



Flames of Glory



Great Fire of London Year 1/2

Spring 2023



Immersion



SPARCS

Carousel learning day

Experiences

Scrap Store Experience



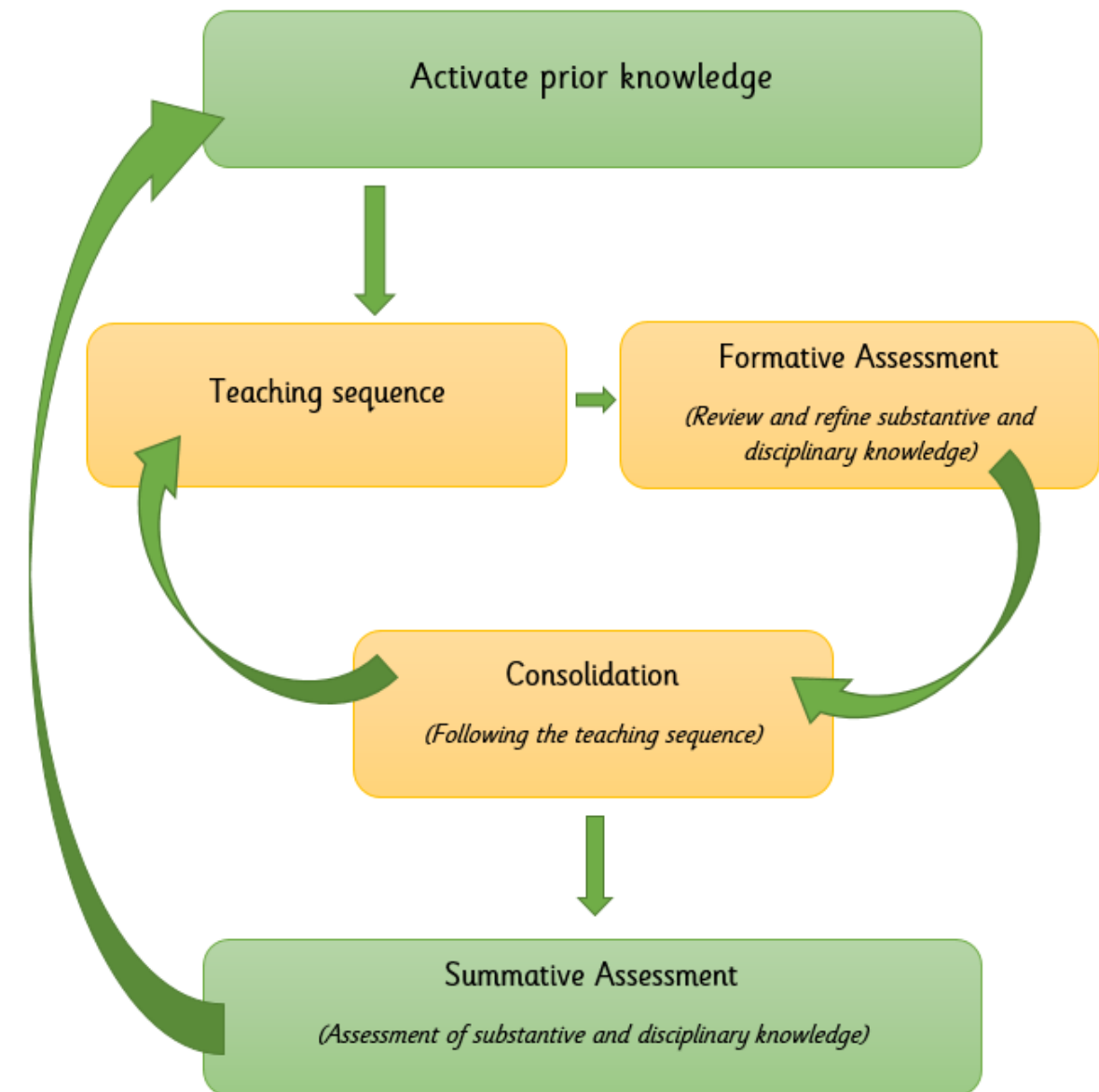
Presentation of Learning

Exhibition to display Art and DT work.





