

Alverton Curriculum Sequence Spring Term B - Years 1 and 2



China

ART	COMPUTING	DT	GEOGRAPHY	HISTORY
<p>Prior Learning</p> <p>Painting Drawing Collage</p>	<p>Prior Learning</p> <p>My Online Life What is a computer?</p>	<p>Prior Learning</p> <p>EYFS: Safely use and explore a variety of materials, tools and techniques. Explore the natural world around them.</p>	<p>Prior Learning</p> <p>Continents/oceans Seasonal weather patterns</p>	<p>Prior Learning</p> <p>Lives of significant individuals</p>
<p>Intent (Children will learn)</p> <p>To explore pattern, texture and tone (KAPOW: Y2 Formal Elements of Art)</p>	<p>Intent (Children will learn)</p> <p>Knowsley: Y2 My Online Life Code a Story</p>	<p>Intent (Children will learn)</p> <p>Use a range of tools and textiles to create a puppet KAPOW: Y1 Textiles</p>	<p>Intent (Children will learn)</p> <p>Compare and contrast a small area of the UK with a non-European country.</p>	<p>Intent (Children will learn)</p> <p>Events beyond living memory that are significant globally.</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> WALT: create repeating patterns (children will create repeat patterns with everyday objects) WALT: create texture by taking rubbings (children will use media of their choosing to take rubbings of varying textures) WALT: create texture by using the frottage technique (children will tear their previous rubbings to make Max Ernst style art) WALT: create tone in 3D pencil drawings (children will use different gradients of pencil to add tone to a drawing) WALT: create tone in 3D colour drawings (children use pastels and chalks to depict tones in colour) 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> WALT: understand whether you can trust everyone you meet online (children will learn that users can hide their identity; learn how to keep their personal information safe) WALT: understand the impact of online behaviour (children will discuss and role-play situations which may affect them) WALT: question whether everything seen online is true/real and who owns/creates it (children will evaluate digital resources and content) WALT: write an algorithm (children will use Scratch to create a sequence of commands) WALT: learn to debug an algorithm (children debug offline/online algorithms) WALT: create a coded animated story (children will use Scratch to create their own story) 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> WALT: practise basic sewing techniques (children will use large needles and pre punched fabric to practise sewing) WALT: design and use a template (children will practise creating and cutting a template of 2 identical pieces) WALT: explore features that bring puppets to life (children will explore and draw a range of facial features on paper) WALT: design a puppet to perform a story (children will explore a range of puppets and design their own to use in a puppet show) WALT: make puppets using a own design (children will use a range of tools and techniques to join their templates together) WALT: evaluate their design (children will decide WWW/EBI) 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> WALT: locate China on a world map (children will use map work skills) WALT: know the 5 main features of a map (children will use these features to make a simple map of China) WALT: compare life in the UK and China (children will learn capital cities of UK and China) WALT: compare school life in China with ours (children will contrast school days) WALT: know what Chinese culture is like (children will compare and contrast culture and conditions) WALT: know about different types of farming in China (children will learn about differences between agriculture in the UK and China) FIELDWORK ENQUIRY 	<p>Sequence of Lessons:</p> <p>NO DISCRETE HISTORY PLANNED FOR THIS TOPIC</p>
<p>Outcome / Composite</p> <p>To produce a piece of Chinese inspired art using techniques learned this term.</p>	<p>Outcome / Composite</p> <p>Children will create their own coded animated story.</p>	<p>Outcome / Composite</p> <p>Children will design, make and evaluate a puppet.</p>	<p>Outcome / Composite</p> <p>Children will complete a range of enquiries to determine difference between life here and in China.</p>	<p>Outcome / Composite</p>

