



Year 1/2 medium term plan

‘How has art changed the world?’ Autumn term 2020-2021

Cramlington Village Primary School

Home learning and extra resources available on our Padlet page [here](#)

‘Wow’ moment	Project summary What are you going to explore?	Classroom environment What role/play learning area will you create?	Key questions to answer throughout the project	Final project outcome
<p>Immersive room - visual experience of nature/fairy gardens and creatures Tour of a gallery - online</p> <p>Visit - Northumberlandia</p>	<p>During transition weeks we will explore the question, what is art? Art is an activity that can employ all the senses—sight, sound, touch, smell, and taste. During transition we will complete carousel activities around these senses and focus on developing art skills. In the afternoon we will respond to the art created.</p> <p>In Autumn 1 we are going to be focusing on the Land artist Andy Goldsworthy and create our own land art. We will then focus on the Impressionists and create art work outdoors. We will cover the skills of drawing and painting. In Autumn 2 we will look at post-impressionism and the skills of printing and textiles. We will create fabric squares in the style of the artist and sew them together to create a patchwork quilt to display at the art gallery.</p>	<p>In the Year 1 classroom we will set up a painting station for children to use. We will also create a printing station with the water tray.</p> <p>Investigation table: Collecting and sorting natural materials (colour, texture, size) magnifying glasses, tweezers Loose parts - portrait station Impressionist/land art posters Vocabulary associated with art (see progression of skills document) Monet’s garden reading area</p>	<p>Can we see art in the world? Can we respond to the world around us? In the style of...</p> <p>Year 1 What is art? What are our senses? What is land art? What is impressionism? What is pop art? Where can we see art?</p> <p>Year 2 What is art? What are our senses? What is land art? What is Impressionism? What is a landscape? What is post impressionism? What is the arts and crafts movement? What are the differences between Impressionism and post-impressionism?</p>	<p>To create a patchwork blanket to display at the art exhibition - focusing on Warhol and Matisse.</p>

Y1/2 Planning Autumn 1 Can we see Art in the World?							
	Week 1 Can we see art in the world?	Week 2 Can we see art in the world?	Week 3 Can we draw and respond to the world around us? In the style of...	Week 4 Can we draw and respond to the world around us? In the style of...	Week 5 Can we paint and respond to the world around us? In the style of...	Week 6 Can we paint and respond to the world around us? In the style of...	
Maths	<p>Y1 Place value (within 10)</p> <p>Y2 Place value</p>	<p>Y1 Place value (within 10)</p> <p>Y2 Place value</p>	<p>Y1 Place value (within 10)</p> <p>Y2 Place value</p>	<p>Y1 Place value (within 10)</p> <p>Y2 Addition and subtraction</p>	<p>Y1 Addition and subtraction (within 10)</p> <p>Y2 Addition and subtraction</p>	<p>Y1 Addition and subtraction (within 10)</p> <p>Y2 Addition and subtraction</p>	
English <u>Year 1 Non-fiction</u> Recount and information text Who is this artist? What did they create?	<p>Y1 Model for Andy Goldsworthy</p> <p>Information on Goldsworthy and a recount on how to create a piece of art.</p>	<p>Y1 Recount and information text</p> <p>Writing bursts</p> <p>Conjunction - ‘and’ to link ideas</p>	<p>Y1 Recount and information text</p> <p>Writing bursts</p> <p>Boxing up the text with key points</p>	<p>Y1 Recount and information text</p> <p>Invent Write about Van Gogh. I like/don’t like Van Gogh’s</p>	<p>Y1 Van Gogh - The Harvest</p> <p>Poetry using the senses Children are shown the painting - can you describe the painting</p>	<p>Y1 Van Gogh - The Harvest</p> <p>Poetry using the senses Acrostic poem based on the painting.</p>	