Learning and Teaching Sequence



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

History				
As Historians we will be studying The Great Fire of London. We will talk about where and how it started and look at the homes from this period of time. We will look at similarities and differences between today and the past and talk about how life has changed. We will make a timeline to show the events of the fire and learn some of the key facts and information using a range of sources.				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC2: To learn about events beyond living memory that are significant nationally or globally - <i>The Great Fire of London</i>		<u>Year 1</u> <ul style="list-style-type: none">Talk about everyday changesTalk about a significant event from the past in relation to a key world eventsOrder given events on a timeline as a class and or group – linked to an experience or themselves <u>Year 2</u> <ul style="list-style-type: none">As a class or small group, ask and answer questions about an individual/ eventTalk and explore historical events from the pastExplore sources of evidence to make observations and simple comparisonsOrder 4 given dates and key events on a timeline	<u>Year 1</u> <ul style="list-style-type: none">As a class or small group, ask and answer questions about an individual/ eventTalk and explore historical events from the pastExplore sources of evidence to make observations and simple comparisonsOrder 4 given dates and key events on a timeline <u>Year 2</u> <ul style="list-style-type: none">Ask and answer questions about an individual/eventDescribe historical events form the pastHandle and describe sources of evidence to make observations and comparisonsMatch and order 4 given dates and key events on a timelineStart to understand that past events/ people have an impact on everyday life	<ul style="list-style-type: none">The past is something that has already happened.The present is something that is happening now.Similarities are things that are the same.Differences are things that are not the same.Samuel Pepys kept a diary of events of the Great Fire of London.Sunday - Fire starts in Thomas Farriner's bakery.Monday - People pack up their things and leave London.Tuesday - St Paul's Cathedral is destroyed by the fire.Wednesday - Houses are pulled down and the fire slows down.Thursday - The fire is under control and put out.
Sequence of Learning				
London Past and Present <ul style="list-style-type: none">Sort pictures of London in the past and present.Discuss how London has changed overtime.	Past and Present Similarities and Differences <ul style="list-style-type: none">Discuss similarities and differences about:<ul style="list-style-type: none">⇒ Lighting⇒ Houses⇒ Fire service⇒ Transport	Ask and Answer Questions about the Great Fire of London <ul style="list-style-type: none">As a class create a list of questions we want to find the answers to about the Great Fire of London.For example: How big was the fire? How many houses burnt down? Did any well known buildings burn down? What did Samuel Pepys bury in his garden?	Great Fire of London Timeline <ul style="list-style-type: none">Place the following events on a timeline:<ul style="list-style-type: none">⇒ Sunday - Fire starts in Thomas Farriner's bakery.⇒ Monday - People pack up their things and leave London.⇒ Tuesday - St Paul's Cathedral is destroyed by the fire.⇒ Wednesday - Houses are pulled down and the fire slows down.⇒ Thursday - The fire is under control and put out.	Assessment <u>Substantive knowledge</u> Quiz on substantive knowledge <u>Disciplinary knowledge</u> Act out timeline of events
differences	similarities	Samuel Pepys	chronological	