MUSIC	PSHE	RE (1)	RE (2)	SCIENCE
<p>Prior Learning Music Express: Seasons Songs from our Christmas performance</p>	<p>Prior Learning You Can't Do That Here/Exploring Our Community/Playground/Why We Wash Our Hands</p>	<p>Prior Learning To understand who is Muslim and how they live (1)</p>	<p>Prior Learning Why does Christmas matter to Christians?</p>	<p>Prior Learning Working Scientifically Seasonal changes Living Things and their Habitats</p>
<p>Intent (Children will learn) Music Express: Machines - explore beat through movement, body percussion and instruments Charanga: In the Groove</p>	<p>Intent (Children will learn) Go Givers: Taking Responsibility/The Power of Words/Looking Out for Others/Litter</p>	<p>Intent (Children will learn) To understand who is Muslim and how they live (2)</p>	<p>Intent (Children will learn) To understand why Easter matters to Christians.</p>	<p>Intent (Children will learn) To work scientifically To understand seasonal change To explore the properties of everyday materials.</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> WALT: play and maintain a steady beat (children will use vocal sounds and percussion with a steady beat) WALT: play to a steady beat and at different speeds (tempo) (children will use body percussion, actions and instruments to perform and play beats at different speeds) WALT: play to a steady beat and control changes in speed (tempo) (children will play together getting faster and slower) WALT: sing the song "In the Groove" (children will learn the words and melody) WALT: accompany the song with instruments (children will use a variety of instruments) WALT: perform the song (children will sing and perform instruments) 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> WALT: understand what is meant by responsibility (children will describe some simple things that they and others have responsibility for; explore how it feels to take responsibility) WALT: understand how words can be used for good and bad (children will think about how their words make others feel) WALT: understand how to help and support each other to create a happy class community (children will learn how to look after and support their classmates) WALT: understand the problems caused by littering (children will learn how to take responsibility for their own environment) 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> WALT: the meanings of some stories about the Prophet Muhammad (children will read and discuss the story of Muhammad and the Cloth) WALT: understand that Muhammad is God's messenger (children will complete a Guided Reading activity to deepen understanding) WALT: understand why the Quran is so special to Muslims (children will learn the "rules to live by" from the Qu'ran) WALT: understand why Salah is important to Muslims (children will consider how and why Muslims pray 5 times daily) WALT: reflect on our learning about Islam (children will consider which of its practices and virtues can be transferred to life outside Islam) 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> WALT: understand why Holy Week is important to Christians (children will explore and sequence the events of Holy Week) WALT: understand the emotions of Jesus' followers during Holy Week (children will talk about feelings of happiness and sadness) WALT: understand the importance of eggs as a Christian symbol of Easter (children will consider the connection between eggs, new life and resurrection) WALT: understand how Christians show their beliefs in Easter worship (children will use art to express different aspects of Easter) WALT: understand the Christian belief in Salvation (children will create sunrise art to reflect the Christian belief of darkness into light) 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> WALT: understand what a material is (children will identify and name a variety of everyday materials) WALT: compare a variety of everyday materials (children will investigate objects and identify their materials and uses) WALT: describe simple physical properties of everyday materials (children will use technical language to describe materials) WALT: evaluate the properties of a variety of materials (children will test materials and use technical language to describe their properties) WALT: identify the differences between man-made and natural materials (children will understand that some materials occur naturally and others are not) WALT: understand the damage litter causes (children will learn how and why we recycle and pass their knowledge to others)
<p>Outcome / Composite Children will learn and perform a song.</p>	<p>Outcome / Composite Children will develop an understanding of how to keep our school community and environment happy and healthy.</p>	<p>Outcome / Composite Children will have an understanding of the principles of the Muslim faith.</p>	<p>Outcome / Composite Children will have an understanding of the Christian perspective of Easter.</p>	<p>Outcome / Composite Children will complete an egg drop science experiment to test different materials.</p>
<p>Launch Classroom based activities</p>	<p>Reading Opportunities across the Curriculum</p> <p>Fiction: Tell Me A Dragon; The Magic Paintbrush; The Great Race: the Story of the Chinese Zodiac; The Cat from Hunger Mountain; Cricket Warrior; Fortune Cookie Fortunes; Willow Pattern Story; How to Catch a Dragon; Chinese Dragon and other Festival Poems</p> <p>Non Fiction: Yikang's Day; We Live in China; Travel Through China; Shanyi Goes to China; a range of atlases for geographical work</p>			<p>Overarching Final Outcome / Composite China exhibition</p>