

Year 1 and Year 2 Historical Heroes – Learning Sequence

Autumn 2025

Synopsis: Children learn about people and key events from the past, finding out information using a range of different sources. They find out about people who contributed to significant historical events.

In **English**, children learn about the features of diary writing and creating list, descriptive poems. They will be exposed to various texts to further their decoding and fluency skills. We will be looking at the features of letter writing and the children will be writing their own letters throughout the topic.

In **Science**, children look at forces and circuits as part of electricity. We will also be observing seasonal changes.

In **History**, children learn about a range of historical heroes, using a range of sources and looking for similarities and differences between life in the past and present. We will find out about significant people and how they contributed to society.

In **Geography**, children will learn more about the United Kingdom and the four countries/capital cities.

In **Art**, children explore different lines and use paint to depict what historical heroes may have seen from their viewpoint. We will be exploring primary colours creating collage pictures using different materials.

In **D&T**, children research, design and make houses, fire engines and and a lighthouse, using given design criteria.

In **Computing**, children learn how to stay safe online, in the context of using the Internet to research and present ideas. They will be using their purple mash logins to complete tasks such as painting and finding out facts.

In **PE**, children will explore movement through gymnastics and dance. They will be learning a range of multi-skills.

In **Music**, children will learn about pulse, rhythm and pitch. They will learn classroom daily routine songs and participate within weekly singing worship, including singing a range of songs linked to harvest and Christmas.

In **PSHE**, children will be exploring ‘Being me in my World’ and ‘Celebrating Difference’.

In **RE**, children will be exploring the questions *What are your favourite things in creation?* and *‘Why was the birth of Jesus good news?’* We will be looking at creation stories from world faiths and making comparisons.

Length of theme: 15 weeks

English

Write a diary entry from the perspective of a historical hero and people from the past

Samuel Pepys / Grace Darling

Acrostic Poems

<p>Yr 2 English Objectives</p> <p>Text Structure & Features</p> <ul style="list-style-type: none"> • Write for different purposes, including narratives about personal experiences (real and fictional) • Write about real events, recording these simply and clearly • Write poetry • Structure and sequence ideas orally and (where appropriate) through drama and role-play <p>Language & Vocabulary</p> <ul style="list-style-type: none"> • Discuss and clarify meanings of new words, making links to known vocabulary • Use drama, and role play to identify with and explore characters • Recognise and use simple recurring literary language in stories <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Use expanded noun phrases • Use co-ordination (and, so, but) • Use sentences with different forms <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> • Plan/say aloud what they are going to write • Write down key words/ideas/vocabulary • Evaluate own writing with teacher/other pupils • Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form • Proof-read for errors in spelling, 	<p>Yr 1 English Objectives</p> <p>Language & Vocabulary</p> <ul style="list-style-type: none"> • Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts) <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Use punctuation for sentences • Use 'and' to join words and clauses • Leave spaces between words • Use capital letter for proper nouns such as names of people, places, days of week and pronoun I • Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> • Re-read what they have written to check it makes sense • Discuss what they have written with teacher/pupils <p>Transcription</p> <ul style="list-style-type: none"> • Spell words containing the 40+ phonemes, common exception words and days of the week <p>In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.</p>	<p>English Learning Sequence</p> <p><u>Diary Writing</u></p> <ul style="list-style-type: none"> • Recap what we know about diaries and how they can often tell us about things that happened in the past • Share some examples of diaries (real life and fictional) eg Samuel Pepys, Anne Frank, Adrian Mole, Mary Seacole and read extracts from them – discuss what they tell us about the person who wrote it and the time in which it was written <p><u>Samuel Pepys</u></p> <ul style="list-style-type: none"> • Show children video clips about the events from the Great Fire of London and learn about Samuel Pepys. • Use role-play and hot seating to take on the role of Samuel Pepys • Write a diary of events from the view of Samuel Pepys • Children to think of questions that they would ask Samuel Pepys to find out more information • Continue with weekly diary writing about their weekend. <p><u>Grace Darling</u></p> <ul style="list-style-type: none"> • Role play key events of the rescue generate ambitious vocabulary with reference to noun phrases, verbs and adverbs • Create a large timeline of the journey across middle of table and children add their key ideas/words/phrases ready to support them with their diary entry • Write a diary of events from the view of Grace Darling
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<p style="text-align: center;">grammar and punctuation</p> <p>Transcription</p> <ul style="list-style-type: none"> • Spell common exception words and those with contractions • Distinguish between homophones and near-homophones Use the possessive apostrophe (singular) • Start using diagonal/horizontal strokes to join and know which are best left unjoined • Write capital letters of the right size, orientation and proportion • Use correct spacing between letters and words • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.</p>		<ul style="list-style-type: none"> • Use of mind mapping, talk partners, whiteboard work to collate ideas to make reference to within writing • Reading diary entries aloud to class/partners • Guided Reading and small group literacy based comprehension tasks on historical events <p><u>Weekly diary entries</u></p> <ul style="list-style-type: none"> • Children to write their own diary entries, recounting the events from their weekend (Mondays) <p><u>Autumn/Harvest Acrostic Poem</u></p> <ul style="list-style-type: none"> • Introduce key features of an acrostic poem • Focus on use of adjectives
<p>Letter Writing</p> <p><i>Guy Fawkes / Grace Darling / Letters to and From Santa</i></p> <p>List Poems/Reciting Poems – Linked to Autumn, Bonfire Night, Remembrance and Christmas</p>		
<p>Yr 2 English Objectives</p> <p>Text Structure & Features</p> <ul style="list-style-type: none"> • Become increasingly familiar with and retell a wider range of stories • Draw on a wide range of stories and understand their features <p>Language & Vocabulary</p>	<p>Yr 1 English Objectives</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Take turns in high-quality discussions about what they have heard/read <p>Grammar & Punctuation</p>	<p>English Learning Sequence</p> <p><u>Firework/Bonfire Acrostic Poem (List Poems)</u></p> <ul style="list-style-type: none"> • Introduce key features of an acrostic poem • Focus on use of adjectives • Recap key features of a list poem • Focus on use of adjectives

