

## R.E

The Bible: Why is the Bible such a special book?

Do people of all world faiths have holy books?  
Islam Judaism

Christmas: Why was the birth of Jesus such good news?

## Science- materials

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## History

### Investigate and interpret the past

Ask questions such as: What was it like for people? What happened? How long ago?

Use evidence to ask questions and find answers to questions about the past.

Suggest causes and consequences of some of the main events and changes in history.

### Build an overview of world history.

Describe historical events.

Describe significant people from the past –Queen Mary.

### Understand chronology.

Understand the concept of change over time, representing this, along with evidence, on a time line.

Use dates and terms to describe events.

### Communicate historically

Show an understanding of the concept of nation and a nation's history.

Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

## TRIPS/ ENRICHMENT

Tullie House

Carlisle Castle, other local castles

Forest Schools



## Class 2 Autumn 1 Cycle A

## Why were castles built in medieval times?

### Class 2 Autumn 1 Cycle A

#### Quality Texts



#### DT- Structures - Design and make a bridge.

##### Design

Design products that have a purpose.

Explain how their products will look and work through talking and simple annotated drawings;

Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.

##### Make

Select from a range of materials and components according to their characteristics;

With growing confidence, carefully select from a range of tools and equipment, explaining their choices;

Select from a range of materials and components according to their functional properties and aesthetic qualities;

Place the main stages of making in a systematic order;

With help, measure and mark out;

Cut, shape and score materials with some accuracy;

Assemble, join and combine materials, components.

##### Evaluate

Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;

Explain positives and things to improve for existing products;

Explore what materials products are made from;

Talk about their design ideas and what they are making;

As they work, start to identify strengths and possible changes they might make to refine their existing design;

Evaluate their products and ideas against their simple design criteria;

## Art

### Drawing: Self Portraits

Artist study: Poonac

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

Experiment with showing line, tone and texture with different hardness of pencils;  
Use shading to show light and shadow effects;  
Use different materials to draw, e.g. pastels, chalk, felt tips;  
Show an awareness of space when drawing;

### Music – The Dragon Song

#### Singing

Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. •

#### Listen and understand

To know that music can be expressive.

Explore and comment on the ways sounds can be used expressively.

Identify the beat in music.

Recognise changes in timbre, dynamics and pitch.

Develop a shared knowledge of the stories, origins, traditions, history and social context of the music they are listening to.

#### Composing

Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values.

#### Composition improvisation

Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.

#### Musicianship

To know that a rhythm fits over a steady pulse.

Recognise rhythmic patterns.

Perform a repeated pattern over a steady pulse.

#### Performing

Understand the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note.

## PSHE-Being me in my world

I can identify some of my hopes and fears for this year

I know how to use my jigsaw journal

I understand the rights and responsibilities for being a member of my class and school

I can listen to other people and contribute my own ideas about rewards and consequences

I understand how following the learning charter will help me and others learn

I can recognise the choices I make and understand the consequences

## P.E

### Gymnastics and PE with Ben

## French

C'est moi (It's me)

## Computing

### Online Safety

Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;

Seek help from an adult when they see something that is unexpected or worrying.

### Technology in our lives

Add websites to a favourites list;

Use search tools to find and use an appropriate website and content;

Use strategies to improve results when searching online;

Reflect on their own digital footprint and behaviour online;

Identify what is appropriate and inappropriate behaviour on the internet, Recognising the term cyberbullying;

Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;

Seek help from an adult when they see something that is unexpected or worrying;

Demonstrate understanding of age-appropriate websites and adverts;