Geography

As Geographers we will look at key landmarks in London and plot them on a map, we will link this to our history work about the great fire of London. We will use keys to locate different places. We will use maps and atlases to locate the 4 countries of the United Kingdom and we name them all. We will also name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC2: To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>NC6: To use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>NC7: To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>		<p><u>Year 1</u></p> <ul style="list-style-type: none">Look at world maps and globes and look for places they know.Explore physical feature vocabulary – beach, river and forestExplore human feature vocabulary – house, school, city, shop, farmIdentify similarities and differences between my location and somewhere else I have studied in the world <p><u>Year 2</u></p> <ul style="list-style-type: none">Name and locate the four countries and capital cities of the United KingdomKnow some geographical similarities and differences between Hull and London and London and Africa (Non-European)Talk about the human and physical features of location (such as city, town village, rural)With support use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceansUse compass directions (north, east, south and west) and locational language to describe the location of features on a map	<p><u>Year 1</u></p> <ul style="list-style-type: none">Name and locate the four countries and capital cities of the United KingdomKnow some geographical similarities and differences between Hull and London and London and Africa (Non-European)Talk about the human and physical features of location (such as city, town village, rural)With support use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceansUse compass directions (north, east, south and west) and locational language to describe the location of features on a map <p><u>Year 2</u></p> <ul style="list-style-type: none">Name, locate and identify characteristics the four countries and capital cities of the United Kingdom and the surrounding seasUnderstand and describe some geographical similarities and differences between Hull and London and London and Africa (Non-European)Talk about and describe the human and physical features of a location (such as city, town, village, rural)Use world maps, atlases and globes to identify the United Kingdom and its cities, continents and oceansUse compass directions (north, east, south and west) and locational language to describe the location of features and routes on a map	<ul style="list-style-type: none">There are four countries in the United Kingdom (England, Scotland, Wales, Northern Ireland)The North Sea, English Channel and the Irish Sea surround the United Kingdom.London, Edinburgh, Belfast and Cardiff are all capital cities.A map is a picture of a place, usually drawn from above.North, East, South and West are the four compass points.Left, right, forwards and backwards are words we use to describe the location of something.A landmark is an object or feature of a landscape or town that is easily seen and recognized from a distance.Human features are those made by humans.Physical features are those that are naturally made.
Sequence of Learning				
<p>Countries of the United Kingdom</p> <ul style="list-style-type: none">Look at a map of the United Kingdom.Identify what is land and water on a map of the United Kingdom.Locate the four countries of the United Kingdom and the surrounding seas.	<p>Capital Cities of the United Kingdom</p> <ul style="list-style-type: none">Recap the countries of the United Kingdom.Discuss what a capital city is.Locate the four capital cities on a map of the United Kingdom.Discuss the characteristics of the capital cities.	<p>Human and Physical Features of London</p> <ul style="list-style-type: none">Discuss what human and physical features are.Identify the human and physical features of London.	<p>Locating places on a map of London</p> <ul style="list-style-type: none">Recap locational language used in previous term.Recap compass points.Locate London landmarks on a map.Use compass points and locational language to identify places on a map.	<p>Assessment</p> <p><u>Substantive knowledge</u></p> <p>Present their learning to partner class</p> <p><u>Disciplinary knowledge</u></p> <p>Make a poster to present to others in the class</p>
atlas	capital city	landmark	locate	

Art

As Artists we will be taking inspiration from the work of Leonid Afremov. We will research into his work and talk about what we see and how the artwork makes us feel. We will look closely at Tudor houses and use pastels to create our own Tudor House. We will look at line, shape, shape and tone to create our finished picture.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC3: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p>		<p><u>Year 1</u> Explore using lines and colour. Explore a range of mark making tools to make lines and shapes.</p> <p><u>Year 2</u> Draw lines of different thickness.</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Draw lines of different thickness. <p><u>Year 2</u></p> <ul style="list-style-type: none"> Use a range of tones. 	<ul style="list-style-type: none"> Tone is the lightness or darkness of a colour. Charcoal is a form of medium artists use that is made of organic materials. Background is the space that surrounds your painting/drawing. Line consists of straight or curved, thick or thin.
Sequence of Learning				
<p>Leonid Afremov</p> <ul style="list-style-type: none"> Research into Leonid Afremov and what he does. Discuss what can be seen in the pictures. Discuss the colours used. Talk about how the pictures make you feel. 	<p>Line, Shape and Tone</p> <ul style="list-style-type: none"> Explore what line, shape and tone are. Practise different techniques in using line, shape and tone. 	<p>Tudor Houses</p> <ul style="list-style-type: none"> Look at what a Tudor House is. Explore the different features of a Tudor House. Using line, shape and tone, practise creating Tudor Houses. 	<p>Final Piece</p> <ul style="list-style-type: none"> Children to create Tudor Houses in the style of Lenoid Afremov using pastels. Children to talk about the artwork that they have produced. Children to suggest improvements to their artwork. 	<p style="text-align: center;"><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary knowledge</u></p> <p>Art exhibition to partner class</p>
artwork	thickness	sketch	pastels	