- Discuss and clarify meanings of new words, making links to known vocabulary
- Use drama, and role play to identify with and explore characters
- Recognise and use simple recurring literary language in stories

Grammar & Punctuation

- Use expanded noun phrases
- Use apostrophes for the contracted form
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required
- Use sentences with different forms: command, statement, question and exclamation

Plan, Draft, Edit & Evaluate

- Plan/say aloud what they are going to write
- Write down key words/ideas/vocabulary
- Evaluate own writing with teacher/other pupils
- Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form
- Proofread for errors in spelling, grammar and punctuation

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and

- Use 'and' to join words and clauses
- Leave spaces between words
- Use capital letter for proper nouns such as names of people, places, days of week and pronoun I

Language & Vocabulary

- Understand how language can be used in narrative

Text Structure & Features

- Write for different purposes
- Sequence sentences to form short narratives

Plan, Draft, Edit & Evaluate

- Say aloud what they are going to write
- Compose sentences orally before writing
- Re-read what they have written to check it makes sense
- Discuss what they have written with teacher/pupils

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Discuss use of all senses to add detail i.e. what do we hear, smell, see when we look at a fire
- Children to create their own acrostic poems linked to themes/festivals

Reciting Poems

- Children to recite well known poems in small groups and pairs – autumn, bonfire night (remember, remember) and Flanders field
- Children to have poems to learn as part of their Christmas play roles (rhyming phrases and pairs)

Letter Writing

- Share a range of letters/postcards with children – where are they from? Why do we write them? Who do we write them to?
- Look at the key features of letter writing
- Grammar session on functions of sentences: commands, statements, exclamations and questions. Link with using appropriate punctuation for each sentence - question mark, exclamation mark etc
- Children generate a sentence of each form eg What a beautiful view that is! (exclamation)

Grace Darling

- Children to write a letter from Grace Darling explaining her heroic rescue

Letter to Santa

<p>skills outlined in English Appendix 2 are also addressed.</p>		<ul style="list-style-type: none"> • Use Dear Santa as a text to show different letter formats and key features • Children to write a letter to Santa from the character within the story • Use the • Children to write their own letter to Santa and send to North Pole (address from text) <ul style="list-style-type: none"> • Poetry appreciation through rhyming Christmas texts <p><u>Weekly diary entries</u></p> <ul style="list-style-type: none"> • Children to write their own diary entries, recounting the events from their weekend (Mondays)
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Reading, Phonics and SPAG

