**##Year 1 MTP: Autumn 2**

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **RE**  Christianity  **Enquiry Question**  What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?  **Key Vocabulary**  gift, meaningful, present, account, bible, gift, meaningful, gold, frankincense, myrrh, wise men, anointing, incarnate/incarnation, magi, meaningful | **Pre-assessment:** What gifts do Christians believe God has given to us?-List  (Link to Aut 1-Creation)  LO: I can talk about choosing meaningful gifts or presents for different people.  STS: I can say how it feels to receive a gift.  I know what it means if a gift is meaningful.  I can recognise gifts that are meaningful and not.  I can suggest a meaningful gift for a baby and explain my choice.  Task: Write a gift tag to attach to their special gift for a human baby. Discussion-Why did you choose that gift? How is your gift meaningful to the baby? | LO: I can remember some of the Christmas story.  STS: I can recognise Jesus was a baby laid in a manger.  I can recall some parts of the Christmas story.  I know this story is told in Christian’s holy book, the bible.  I can learn and remember more events from the Christmas story.  Task: Pass the parcel-guessing gift wrapped for baby when music stops.  Add initial ideas & events recalled to manger illustration.  Listen to retelling of Christmas story. | **Mid-point Assessment:** Low-stakes quiz-Can you name the gifts given to Jesus? Who gave them? Why?  LO: I can say why the gifts given to Jesus might have been meaningful in Bethlehem.  STS: I can discuss whether I think gold, frankincense and myrrh are meaningful gifts for a baby.  I understand what incarnation means.  I recognise Jesus was given these gifts because he was a baby King/God.  I can talk about the importance of each gift.  Task: Sort photos matching gold, frankincense and myrrh to their meaning/use. | LO: I can retell the Christmas story and consider how gifts might be different today  STS: I can recall the Christmas story.  I can recognise any errors when the story is told.  I can choose gifts for a baby.  I can explain why I think these gifts are meaningful.  Task: Draw a picture of three gifts that I might give rather than gold, frankincense and myrrh. Compare to the gifts Jesus was given. How is it meaningful? | LO: I can explain why Christians believe Jesus is a special gift from God to the world.  STS: I know Christian’s believe Jesus was a special baby.  I can choose gifts for special baby Jesus.  I can explain why I think these gifts are meaningful.  I can choose a gift that a Christian might give Jesus and explain how this is meaningful.  Task: Illustrate gifts given to Jesus. Then illustrate a likely gift from a Christian to baby Jesus, explaining why it is meaningful. | **End of Unit Assessment:** Now is this a meaningful gift for Jesus from a Christian?-Vote/debate  LO: I can talk about the feelings of giving and receiving meaningful gifts  STS: I can get to know someone and find out what is special about them.  I can choose a meaningful gift for someone else and explain my choice.  I can explain my feelings when giving and receiving a meaningful gift.  Task: Following partner talk (sharing personal likes, what is special about them, etc), illustrate a meaningful gift for partner, based on what you now know about them. Explain why gift chosen and feeling when giving/receiving the gift. |
| **SCIENCE**  Seasonal Change (Autumn and Winter)  Key Vocabulary:  seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature | Pre-assessment- EYFS obj- Can you remember the effects of changing seasons in the natural world?  LO: To know how things change between the seasons.  STS: I can identify a season.  I can give examples of things that happen in the seasons.  I can describe the changes seen between seasons.  Task- In Science books, draw the following things in Summer and then Autumn:  Tree, plants, clothes, weather, animals and an activity. | LO: To identify seasonal changes.  STS: I can name some signs of Autumn.  I can spot seasonal changes around school and/or my local area.  Task: Autumn walk sheet- 1 star- walk around the playground/ local area with the sheet for children to tick off what they can see and what the weather is like. | Mid-assessment: Partner talk- what changes in Autumn from Summer?  LO: To know how things change between the seasons.  STS: I can describe the weather associated with autumn and with winter.  I can describe the things we might do in autumn and winter.  I can describe how things change in nature during winter.  Task: How animals survive in Winter.  Hibernate, Migrate, Change  Choose one animal for each category. | LO: To investigate wind direction.  STS: I can use simple equipment  I can gather and record careful observations.  Task: Create a weathervane and then test the direction of the wind every few days- North, South, East West.  Record this on a chart. | LO: To observe and describe the weather.  STS: I can say what I think will happen to the weather.  I can make observations about the weather.  I can gather data about the weather.  Task: Weather Observations sheet- every few day, record the weather for the day. | Assessment- identify differences between the four seasons.  Draw something related to each of the four seasons in Science books. |