Design and Technology

As Designers we will explore a range of materials and structures to build our own Tudor buildings. We will consider the design of buildings, the properties of building materials and then contrast between the materials used in modern buildings and around the time of the Great Fire of London. We will design and make 3D models and of Tudor homes. We will evaluate our designs and decide on which materials would be best to use for building homes in the future.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: To design a purposeful, functional, appealing product for themselves and other users based on design criteria.</p> <p>NC2: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>NC3: To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>NC4: To select from and use a wide range of materials and components, including construction materials according to their characteristics.</p> <p>NC6: To evaluate their ideas and products against design criteria.</p> <p>NC7: To build structures, exploring how they can be made stronger, stiffer and more stable.</p>		<p><u>Year 1</u></p> <ul style="list-style-type: none"> Hold scissors correctly and use them to cut along a straight, curved and zigzag line with increasing accuracy. Explore using glue/sellotape and masking tape to join two or more materials. <p><u>Year 2</u></p> <ul style="list-style-type: none"> To cut materials safely using provided tools. Use materials to practise gluing to make and strengthen products 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> To cut materials safely using provided tools. Use materials to practise gluing to make and strengthen products <p><u>Year 2</u></p> <ul style="list-style-type: none"> Measure and mark out to the nearest centimetre Cut materials accurately and safely by selecting appropriate tools Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<ul style="list-style-type: none"> A joining is a place or line where two or more things are fastened or connected together. A Tudor house is characterised by groupings of windows, decorative half timbering and steeply pitched roofs. A frame is an essential supporting structure of a building.
Sequence of Learning				
<p>Research of Real Designs</p> <ul style="list-style-type: none"> Look at Tudor Houses. Explore what they were made out of. Compare with houses now. 	<p>Design Ideas</p> <ul style="list-style-type: none"> Look at different joining and fixing techniques. Test different joining and fixing techniques. Consider the purpose of different joining and fixing techniques. Design own Tudor House - Which joining and fixing technique is the most suitable to make a Tudor House? 	<p>Making</p> <ul style="list-style-type: none"> Make a Tudor House. Use a saw to safely cut materials. Look at ways to join materials. Think about how the Tudor House could be made stronger and more stable and add additional parts if necessary. 	<p>Evaluation and Improving</p> <ul style="list-style-type: none"> Test the Tudor House against the design criteria and aims. Evaluate what works well and what doesn't work. Consider how things can be improved. 	<p>Substantive</p> <p>Quiz on substantive knowledge</p> <p>Disciplinary</p> <p>Explain to another class how to make a Tudor House</p>
Tudor House	joining	cutting	improve	

Music—Year 1

As musicians we will be focussing on tempo and dynamics. We will listen to and talk about a wide a range of musical styles. We will add more variety to our musical performances and build our vocabulary. We will use glockenspiels when learning songs and in our improvisation and composing and we will listen and appraise other music and talk about what we like and dislike about these styles of music.