<p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered • Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes • Sound out unfamiliar words accurately, automatically and without undue hesitation • Read words containing common suffixes • Read common exception words <p>Comprehension</p> <ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far • Make inferences on the basis of what is being said and done • Ask and answer questions 	<p>Word Reading</p> <ul style="list-style-type: none"> • Respond with correct sound to graphemes for all 40+ phonemes • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read other words of more than one syllable • Read words with contractions and understand role of apostrophe • Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency <p>Comprehension</p> <ul style="list-style-type: none"> • Listen to a wide range of challenging stories, poems and non-fiction 	<p><u>Twinkl Phonics Programme</u></p> <p>As a school all children from Nursery to lower KS2 follow the Twinkl Phonics Programme. This ranges from level 1 – level 6. All children in Year 1/2 are taking part in 5 lessons a week focusing on objectives from the phonic level in which they are working at (Level 5 – Level 6). Children are also receiving same-day interventions, when required, to help them keep up not catch up.</p> <p>Lessons are structured in the following way.</p> <ul style="list-style-type: none"> • Revisit and review– previous sounds and tricky/common exception words taught • Teach –new sounds and tricky/common exception words • Practise – blend/segment words focusing on new phoneme or words
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<ul style="list-style-type: none"> Participate in discussions about texts, explaining their understanding of what they have read so far Draw on what they already know or on background information and vocabulary provided by the teacher <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Compose sentences orally before writing Re-read what they have written to check it makes sense Discuss what they have written with teacher/pupils 	<ul style="list-style-type: none"> Discuss these and make links to own experiences drawing on what they know Take turns to explain clearly their understanding of what is read to them Take turns in high-quality discussions about what they have heard/read <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Compose sentences orally before writing Re-read what they have written to check it makes sense Discuss what they have written with teacher/pupils 	<ul style="list-style-type: none"> Apply – read and write a caption or sentences focusing on new phonemes taught and tricky/common exception words Assess – formatively assess during each session how the children are progressing and adapt planning and teaching accordingly. Summative assessments take place at the end of every half term. <p>Reading Opportunities</p> <ul style="list-style-type: none"> Weekly guided reading using the Twinkl Phonic mini-books 1:1 reading using Rhino Reader books and another book that is specifically matched to their phonic level. Weekly library session Use of cosy reading areas in our classroom and shared rooms <p>SPAG</p> <ul style="list-style-type: none"> Weekly spelling tests set according to phonic phase and stage. Punctuation- reinforce ‘perfect sentence obligatory expectations; capital letters, finger spaces and full stops. Extend punctuation with exclamation marks and question marks. Build vocabulary with knowledge of nouns, verbs and adjectives
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Maths

Number Sense / Addition and Subtraction / Shape

<p>Yr 2 Maths Objectives</p> <ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0 and 10s from any number Recognise the place value of each digit in a 	<p>Yr 1 Maths Objectives</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 	<p>Maths Learning Sequence – Power Maths</p> <p>All year groups follow the Power Maths mastery programme.</p>
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<p>two digit number</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems <ul style="list-style-type: none"> Recall and use additional and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two digit numbers and 1s, a two-digit number and 10s, a two digit numbers, adding 3 one-digit numbers <ul style="list-style-type: none"> To name 2D and 3D shapes. To describe the properties of 2D and 3D shapes. 	<ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals Count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <ul style="list-style-type: none"> Add and subtract one -digit and two -digit numbers to 20, including 0 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <ul style="list-style-type: none"> To name 2D and 3D shapes. To describe the properties of 2D and 3D shapes. 	<p>These curriculum objectives are covered in daily lessons through a small step, progressive approach.</p> <p><u>Maths Mastery</u> – NCETM daily sessions</p>
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Science

<i>Yr2 Electricity</i>	<i>Yr 1 Forces</i>	
<p>Yr 2 Science Objectives</p> <ul style="list-style-type: none"> Ask and raise their own scientific questions Use first-hand practical experiences to find answers Gather and record data using diagrams, words and charts Perform simple tests Observe closely Discuss what they have found out Use simple equipment 	<p>Yr 1 Science Objectives</p> <ul style="list-style-type: none"> Start to ask and suggest answers to simple scientific questions Use first-hand practical experiences to find answers Start to observe closely Begin to gather and record data simply using pictures and words Start to discuss what they have found out Use simple equipment 	<p>Science Learning Sequence <u>Yr1 Forces</u></p> <p>Forces - Pushes and Pulls</p> <ul style="list-style-type: none"> Ask the question – How do we move things? Explore how we can move things around the classroom e.g. drawers, chairs, play dough etc. Introduce the language of push and pull and force. Sort pictures of actions into the different categories of push/pull and both

