

As **historians**, we will focus on: **Explorers**

**Key question:** How were the lives of famous explorers the same or different?

**Big idea** (Concept): compare and contrast - identify similarities and differences between ways of life in different periods.

**Knowledge:** Prior knowledge – significant individuals and their impact upon the world; New knowledge – key dates, travel, achievements

**Skills:** Historical enquiry, questioning, chronology, identifying and using evidence/artefacts

**Vocab:** Explorer, timeline, similarities, differences, achievements

Explorers – Christopher Columbus, Neil Armstrong, Tenzig Norgay and Ernest Shackleton.

As **sports people**, we will focus on:

Badminton (indoor); Football (outdoor)

Ref to 'PE Planning' unit

As **musicians**, we will focus on: **learning to play the Ocarina**

**Big idea** (Concept): producing 'notes' on a wind instrument by finger positioning

**Knowledge:** how to read staff notation; how to play the ocarina correctly

**Skills:** Recall and remember patterns of sound; begin to use correct technique when playing the ocarina – finger position; clap rhythms, identify beat, create long/short sounds; perform as part of a group

**Vocab:** ocarina rhythm, pulse, note, staff, crotchet, rest, loud,

As **theologists**, we will focus on: **Judaism**

**Key question:** What is the same/ different about Jewish family life?

**Big idea** (Concept): What is Judaism, how do they worship and what do Jewish family lives look like.

**Knowledge:** What is the Jewish faith and how does it differ from Christianity?

**Vocab:** Judaism, synagogue, shabbat, Sheema, Torah, Sukkot, Hannukah

As **scientists** we will focus on: **Living things and their habitats**

**Key Question:** How have animals adapted to their habitats?

**Big idea (concept):** observe phenomena, looking more closely at the natural world around them; that most living things live in habitats to which they are suited

**Knowledge:** to describe habitats and how they are suited to animals and plants; name a variety of common plants and animals; describe how animals obtain their food from plants and other animals, using the idea of a simple food chain

**Skills:** asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions

**Vocab:** living, dead, mammals, birds, reptiles, amphibians, fish, omnivore, herbivore, carnivore, habitat, food chain, temperature, survival, woodland, desert, ocean, seashore.

Year 1 / 2 Our topic this half term is...

## Monsters and Aliens

(Subject) LINKS with prior learning:

As **artists**, we will focus on:

**Key question:** How can paper be used to create different types of artwork?

**Big idea** (Concept): Using paper as an art media

**Knowledge:** learn about the artist Kandinsky and look at the work of different sculptors

**Skills:** use paper in a variety of ways to create art.

**Vocab:** collage, sculpture, papier-mache.

**Writing opportunities:**

**Key text(s):** 'Where the wild things are'

**Genre:** Fiction – English text; Non-fiction – History, Science link;

In **PSHE**, we will focus on: **Dreams and Goals**

**Big idea** (Concept): Setting simple goals, how to achieve them as well as overcoming difficulties.

**Knowledge:** Children will know how to set simple goals and how to achieve them; Understand that tackling a challenge can stretch their learning; Children can identify 'obstacles'; Know when a goal has been achieved

**Skills:** Children will be able to recognise things that they do well; Explain how they learn best; Celebrate an achievement with a friend and recognise their own feelings when faced with a challenge or obstacle; Children learn how they can store feelings of success so that they can be used in the future

**Vocab:** Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.

As a **coder/ programmer**, we will focus on:

**Key question:**

**Big idea** (Concept): how to stay safe on the internet

**Knowledge & Skills:** I can... explain rules to keep myself safe when using technology both in and beyond the home; explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. recognise that content on the internet may belong to other people; save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content; [I understand] that work created by others does not belong to me even if I save a copy.

Explain how information put online about someone can last for a long time; describe how anyone's online information could be seen by others.; [I know] who to talk to if something has been put online without consent or if it is incorrect.

**Vocab:** device, internet, swipe, real, fake, content, technology, safety, rules, digital work, information, search engine, navigate, web-page,