Curriculum Objective		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
<p>NC1: To use their voices expressively by singing songs and speaking chants and rhymes</p> <p>NC2: To play tuned and un-tuned instruments musically</p> <p>NC3: To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>NC4: To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>		<ul style="list-style-type: none">To know some nursery rhymes off by heart.To know that we can move with the pulse of the music.To know that the words of songs can tell stories and paint pictures.To know a performance is sharing music.		<p><u>Understanding Music</u></p> <ul style="list-style-type: none">Find and keep a steady beat together.Very simple rhythm patterns using long and shortVery simple melodic patterns using high and low <p><u>Responding</u></p> <ul style="list-style-type: none">Talk about feelings created by the music. <p><u>Singing</u></p> <ul style="list-style-type: none">Sing songs from memory.Sing and recognise high and low soundsSing in unison. <p><u>Compose</u></p> <ul style="list-style-type: none">Create a graphic score using sounds, rhythms and pitch.Understand the difference between creating a rhythm pattern and a pitch pattern <p><u>Perform</u></p> <ul style="list-style-type: none">Prepare a song to perform.Play some simple instrumental parts on the glockenspiel.	<ul style="list-style-type: none">Dynamics is how loud or quiet a piece of music is.Tempo is how fast or slow a piece of music is.Pulse is the beat of the music.Rhythm is the pattern of sounds in music.Pitch is whether notes are high or low.
Understanding Music					
<u>If You're Happy And You Know It</u>	<u>Sing Me A Song</u>	<u>Sparkle</u>	<u>Rhythm In The Way We Walk</u>	<u>Big Bear Funk</u>	<p><u>Substantive</u></p> <p>Year 1 End of Unit 1 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class</p> <p><u>Substantive</u></p> <p>Year 1 End of Unit 2 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class</p>
pop	waltz	pop	reggae	funk	
<u>Days of the Week</u>	<u>Name Song</u>	<u>Cuckoo</u>	<u>Upside Down</u>	<u>Hush Little Baby</u>	
swing	pop	waltz	waltz	lullaby	

<div> <div>Music—Year 2</div> <div>As musicians we will be focussing on tempo and dynamics. We will listen to and talk about a wide a range of musical styles. We will add more variety to our musical performances and build our vocabulary.</div> </div>			
Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: To use their voices expressively by singing songs and speaking chants and rhymes</p> <p>NC2: To play tuned and un-tuned instruments musically</p> <p>NC3: To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>NC4: To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> To listen and appraise some pieces of music. To develop preferences for forms of expression. To create movement in response to music. To know some key vocabulary and understand the meaning. (rhythm, rap, pitch, pulse) 	<p><u>Understanding Music</u></p> <ul style="list-style-type: none"> Find and try to keep a steady beat. Very simple rhythm patterns using long and short. Understand that the speed of a beat can change, creating a faster or slower pace. (tempo) <p><u>Responding</u></p> <ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Copy back rhythms from memory or with notation. <p><u>Singing</u></p> <ul style="list-style-type: none"> Copy back singing some simple high and low patterns. Sing a solo. <p><u>Compose</u></p> <ul style="list-style-type: none"> Begin to create own musical ideas using given notes. <p><u>Perform</u></p> <ul style="list-style-type: none"> Move in time with a steady beat. 	<ul style="list-style-type: none"> Improvising is when you make up your own tunes on the spot. It is not written down and belongs to them. Tempo is how fast or slow a piece of music is. Rhythm is the pattern of sounds in music. Minim is a note played for two beats. Crotchet is a musical note with time value of one beat. Quaver is a musical note played for half a beat. Timbre is different instrumental and vocal sounds.
Sequence of Learning			