<p>Scientific Knowledge</p> <ul style="list-style-type: none">• Identity appliances that run on electricity• Recognise the needs of a power source and closed circuit to make an appliance work• Identify components/symbols• Build simple closed circuits	<p>Pushes and Pulls</p> <ul style="list-style-type: none">• Recognise a push and a pull as a force needed to move an object• Recognise that a force can be bigger or smaller and acts in a particular direction• Explore how to push objects with more force.• Explore how to push/pull heavier objects with more force• Describe the forces used using the correct scientific vocabulary.	<ul style="list-style-type: none">• Explore forces in action through P.E. – use each other to push and pull against each other using different body parts.• Sort pictures of different toys into push/pull or both• Ask the question – How can we make objects move further?• Investigate using a toy car and change different conditions to explore how to make it go further e.g. by giving the car a bigger push, changing the type of car, adding a ramp, testing on carpet and the lino to see if changing the surface material has an impact. Measure and record the distance travelled and compare.• Look at a range of pictures of different forces in action. Add arrows of different sizes to show the direction and size of force being used.• Ask the question – How can we push heavy objects?• Children investigate how they can move the large taxi bikes. Try it with and without a child. What do we need to do to push or pull it now it is heavier? Investigate using a tow rope to move heavy loads.• Children chalk arrows of different sizes to show the direction and size of force being used.• Record length of push/pull using tape measures <p><u>Yr 2 Electricity</u></p> <ul style="list-style-type: none">• Introduce objects working by using a battery by using a torch – What happens if we take the battery out?
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		<ul style="list-style-type: none"> • Children to go on a hunt to look for things that run on electricity • Discuss the difference between a battery source and use of electricity • Children to act out a closed / open circuit through dance in PE • Children to identify the components needed to complete a circuit and draw/label • Children to use their bodies to show making a simple circuit <p>Children to use wires, battery and bulb to make a lighthouse 'light up' using a closed circuit</p>
	Seasonal Changes	
<p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask and raise their own scientific questions • Use first-hand practical experiences to find answers • Gather and record data using diagrams, words and charts • Perform simple tests • Observe closely • Discuss what they have found out • Use simple equipment <ul style="list-style-type: none"> • Observe changes across the four seasons and record these 	<ul style="list-style-type: none"> • Start to ask and suggest answers to simple scientific questions • Use first-hand practical experiences to find answers • Start to observe closely • Begin to gather and record data simply using pictures and words • Start to discuss what they have found out <ul style="list-style-type: none"> • Use simple equipment <ul style="list-style-type: none"> • Begin to observe changes across the four seasons 	<ul style="list-style-type: none"> • Autumn Seasonal walk (outdoor learning) • Outdoor learning – creating autumn pictures using different materials • Talking about different weather and recording whether/temperatures on calendar • Looking for patterns and trends in weather

History

Find out about Historical Heroes and events from the past

Florence Nightingale / Mary Seacole / Great Fire of London / Heroic save involving Grace Darling

<p>Yr 2 History Objectives</p> <ul style="list-style-type: none"> Describe and understand the significance of historical events beyond living memory (nationally or globally) Describe key people from the past who have contributed to national and international achievements and understand their significance Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods Know about local historical events, people and places Use a range of artefacts, pictures, stories and online sources to answer historical questions Understand different representations of the past by drawing comparisons Ask a wide range of questions about the past using parts of stories and sources Use a wider range of historical vocabulary eg decade, century, source 	<p>Yr 1 History Objectives</p> <ul style="list-style-type: none"> Describe and discuss historical events beyond living memory Describe significant people from the past Use a timeline to develop chronological language Develop understanding of changes within living memory Develop understanding of local history Use a range of artefacts, pictures, stories and online sources to answer historical questions Be introduced to different representations of the past and discuss similarities/differences Ask some questions about the past Use historical vocabulary 	<p>History Learning Sequence</p> <ul style="list-style-type: none"> Recap what is meant by timeline <p><u>Florence Nightingale / Mary Seacole</u></p> <ul style="list-style-type: none"> Explore who they were and the contributions that they made Discuss changes in health care / NHS <p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about the events of the great fire of London – sequence on a timeline and write a report Take on the role of Samuel Pepys to recall the key events – diary writing London – past and present Look at how houses have changed over time – link to science with materials <p><u>Grace Darling</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about the life of Grace Darling and the events of her heroic rescue at the Farne Islands – sequence on a timeline and write a report / letter
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Geography

