u> Show the children the features of a church. Walk to the local church for a visit	<u>How did Jesus change lives?</u> Read stories about Jesus to the children - spreading kindness and performing miracles. · Calming the storm · Feeding the crowds · Healing the sick · Turning water to wine · Jesus meets Zacchaeus	<u>Why is Christmas a special time?</u> Read the Christmas Story. Children to sequence the Christmas Story. Discuss that Christmas is celebrated as a way for Christians to celebrate the birth of Jesus.	<u>How do Christians prepare for Christmas?</u> Discuss how Christians prepare for the special event of Christmas. What decorations and traditions do Christians participate in at Christmas time? What do these traditions mean?	<u>How is Christmas celebrated?</u> Children to discuss how Christmas is celebrated. Look at celebrations around the world and discuss our own celebrations. Children to create a Christmas card.	<u>Substantive Knowledge</u> Quiz about Christianity <u>Disciplinary Knowledge</u> Create Christmas cards	
Key Vocabulary							
Christianity	worship	miracle	Jesus	special	Christmas		

PSHE

Being Me in My World – As part of this unit we will be looking at rights and responsibilities, choices and consequences. We will talk about being special and how to make everyone feel safe in our class as well as recognising our own safety.

Celebrating difference - In this unit we will celebrate similarities and differences between people and how these make us unique and special. We will learn about what bullying is and isn't. We will talk about how it might feel to be bullied and when and who to ask for help. We will discuss friendship, how to make friends and that it is OK to have differences/be different from our friends.

Curriculum Objective								Prior Knowledge	Substantive Knowledge A	Substantive Knowledge B		
R1	R2	R3	R4	R5	R6	R7	R8	<u>Being Me in My World</u> · Know they have a right to learn and play, safely and happily · Know that some people are different from themselves · Know that hands can be used kindly and unkindly · Know special things about themselves · Know how happiness and sadness can be expressed · Know that being kind is good <u>Celebrating Differences</u> · Know what being unique means · Know the names of some emotions such as happy, sad, frightened, angry · Know why having friends is important · Know some qualities of a positive friendship · Know that they don't have to be 'the same as' to be a friend · Know what being proud means and that people can be proud of different things · Know that people can be good at different things · Know that families can be different · Know that people have different homes and why they are important to them · Know different ways of making friends · Know different ways to stand up for myself	<u>Being Me in My World</u> · Understand their own rights and responsibilities with their classroom · Understand that their choices have consequences · Understand that their views are important · Understand the rights and responsibilities of a member of a class · Understand that they are safe in their class · Identify what it's like to feel proud of an achievement · Recognise feelings associated with positive and negative consequences · Identifying helpful behaviours to make the class a safe place · Understanding that they are special · Responsibilities are things people should follow like the law or school rules. · A right is a choice people make. · A reward is something given in return of something good. · A consequence is the result of something happening. · Being safe means free from danger. · Achieving something means doing something good which has been hard work.	<u>Celebrating Difference</u> · Know what bullying means · Know who to tell if they or someone else is being bullied or is feeling unhappy · Know that people are unique and that it is OK to be different · Know skills to make friendships · Know that people have differences and similarities · Understand how being bullied might feel · Identify emotions associated with making a new friend · Verbalise some of the attributes that make them unique and special · Bullying is unwanted behaviour repeated over time. · Everyone is different.		
R9	R10	R11	R12	R13	R14	R15	R16					
R17	R18	R19	R20	R21	R22	R23	R24					
R25	R26	R27	R28	R29	R30	R31	R32					
H1	H2	H3	H4	H5	H6	H7	H8					
H9	H10	H11	H12	H13	H14	H15	H16					
H17	H18	H19	H20	H21	H22	H23	H24					
H25	H26	H27	H28	H29	H30	H31	H32					
H33	H34	H35										
Sequence of Learning												
<u>Being Me in My World - Special and Safe</u>		<u>Being Me in My World - My Class</u>		<u>Being Me in My World - Rights and Responsibilities</u>		<u>Being Me in My World - Rewards and Feeling Proud</u>		<u>Being Me in My World - Consequences</u>		<u>Being Me in My World – Owning our Learning Charter</u>		<u>Substantive Knowledge</u> Quiz on substantive knowledge <u>Disciplinary Knowledge</u> Act out different scenarios e.g. feeling proud after an achievement
Key Vocabulary												
safe		belonging		rights responsibilities		proud		consequences		choices		
<u>Celebrating Difference - The Same As</u>		<u>Celebrating Difference - Different From</u>		<u>Celebrating Difference - What is 'bullying'?</u>		<u>Celebrating Difference - What do I do about bullying?</u>		<u>Celebrating Difference - Making New Friends</u>		<u>Celebrating Difference – Celebrating me</u>		<u>Substantive Knowledge</u> Quiz <u>Disciplinary Knowledge</u> Anti-bullying poster to be displayed around school
Key Vocabulary												

similar	different	deliberate	included	friendship	special	
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Computing

In **Autumn A**, we will be looking at technology around us. Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.

In **Autumn B**, children will be creating media using digital painting. Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.

Curriculum Objective	Prior Knowledge	• Disciplinary Knowledge	Substantive Knowledge
<u>Autumn A</u> NC4: Use technology purposefully to create, organise, store, manipulate, and retrieve digital content NC5: Recognise common uses of information technology beyond school NC6: 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. <u>Autumn B</u> NC4: Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	. <u>Autumn A</u> NC5: Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate, and retrieve digital content NC6: 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. <u>Autumn B</u> NC4: Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	<u>Autumn A</u> NC5: Recognise common uses of information technology beyond school - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content NC6: 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. <u>Autumn B</u> NC4: Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	<u>Autumn A</u> - Know what a computer is. - Know that technology can help us. <u>Autumn B</u> - Understand that technology can be used for communication and begin to consider the different methods of communication - Know to use the CapsLock button and the shift button to create a capital letter. - Know to put a space after using the full stop button. - Know to use the backspace button to delete letters. - Know how to paint with different colours using undo or eraser to correct mistakes. - Know how to use different tools such as brush, pen, line, shape and fill.

Sequence of Learning						
<u>What does technology mean?</u> Children to explore different types of technology within the classroom.	<u>Using technology</u> Children to log onto a computer and complete a mouse based task	<u>Developing mouse skills</u> Explore what a mouse does and create a picture	<u>Using a computer keyboard</u> Explore what a keyboard does and use the save icon	<u>Developing keyboard skills</u> Use the keyboard to write, edit and delete letters.	<u>Using a computer responsibly</u> Using computers safely	<u>Substantive knowledge</u> Quiz on substantive knowledge <u>Disciplinary knowledge</u> Explain to someone how a keyboard and mouse works
Key Vocabulary						
technology	Log in	mouse	keyboard	edit	safety	
<u>How can we paint using computers?</u> Children to use paint on the computers	<u>Using shape and lines</u> Children to use paint to create a picture from an artist	<u>Making careful choices</u> Explore different tools to help create a picture from an artists	<u>Why did I choose that?</u> Looking at the selection of tools and choosing which ones are best to use	<u>Painting all by myself</u> Children select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.	<u>Comparing computer art and painting</u> Children to compare drawing and painting on a computer	<u>Substantive knowledge</u> Quiz on substantive knowledge <u>Disciplinary knowledge</u> To show another class their project
Key Vocabulary						
paint	undo	choosing	appropriate	independent	evaluate	

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