<u>Rainbows (Part 1)</u>	<u>Rainbows (Part 2)</u>	<u>Hands, Feet Heart (Part 1)</u>	<u>Hands, Feet Heart (Part 2)</u>	<u>All around the world</u>	<div> <div><u>Substantive</u></div> <div>Year 2 End of Unit 1 theory quiz</div> <div><u>Disciplinary</u></div> <div>Perform finished version of choice to another class</div> </div>
Pop	compose	Beat	Musicianship	High and low	
<u>Helping each other (Part 1)</u>	<u>Helping each other (Part 2)</u>	<u>The Music Man (Part 1)</u>	<u>The Music Man (Part 2)</u>	<u>Let’s sing together.</u>	
minims	crotchets	Marching band	Timbre	Improvise	<div> <div><u>Substantive</u></div> <div>Year 2 End of Unit 2 theory quiz</div> <div><u>Disciplinary</u></div> <div>Perform finished version of choice to another class</div> </div>

<p style="text-align: center;"><u>PE—Year 1</u></p> <p style="text-align: center;">Spring 1 - Gym - Floor Exercises Spring 2 - Gym - Flight</p>						
Curriculum Objective				Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<ul style="list-style-type: none"> 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. NC3: Perform dances using simple movement patterns. 				<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and gymnastics. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility. 	<ul style="list-style-type: none"> Demonstrate effective and safe jumping and landing technique. Turn and spin with some control. Move in different ways. Consistently roll with control. Balance consistently using different body parts. Copy a 5 part sequence. Introduce a linking movement. 	<ul style="list-style-type: none"> Know and describe effective gymnastic movements. Perform sequence as part of a competition with control, tension and balance. Introduce a linking movement.
Sequence of Learning						
Explore Travel	Stepping	Sequence	Movement	Rolling	Sequences	<p><u>Substantive</u> Quiz on substantive knowledge</p> <p><u>Disciplinary</u> Perform sequences/routines to others</p>
posture, fluid	purpose, precise	linking, steady	rolling, freedom	control, roll	practice, balance	
Jumping	Jumping	Jumping	Jumping	Turns and Spins	Sequence	
space, awareness	control, speed	height, length	tension, tuck	turn, speed	accuracy, power	

<div> <div>PE—Year 2</div> <div> <div>Spring A—Gym—floor exercises</div> <div>Spring B —Gym—flight.</div> </div> </div>				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC3—perform dances using simple movement patterns.		<ul style="list-style-type: none"> Can copy a simple sequence.. To know how to change direction. To know a high balance and a low balance. 	<ul style="list-style-type: none"> Children to link jump and roll and can spin. Perform a sequence with control. Can listen and responds to feedback. Can work effectively with a partner. Can attempt a variety of rolls. 	<ul style="list-style-type: none"> Teddy roll is where you roll over your back and shoulders. Until you have completed a full circle. Posture is the position in which you hold your body. Technique is a way of carrying out a particular task. Rigid is where a movement cannot be changed or adapted.
Sequence of Learning				
<ul style="list-style-type: none"> To use different stepping gymnastic movements. 	<ul style="list-style-type: none"> To adapt and perform gymnastic movements. 	<ul style="list-style-type: none"> To use different rolls. 	To create and perform a simple sequence.	<div> <div>Substantive</div> <div>Quiz on substantive knowledge</div> <div>Disciplinary</div> <div>Perform sequences/routines to another class</div> </div>
purpose	posture	smooth	Speed	
<ul style="list-style-type: none"> To know principles of take off and landing 	<ul style="list-style-type: none"> To alter shapes in the air 	<ul style="list-style-type: none"> To explore basic linking movements. 	<ul style="list-style-type: none"> To create and refine a simple sequence. 	
Technique	Rigid	Control	Imagination	