Using Maps

<p>Yr 2 Geography Objectives</p> <ul style="list-style-type: none"> Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas Use world maps, atlases and globes Use ariel photos and plans to recognisable landmarks 	<p>Yr 1 Geography Objectives</p> <ul style="list-style-type: none"> Name four countries of the UK, their capital cities Start to use world maps, atlases and globes Use ariel photos and plans to recognisable landmarks 	<p>Geography Learning Sequence</p> <ul style="list-style-type: none"> Finding UK on map and locate London the capital city of England linked to History theme on Great Fire of London Look at countries in UK on map and label capital cities. Draw flags to represent UK Look at London as being a city and compare
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<ul style="list-style-type: none"> • Develop geographical vocabulary • Devise simple maps of school grounds and create a key using symbols • Identify daily weather and seasonal weather patterns in the UK 	<ul style="list-style-type: none"> • Begin to use geographical vocabulary • Draw simple maps of school grounds • Talk about daily weather and seasonal weather patterns in the UK 	<p>to Stainton, Bamburgh more urban areas (linked to historical heroes theme)</p> <ul style="list-style-type: none"> • Use map of school • Children to draw their own maps and add symbols (Outdoor learning) • Seasonal walks
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Art

Primary / Secondary and hot/cold colours

<p>Yr 2 Art Objectives</p> <ul style="list-style-type: none"> • In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns • Know about the work of a range of artists, craft makers and designers • Use a range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines • Use correct artistic vocabulary eg tone, tint, shade • In painting, mix colours to make secondary colours • Use overlapping shapes to create • Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials • Describe differences and similarities 	<p>Yr 1 Art Objectives</p> <ul style="list-style-type: none"> • In painting, use thick and thin brushes to produce lines and shapes • Talk about the work of a range of artists, craft makers and designers • Use a range of pencils to draw lines of different lengths/thickness • Begin to develop artistic correct artistic vocabulary • In painting, mix colours to make secondary colours • Use collage, sort and use a range of materials that are cut, torn and glued • Begin to use art and design techniques using colour, patterns, texture, line, shape, form and space with a range of materials 	<p>Art Learning Sequence</p> <ul style="list-style-type: none"> • Look at primary colours – hot/cold colours • Create fire scenes by mixing red and yellow to make the secondary colour orange – paint and use of tissue/collage materials • Explore a range of paintings of the historical rescue made by Grace Darling. • Using cold colours to re-create Grace Darling’s famous rescue through art/DT. Make comparisons between their work and the work of others
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<p>and make links to own work</p>	<ul style="list-style-type: none"> • Discuss their own and other's work 	
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Exploring Dots and Lines (Kandinsky)

<p>Yr 2 Art Objectives</p> <ul style="list-style-type: none"> • In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns • Know about the work of a range of artists, craft makers and designers • Use a range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines • Use correct artistic vocabulary eg tone, tint, shade 	<p>Yr 1 Art Objectives</p> <ul style="list-style-type: none"> • In painting, use thick and thin brushes to produce lines and shapes • Talk about the work of a range of artists, craft makers and designers • Use a range of pencils to draw lines of different lengths/thickness • Begin to develop artistic correct artistic vocabulary 	<p>Art Learning Sequence</p> <ul style="list-style-type: none"> • Experiment with pencils – focusing on new techniques of dotting/hatching to create a certain effect • Look at shading and turning a 2D shape into a 3D shape (draw the moon – turn circle into sphere through shading) • Look at the work of artists Kandinsky and Cezanne – children to create their own drawings in the style of these artists • Christmas card designs – baubles with dots/lines • Autumn observational drawings – using different lines/shapes to create affects • Read story of Leaf Man – create Leaf man people using real leaves collected from walk – add dots/lines to images
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D&T