<p>I like/dislike...</p> <p>Year 1 Fiction Camille and the sunflowers: A story about Vincent Van Gogh</p> <p>Year 2 Non-fiction Recount and information text - Who is this artist? What are they famous for? Instructions for creating art. Reflection - I like/dislike, compare</p> <p>Year 2 Fiction Poetry - based on the structure of the magic box</p>	<p>Cold write Learn T4W text Identify tricky vocabulary</p> <p>Y2 Model for Andy Goldsworthy - Information on Andy and a recount on how to create a piece of art. Andy Goldsworthy is a famous Land artist. He is famous for... I liked/disliked how Andy... When making my land art I used these materials... I compared my art to Andy's art...</p> <p>Cold write - a recount Learn new T4W text Identify tricky vocabulary Text analysis grid</p>	<p>and sentences.</p> <p>Capital letters - to use capital letters for artist names.</p> <p>Y2 Recount and information text Writing bursts</p> <p>Adjectives - Describe how the artist has used colour/shape in their work.</p> <p>Questions - What would you like to ask Andy about his Land art?</p> <p>Coordination- and - reflecting on his land art using senses. I can see leaves and pebbles.</p> <p>Subordination - because - I like/dislike because, This part is interesting because My favourite part is.... because...</p>	<p>Innovate Using model text about Goldsworthy - innovate to add detail about their Land art creation.</p> <p>Y2 Recount and information text</p> <p>Writing bursts</p> <p>Boxing up the text - Key parts</p> <p>Innovate Using model text about Andy Goldsworthy - can the children innovate to add detail about their Land art creation?</p>	<p>work... because...</p> <p>Y2 Recount and information text</p> <p>Invent Write about Monet - Monet is a famous Impressionist artist. He is famous for... I like/ dislike how Monet... I used... I compared my art to Monet's art..</p> <p>Focusing on the original structure of our T4W piece.</p>	<p>using your senses?</p> <p>Y2 Poetry The Harvest by Pissaro</p> <p>Setting description - Can you describe the painting using your senses?</p> <p>Play harvest field sounds - can you draw what the painting might be? Show children the painting.</p> <p>Responding I like this because.. This part is interesting because...</p> <p>Rhyme, alliteration, simile</p>	<p>Y2 Poetry The Harvest by Pissaro</p> <p>Poetry- Using the senses based on the painting by Pissaro</p> <p>In the harvest fields I can see... In the harvest fields I can hear... In the harvest fields I can feel...</p> <p>Repeating pattern based on the structure of the poem, the magic box (I will put in the box) 3 lines</p>	
<p>Art including history</p> <p>Y1 Artists inspired by nature Skills: Drawing and painting Goldsworthy, Van Gogh and Kandinsky</p> <p>Y2 Artists that are inspired by nature Skills: Drawing and painting Land art and Impressionism (Andy Goldsworthy, Monet, Pissaro)</p>	<p>Y1 Andy Goldsworthy</p> <p>What is land art? Who is Andy Goldsworthy? What did he create?</p> <p>Responding to art Ask sensible questions about a piece of art based on selection of images. Show interest in and describe what I think about the work of others.</p> <p>Collecting textures and patterns from nature. Can I... Begin to demonstrate my ideas in a sketchbook. Start to record from first hand observation, experience and imagination.</p> <p>Y2 Andy Goldsworthy</p> <p>What is land art? Who is he? What is he famous for?</p> <p>Selection of images - express my thoughts/feelings about it, how has he used pattern/colour/shape in his art? Oracy sentence stems.</p> <p>Collect textures and patterns from nature (leaves/bark) to inform other work - go on a texture hunt outside to record findings in sketch books - label rough/smooth</p>	<p>Y1 Andy Goldsworthy</p> <p>Create our own land art in the style of Andy Goldsworthy.</p> <p>Responding to art Create a piece of work in response to another artist's work and make links to my own work. Look at and talk about my work - Identify what I might change or develop in my future work.</p> <p>Y2 Andy Goldsworthy</p> <p>Create our own land art in the style of Andy Goldsworthy. Take a photograph. Can you zoom into the picture to show detail.</p> <p>Responding to art - Review my work and my friends work and say what I think and feel about it. Identify what I might change in my current work. Include notes in sketch book. I would change...</p>	<p>Y1 - Drawing Van Gogh</p> <p>What is impressionism? Who is Van Gogh? What did he create?</p> <p>Can we compare the work of Van Gogh to Goldsworthy?</p> <p>Drawing techniques Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk - sketch book. Draw on different surfaces with a range of media.</p> <p>Y2 Monet</p> <p>What is Impressionism? Who is he? What is he famous for? Selection of images - express my thoughts/feelings about it, how has he used pattern/colour/shape in his art?</p> <p>Can we compare him to Andy Goldsworthy? What is similar/different?</p> <p>Drawing techniques Understand tone through the use of different tones of pencil (HB, 2B, 4B) - shades in sketchbook</p> <p>Continue to investigate tone by drawing light/dark lines and patterns/shapes - shades in</p>	<p>Y1 - Drawing Van Gogh</p> <p>Create your own sketch in the style of Van Gogh.</p> <p>Drawing techniques Draw lines of different shapes and thickness, using 2 different grades of pencil.</p> <p>Use a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Show patterns and texture in my drawings.</p> <p>Responding to art Look at and talk about my work - Identify what I might change or develop in my future work.</p> <p>Y2 Monet</p> <p>Create your own open air sketch in the style on Monet using pencil and chalk.</p> <p>Draw for a sustained period of time using real objects (trees/flowers). Use a viewfinder to focus on a particular area.</p> <p>Demonstrate control over the types of marks made with a range of media (chalk) - adding colour to their designs.</p> <p>Responding to art - Reflect and explain the successes and challenges in a piece of artwork created.</p>	<p>Y1 - Painting Kandinsky</p> <p>Who is Kandinsky? What did he create? What do I like/dislike about his work?</p> <p>Can we compare the work of Kandinsky to Van Gogh and Goldsworthy?</p> <p>Painting techniques Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads - sketch book. Use different textures in paint E.g. sawdust - sketch book.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Y2 Pissaro</p> <p>Selection of images - express my thoughts/feelings about it, how has he used pattern/colour/shape in his art?</p> <p>Can we compare him to Andy Goldsworthy and Monet? What is similar/different?</p> <p>Painting techniques Create a colour wheel - mix all of the secondary colours using primary colours - sketch book</p>	<p>Y1 - Painting Kandinsky</p> <p>Painting techniques Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Y2 Pissaro</p> <p>Painting techniques Understand how to make tints using white and tones by adding black to make lighter and darker shades - sketch book</p>	