| **HISTORY**  Gunpowder Plot  **Key Vocabulary**  Guy Fawkes, gunpowder, Catholic, King James I,  London, Houses of Parliament,  order, event, sequence, treason | LO: I can find out about what happened to the plotters after the Gunpowder Plot was discovered.  STS: I know who Thomas Percy is and what he did.  I can explain why he did what he did.  I can explain how he might feel.  I can explain why the King wanted to find Thomas Percy alive.  Task: Hotseat Thomas Percy.  What questions do you want to ask him about what he did, why he did it and how he feels?  Extension-Create wanted poster to find Thomas Percy. |  | LO: I can find out about how the Gunpowder Plot is remembered.  STS: I can discuss and identify what some people do on bonfire night.  I know the Gunpowder Plot is remembered on 5th November on bonfire night each year.  I can recognise some traditions that often happen on bonfire night.  I can discuss which of these traditions help us to remember the Gunpowder Plot.  Task: Share tradition of making a Guy/’Penny for a Guy’ for bonfire night. Make poster to advertise local Bonfire Night-fire, fireworks, traditional food. |  | **End of Unit Assessment:** Re-enacting Gunpowder Plot  LO: I can show what I have learnt about the Gunpowder Plot.  STS: I can recall the people involved in the Gunpowder Plot.  I can sequence the main events.  I can explain how the people involved were feeling and why.  Task: Work in mixed ability groupings to support each other to create their re-enactment. Use freeze-frame to pause action and ask people how they are feeling and why they are behaving in that way. |  |
| **ART**  Drawing  **Artist**  L.S. Lowry  **Key Vocabulary**  Line – 2D, 3D.  Composition – arranging, visual qualities, background, foreground, sketch, grades of pencil, observation, contrast,  tone, shade | LO: I can use a pencil to sketch lines and shapes observed.  STS: I can observe shape, size and position of buildings.  I can use lines and shapes to sketch buildings.  Task: Outline sketch their final piece to show shape and position of buildings, etc. Draw additional details. |  | LO: I can use different techniques to create different shades observed.  STS: I can observe light and dark.  I can use shading techniques to show light and dark.  Task: Continue to work on final sketch. Shade and mark make to add detail observed. |  | **End of unit assessment:** Evaluation of final piece  LO: I can evaluate my own work and suggest what I could do to make it even better.  STS: I can compare the lines and shapes I have used to those in Lowry’s picture.  I can discuss how I have used shading techniques.  I can discuss what I like/dislike about my sketch.  Task: Evaluate own work and suggest improvements and what we like about it using prompts. |  |
| **GEOGRAPHY**  Weather and Seasons  **Key Vocabulary**  month, season, Spring, Summer, Autumn, Winter, weather, climate, temperature, forecast, rain, snow, sunshine, wind, cloud, fog rain gauge, freezing, frosty, misty, thunderstorm |  | LO: Identify the types of clothing worn in different weather.  STS: I can recognise different weather.  I can chose suitable clothes for the type of weather.  I can explain why I have chosen those clothes.  Task: Given weather conditions eg sunny day, rainy, day, cold day…children draw self wearing suitable clothing for each weather (from the images provided). Can they explain their choice? |  | LO: Identify the types of weather we have in the United Kingdom and record the daily weather in our area.  STS: I can describe weather I have experienced.  I can recognise weather typical to the UK.  I can observe, describe and record the daily weather.  Task: Discuss different types of weather typical to the UK and in their experience. Share the equipment you will need to measure temperature, rainfall, etc. Using the weather forecast sheet, pupils record daily weather conditions. |  | **End of unit assessment:**  Low-stakes Quiz-Which season is it?-Describe clothes, activities and weather.  LO: To reflect on the impact the weather has on our activities.  STS: I can describe the different weather observed in the UK.  I can discuss how we dress and behave in different weather.  I can identify some jobs that might be affected by the weather.  Task: Review weather record previously completed. Choosing 2 days of different weather, identify what we did/didn’t do, what they wore, etc on during this weather. Can you name a job that might be affected by this weather? Why would It be affected? |
| **PSHE**  Celebrating Difference  **Key Vocabulary**  similarity, same as, different from, difference, bullying,  bullying behaviour, deliberate, on purpose, unfair, included, bully,  bullied, celebration, special, unique. | **Pre-assessment:** Play ‘odd one out’ (identifying and describing what is the same/different)  STS: I can compare how people look and what they like.  I can say what is the same.  LO: I can identify similarities between people in my class.  Task: Identify what is the same in the pictures. Reinforce the statements “The same as...” and “Similar to...”.  Identify three similarities or ways that they are the same as their partner. Ask children to draw/write ways they are similar to the partner with whom they are working. | LO: I can identify differences between people in my class  STS: I can compare how people look and what they like.  I can say what is different.  Task: Discuss differences using phrases “Different from...” and “Differences”. Write/draw differences between themselves and their partner. | **Mid-point Assessment:**  LO: I can tell you what bullying is  STS: I can recognise good and bad behaviour.  I can recognise bullying.  I can say how bullying makes someone feel.  Task: Discuss how does it feel to be part of a group? What do children think is bullying? Discuss 3 key features of bullying. Create anti-bullying slogans. | LO: I know some people who I could talk to if I was feeling unhappy or being bullied  STS: I can recognise when I or someone else is upset.  I can identify people who keep me safe at home and at school.  I can describe what I would do if I was unhappy or being bullied.  Task: Sing song: There’s a place. Discuss that Jigsaw Jack is upset – how can we help him?  Share things they could do if they were being bullied. | LO: I know how to make new friends  STS: I can identify a friend.  I can describe what a good friend does.  I can describe how a good friend makes someone feel.  Task: Read story ‘Best friends Jennie and Jack’. Think about qualities and behaviours of a friend. Make friendship tokens. | **End of unit assessment:**  LO: I can tell you some ways I am different from my friends  STS: I can recognise what is different about me.  I can recognise what makes me special.  I can describe things that I like and things that make me happy.  Task: Pass the song. Look at gingerbread people and recap what we have learnt in this unit.  Complete celebrating me label. |
