

# Alverton Curriculum Sequence Spring Term B - Years 1 and 2

## China



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

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