Research, design and make a house from 1666
Research, design and make a lighthouse

<p>Yr 2 D&T Objectives</p> <ul style="list-style-type: none"> • Design products for others and themselves that are purposeful, functional and appealing 	<p>Yr 1 D&T Objectives</p> <ul style="list-style-type: none"> • Design simple products that look appealing • Start to build structures, exploring 	<p>D&T Learning Sequence</p> <ul style="list-style-type: none"> • Research into what houses were made from in 1666 during the Great Fire of London
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<ul style="list-style-type: none"> • Build structures, exploring ways to stiffen, stabilise and strength. • Select from and use a wide range of materials and components according to their characteristics • Select from and use a wide range of tools and equipment to perform practical tasks 	<p>ways to stiffen, stabilise and strength.</p> <ul style="list-style-type: none"> • Use a range of materials and components • Use a range of tools and equipment to perform practical tasks 	<ul style="list-style-type: none"> • Create 3D house based on this research • Test strength and ability to stand freely • Use 2D outline of house to cut and fold correctly to make a 3D house for Great Fire of London Display • Select from a wide range of materials and components to solve the problem of creating a lighthouse – suitability of materials • Create own lighthouse based on experimentation with materials and components • Evaluate effectiveness of their lighthouse – was it fit for purpose?
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Mechanism – Fire engine

<p>Year 2 D&T Objectives</p> <ul style="list-style-type: none"> • Design products for others and themselves that are purposeful, functional and appealing • Generate, develop, model and communicate ideas through talking, drawing, templates and ICT • Explore and use mechanisms • Select from and use a wide range of materials and components according to their characteristics • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate own ideas and designs against given design criteria 	<p>Year 1 D&T Objectives</p> <ul style="list-style-type: none"> • Design simple products that work and look appealing • Discuss and draw ideas and use ICT to communicate • Explore simple mechanisms • Use a range of a wide range of materials and components • Use a range of tools and equipment to perform practical tasks • Explore existing products • Discuss own ideas and designs 	<p>D&T Learning Sequence</p> <ul style="list-style-type: none"> • Using stimulus of vehicles, children explore simple mechanisms eg axels etc. • Record information and ask technical questions eg How does the object move? Which type of mechanism is it? • Provide a range of materials and components to design own farm vehicle (tractor/quad) eg giving children springs, wool, reels • Explore what can be made using tools, materials and components provided, using given design criteria <p><u>Design and make a fire engine</u> - link with maths (position and direction)</p> <ul style="list-style-type: none"> • Discuss and draw their design for moving
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<ul style="list-style-type: none"> Explore and evaluate a range of existing products 		<p>feature – explain importance of aesthetics alongside function</p> <ul style="list-style-type: none"> Make prototype Test and evaluate final design Share design with peers – peer evaluations
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Computing

Introduction to Purple Mash 2BeSafe – self-image and online relationships

<p>Yr 2 Computing Objectives</p> <ul style="list-style-type: none"> Identify where to go for help/support when concerned about content/contact on internet Recognise common uses of information technology beyond school <ul style="list-style-type: none"> Use technology safely and respectfully keeping personal information private Use technology purposefully to create, store, retrieve, organise and manipulate digital content. 	<p>Yr 1 Computing Objectives</p> <ul style="list-style-type: none"> Know where to go for help/support when they have concerns about content/contact on internet Begin to recognise common uses of information technology beyond school <ul style="list-style-type: none"> Develop an understanding of how to use technology safely Use technology to create, store, and retrieve digital content. 	<p>Computing Learning Sequence</p> <p><u>Introduction to Purple Mash</u></p> <ul style="list-style-type: none"> Children to use their own logins to get into purple mash and complete their own avatar Children to complete ‘2Do’s’ linked to creating pictures linked to topic work using purple mash Children to learn how to save completed work into ‘My Work Area’ <p><u>Safe Searching</u></p> <ul style="list-style-type: none"> Use of the internet to search safely about historical heroes and past events – Mary Seacole/Florence Nightingale/Great Fire of London, Guy Fawkes, famous rescue of Grace Darling Create posters using the information found Purple Mash – to create pictures of Great Fire of London and Grace Darlings Rescue <p>2BeSafe – discussions about online platforms</p>
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Dance, Sing and Play!