Computing—Year 1

Magical storytelling—To create a digital book with images, text, drawings and sound recording to retell parts of the story.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC4: To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>NC5: To recognise common uses of information technology beyond school.</p>		<ul style="list-style-type: none"> To know how to unlock the ipad To know how to search for an app To know how to use their finger to navigate around the ipad screen. 	<ul style="list-style-type: none"> To combine images and text. To combine voice recordings to retell a story. Type words and sentences using spell checks in text boxes/speech bubbles using a keyboard. Use digital drawing tools to draw characters from a story. Combine images and edit text to create posters. Make improvements to produce digital books 	<ul style="list-style-type: none"> A digital book is a book that can be read on a device. The keys on a keyboard do not follow the alphabet. Posters and book pages have both images and text. Books can be shared with an audience using a QR code or URL.
Sequence of Learning				
<p><u>Front cover</u> Design the front page of a digital book, combining text and images.</p> <p><u>Storyboard</u> Combine images, text and voice recording to retell a story.</p>	<p><u>Retelling the story</u> Type words and sentences using spell checks in text boxes using a keyboard.</p> <p><u>The Little Pigs' Houses</u> Type words and sentences using spell checks in speech bubbles using a keyboard.</p>	<p><u>Wanted Wolf!</u> Combine images and edit text to create posters.</p> <p><u>Digital drawing</u> Use digital drawing tools to draw characters from a story of for a game.</p>	<p><u>Finished Digital Book/Slide</u> Make improvements to produce digital book following feedback.</p>	<p><u>Substantive</u> Quiz on substantive knowledge</p> <p><u>Disciplinary</u> Share their ebook with an audience (partner class/parents). Take feedback and make changes.</p>
digital books	speech bubbles, frames	digital drawing	oral recordings	

Computing—Year 2

What is a computer? - Create a digital book to show how computers have changed, the components of a computer, input and output of computer systems, computers beyond school and look at robots and what they do.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC4: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>NC5: To recognise common uses of information technology beyond school</p> <p>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</p>		<ul style="list-style-type: none"> Use google slides to create an opening slide. Add a title. Add transition effects to the text. Know how to use a computer and navigate around the keypad. Present information clearly. 	<ul style="list-style-type: none"> Create digital books combining text, images and sounds. Create a video presentation. Identify, name and explain the functions of the main components of a computer. Name and compare common input and output devices of computer systems. Explain how robots can be controlled 	<ul style="list-style-type: none"> A computer is a type of machine that can follow stored instruction. Input is information that goes into a computer. Output is information that comes out of the computer. GPS stands for global positioning system which shows the positions of a person or thing using signals from satellites. Components are a part or element of a larger whole, especially a part of a machine or vehicle.
Sequence of Learning				
<p><u>Front cover</u></p> <p>Introduce the app Book Creator.</p> <p>Design the front page of a book.</p> <p>Select a comic portrait book, add image, change text, font and colour, size and background.</p>	<p><u>How computers have changed.</u></p> <p>Discuss how computers have changed rapidly over time.</p> <p>Investigate the inside of a tablet computer.</p>	<p><u>Components of a computer.</u></p> <p>Recap last lesson, looking inside a computer.</p> <p>Use the app book creator and use text boxes to label the components.</p>	<p><u>Inputs and Outputs</u></p> <p>Add the images to frames on a new page and label either input or output with an explanation of the purpose of the device.</p>	<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Share their ebook with an audience (partner class/parents). Take feedback and make changes.</p>
font	timeline	components	inputs and outputs	

Religious Education—Year 1

Jesus as a Friend - Was it always easy for Jesus to show friendship? We will be learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.

Easter - Palm Sunday - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? We will be learning that Jesus is special to Christians and how His welcome on Palm Sunday shows this.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Spring B - Substantive knowledge
<p><u>Autumn A</u> Religion: Christianity Concept: Incarnation</p> <p><u>Autumn B</u> Religion: Christianity Concept: Incarnation</p>		<ul style="list-style-type: none">Jesus is the son of GodJesus is a special person to ChristiansJesus taught us to be a friend to othersJesus died on the crossChristians worship at church	<ul style="list-style-type: none">Describe some of the teachings of a religion.Describe some of the main festivals or celebrations of a religion.Recognise, name and describe some religious artefacts, religious places and their practices.Identify the things that are important in their own lives and compare these to religious beliefs.Relate emotions to some of the experiences to that of religious figures.Identify how and why they have to make their own choices in life.Explain how their actions affect others.	<ul style="list-style-type: none">Christians believe that Jesus is a good friendChristians believe Jesus is sinlessJesus helps people in times of needHoly week starts with palm SundayPalm Sunday is the day where Jesus rode into Jerusalem.Jesus was resurrectedJesus was believed to be 33 when he diedChristians believe that Jesus was sent to save them
Engagement (1 lesson)	Investigation (2 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Create a poster of learnt knowledge</p>
included	friendship	overcome	value	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Act out the Easter Story</p>
special	Bible	resurrection	respect	