| **MUSIC**  My Musical Heartbeat  **Social Question**  How can we make friends when we sing together?  **Key Vocabulary**  Beat, clap, short and long sounds, improvise, rap, pop, soul  High and low pitches, note, track, lyrics  Backing singers, chorus, compose, musician, tempo, clap back | | | | | | |
| **PE**  iMove Pirates-locomotion, travelling and agility  balance, throw, catch, leap, spin  strength, exercise, well-being, balance, control, resilience, rules  &  Gymnastics  action, roll, jump, level, direction, speed, point, balance | | | | | | |
| **COMPUTING**  Creating digital media- Paint  **Key Vocabulary**  Fill tool, paintbrush, rubber, shape tool, pencil, undo, save icon, erase, line too,  brush style, | **Pre-assessment:** How do we open up an app? (Paint)  LO: I can make marks on a screen and explain which tools I used  STS: I can open the app.  I can use a mouse to select a specific tool and make intended marks.  I can recognise the icon for each tool.  I can make and erase marks.  Task: Introduce the paint app. How to open it. What the white page is, paintbrush, eraser, paint can, pencil etc.  Children to explore what each of the tools do and evaluate in discussion to follow. | LO: I can use the shape and line tools effectively  STS: I can remember the icon for each tool.  I can select relevant tools and combine marks to make a picture.  I can undo when needed.  Task: Use the tools modelled to create their own digital painting, using undo option when needed. | **Mid-point Assessment:**  LO: I can create a picture in the style of an artist  STS: I can remember the icon for each tool.  I can select appropriate tools and combine appropriate colours, lines and shapes to make a picture.  I can undo when needed.  Task: Look at how Matisse has created the painting. Demonstrate how to do it using the tools.  Create their own interpretations of Matisse’s *Snail*. | Low stakes quiz – Matching game-Which Paint tool do you use to…?  LO: I can explain that different paint tools do different jobs  STS: I can remember what each tool does.  I can select appropriate tools and combine appropriate colours and shapes to make a picture.  I can undo when needed.  Task: Introduce Wassily Kandinsky. Discuss what shapes they can see in the picture. Demonstrate how to make a similar picture using tools.  Discussion on how the painting makes them feel. Discussion of the tools on paint app. Children to create a picture using circles. | LO: I can change the colour and brush sizes  STS: I can remember what each tool does.  I can select appropriate tools and combine appropriate colours and brush sizes to make a picture.  I can undo when needed.  Task: Introduce Georges Seurat’s painting. Model the process of painting the sunflower picture using the tools needed.  Opportunity to demonstrate their independent use of the brush size, style, colour, and undo tools. | **End of Unit Assessment:** Peer teach-Which Paint tools have created this picture?  LO: I can explain that pictures can be made in lots of different ways  STS: I can recognise picture made on a computer and by hand.  I can say what I like/dislike about painting by computer and by hand.  Task: Spot the difference between pictures made on a computer or on paper. Discussion about the paintings they have created over the weeks. Which were their favourite? What did they prefer? |
| **DT**  Mechanisms  Sliders and Levers  **Key Vocabulary**  slider, lever, pivot, slot, bridge/guide, card, masking tape,    paper fastener, join pull, push, up, down,      straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function |  | **Mid-point assessment:** Team teach-What have we learnt about sliders?  LO: I understand what a lever is by investigating how it works.  STS:  I can decide how long the lever will be.  I can decide where the pivot will be.  I can use a split pin to assemble a lever.  I can check that the lever works.  I can move the pivot if the picture doesn’t move how I want it to.  Task: Make a simple lever following model and instructions. |  | LO: To share my design ideas by sketching and labelling.    STS: I can say which part of my picture will  move and decide if it will be a slider or lever.  I can sketch my design and label it to  show which mechanisms and materials will be used.  Task: Focusing on use of slider or lever, design a moving picture for a story book. Label materials to use and which mechanism |  | **End of unit assessment:** Team teach- How does a slider work? How does a lever work?  LO: I can make my picture with one moving mechanism.  STS: I know which part of my picture will move.  I know how to make a slider/lever.  I can make a picture with a moving mechanism.    Task: Chn to make their moving picture using a slider or a lever (pre cut pictures to use). |
| **Online Safety**  **One lesson to be taught at the start of the half term**  **Online bullying**  **Vocabulary: online, offline, feelings, upset, positive** | L.O. I can describe how to behave online so I do not upset others.    STS: Recognise that certain behaviours online can upset others.  Give examples of behaviours that are unlikely to upset others.  Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.) |  |  |  |  |  |