Yr 2 Music Objectives

- Understand and identify beat groupings
- Play a range of singing games based on the cuckoo interval

- Listen to a communication of high quality recorded and live music
- Listen to music from a range of origins, traditions, historical periods and social contexts
- Say what they like/dislike and give reasons for their opinions
- **Know the meaning of simple musical vocabulary**

- **Sing a range of songs regularly with increasing vocal control**

Yr 1 Music Objectives

- Listen to/compare sounds in school environment
- Understand steady beat and repeated rhythms
- Create, retain and perform own rhythm pattern/copycat rhythms and chants
- Listen to music from a range of origins, traditions, historical periods and social contexts
- Begin to say what they like/dislike and why
- **Sing collectively a range of simple songs, chants and rhymes from memory**
- **Improvise simple vocal chants, understanding rhythm/pitch**

Music Learning Sequence

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

Use of songs/rhymes

- Sparkle in the sun
- Listen
- For the beauty of the earth
- The orchestra song

- Daily singing of classroom routines

- Daily singing in worship / weekly singing worship

Linked to Topic

- Listen to music from different periods of history linked to themes such as Great Fire of London, Grace Darling, etc.
- Talk about what they like/dislike or find interesting – compare to modern music
- Learn about tone/pulse/pitch/rhythm through singing (Cheranga)

		<p><u>Harvest/Autumn</u></p> <ul style="list-style-type: none"> • Sound walks around school – signs of autumn • Harvest songs – autumn leaves / dingle dangle scarecrow etc. <p><u>Christmas</u></p> <ul style="list-style-type: none"> • Christmas Carols (weekly worship and in class) • Christmas Singing for production– cuckoo intervals • Creating and performing dances for Christmas play
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PSHE

Being me in my world / Celebrating Difference

<p>PSHE Objectives</p> <p>These can be found on our website</p> <p>https://stainton-cofe-primary-school.secure-primariesite.net/puzzle-overviews/</p>	<p>PSHE Learning Sequence – Jigsaw</p> <p>All year groups follow the Jigsaw Teaching programme.</p> <p>These curriculum objectives are covered in weekly lessons, circle times and topics are celebrated through a weekly celebration assembly</p>
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RE

What are your favourite things in Creation (God/Creation – World Faith)

<p>Yr 2 RE Objectives</p> <ul style="list-style-type: none"> • To recognise that Christians, Muslim and Hindus believe that God created the world • To recall creation stories and recognise the power and wonder of God 	<p>Yr 1 RE Objectives</p> <ul style="list-style-type: none"> • To recognise that Christians, Muslim and Hindus believe that God created the world 	<p>RE Learning Sequence – Questful RE</p> <ul style="list-style-type: none"> • Go on a learning walk around school and look for signs of autumn. Talk about the amazing world in which we live. Use the outdoor learning environment to explore spirituality and provide children time and space to look
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- To talk about why they find amazing, interesting or puzzling in creation.
- To understand that they are creative being and enjoy their creative skills

- To recall creation stories and recognise the power and wonder of God
- To talk about why they find amazing, interesting or puzzling in creation.
- To understand that they are creative being and enjoy their creative skills

around them. *What do they see in creation? What do they like around them?*

- Watch the Snowman and Snowdog clip – thinking about the boy being a creator and made something wonderful. Children to then be a ‘creator’ and make their own model and picture. Discuss what they made and way with their peers
- Introduce idea of people believing in God and that God created the world. Read/sing/watch the Creation story from the Bible and sequence/retell through pictures and role-play. *What is your favourite part of the creation story? Why?*
- Have a TEAMS call with an artist. Children to write down questions that they might like to ask. Artist to share their work with the children. Make links with the children being artists in their own way too – link to dots/lines in art with Kandinsky
- Think about wonders of the world – linked to creation story. Children to think of questions that they would ask God about creation – record these.
- Explore other world faith creation stories with the children – through role-play/story sharing/videos. Focus on comparing Islam and Christian creation stories. *What is the same/different?*
- Think about our world and how amazing it is – explore how we feel when we see the world being damaged (using images e.g. polluting, littering, wars). Children to think about how we can take care of our world.