Religious Education—Year 2

Judaism— In RE we will be looking at how important is it for Jewish people to do what God asks for them to do?

Christianity— How important is it to Christians that Jesus came back to life after his crucifixion?

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Spring B - Substantive knowledge
<p><u>Spring A</u></p> <p>Religion: Judaism Concept : Prayer at Home</p> <p><u>Spring B</u></p> <p>Religion: Christianity Concept: Salvation</p>		<ul style="list-style-type: none">Describe some of the teachings of a religion. Recognise name and describe some artefacts.Describe some of the main festivals or celebrations of a religion.Identify the things that are important in their own lives and compare these to religious beliefs.	<ul style="list-style-type: none">I can talk about why I do as some people ask but not others.I can talk about the Seder meal, or another Jewish practice and start to explain why they choose to do this.I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.I can say what I believe happens to you when you die and tell you how I remember people close to me.I can recall what Christians believe happened on Easter Sunday.I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	<ul style="list-style-type: none">Respect is when you think about others feelings and rightsThe Seder meal is a feast to start PassoverPassover and the Seder meal are a way Jews remember their relationship with GodJews follow the Sabbath lawsA synagogue is the building for special worshipA belief is thinking something is true without proofThe cross is to symbolise Jesus’ crucifixionAn Easter egg is a symbol of new lifeChristians believe in life after death
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<p><u>Substantive</u></p> <p>Quiz on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Create a poster of learnt knowledge</p>
Respect	Passover	Special	Importance	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	<p><u>Substantive</u></p> <p>Create a poster</p> <p><u>Disciplinary</u></p> <p>Act out the Easter story</p>
Memories	Symbols	Resurrection	Christians	

PSHE—Year 1

Dreams and Goals - In this unit, we will talk about setting simple goals, how to achieve them as well as overcoming difficulties when we try. We will learn to recognise the feelings associated with facing obstacles to achieving our goals as well as when we achieve them. We will discuss partner working and how to do this well.

Healthy Me - As part of this unit, we learn about healthy and less healthy choices and how these choices make us feel. We will learn about hygiene, keeping ourselves clean and that germs can make us unwell. We will learn about road safety, and about people who can help us to stay safe.

Curriculum Objective								Prior Knowledge				Disciplinary knowledge				Substantive knowledge																																																																											
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<u>Healthy Me - -Being Healthy</u>				<u>Healthy Me - Healthy Choices</u>				<u>Healthy Me - Clean and Healthy</u>				<u>Healthy Me - Medicine Safety</u>				<u>Healthy Me - Road Safety</u>				<p><u>Substantive</u> Quiz on substantive knowledge</p> <p><u>Disciplinary</u> Healthy poster to be displayed around school</p>																																																																							
unhealthy				balanced				hygiene				safe				Green Cross Code																																																																											

PSHE—Year 2

Dreams and Goals— Children will explore setting realistic goals and how they can achieve them. We will discuss perseverance when they find things difficult as well as recognising their strengths as a learner.

Healthy Me— We will learn about healthy food and what it looks like to have a healthy relationship with food and making healthy choices. We will explore what makes us feel relaxed and what makes us feel stressed. We will also learn about medicines, how they work and how to use them safely.

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Lifestyle		stress		Dangerous		Healthy		energy																																																																										