			sketchbook	What I found hard about this work was...		
Music	<p>Y1 Responding and Reviewing Hear, listen and respond to the pulse in music.</p> <p>What does pulse mean? Class will identify the pulse in the music. Children will be asked to clap along to a steady pulse.</p> <p>Y2 Responding and Reviewing Identify the pulse in music • Listen to some recorded music which has a strong pulse and ask the children to tap their knees in time with it. Everyone should be tapping at the same time. Establish whether to clap a fast or slow pulse. Listen to some music which does not have a strong pulse. • Talk about the pulse in our body and how it makes a regular pattern. Talk about how it gets faster and slower. • Sing some songs with a strong pulse, eg The grand old Duke of York, Here we go round the mulberry bush, Pop goes the weasel, and tap, clap or walk the beats as you sing. What is the effect of this strong pulse? Does it make you want to move or sit still?</p>	<p>Y1 Responding and Reviewing Identify texture– one sound or several sounds?</p> <p>Y2 Responding and Reviewing Recognise changes in timbre Listen to a piece of music by Debussy - can the children identify sound quality, smooth, crisp, scratchy, rattling, tinkling?</p> <p>Can the children identify any instruments being played?</p>	<p>Y1 Responding and Reviewing Hear, listen and respond to different moods in music.</p> <p>How does this music make you feel?</p> <p>What image does the music create in your mind?</p> <p>Y2 Responding and Reviewing Recognise changes in dynamics (loud and quiet)</p> <p>The children will identify when the music is quiet and when the music is loud</p> <p>For dynamics, start with hands on the floor, crouching down and rise up, spreading arms out to indicate growth of volume. Do the opposite for quiet sounds.</p> <p>Over the different pieces of music draw out four points and relate them to the symbols: loud, quiet, crescendo (an increase in volume), diminuendo (a decrease in volume).</p> <p>As a class, practise making a sound or chanting a phrase. Conduct the children to use certain dynamics by pointing to one of the symbols.</p> <p>What effect does this have on the listener? I like the part... My partner thinks...</p>	<p>Y1 Responding and Reviewing Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Y2 Responding and Reviewing Recognise changes in tempo (fast and slow)</p> <p>The speed of music, whether fast or slow.</p> <p>The tortoise and the Can Can Saint Saens changed the dynamic tempo of Offenbach's music to a very slow tempo. The children show this change in their movement.</p> <p>What effect does this have on the listener? I like the part... My partner thinks...</p>	<p>Y1 Controlling sounds through singing Copy and create patterns with their own voices.</p> <p>Y2 Responding and Reviewing Recognise changes in pitch (high/low)</p> <p>Sing familiar songs and mirror the pitch changes with hands. Listen to the Banana Rap (Charanga music) and join in the high, medium and low-pitched voices.</p> <p>Be aware of high and low sounds. Listen to high and low-pitched music. Respond to wide open arms for loud sounds to hands together for quiet sounds.</p> <p>'The flight of the bumble bee' Rimsky Korsakov (high pitch) 'The Elephant' Carnival of the animals, Saint-Saens (low pitch)</p>	<p>Y1 Controlling sounds through singing Perform with an awareness of others.</p> <p>Take part in a group singing performance. (Harvest festival)</p> <p>Y2 Controlling sounds through singing Sing songs in ensemble following the tune (melody) well. (Harvest festival)</p> <p>Perform songs to an audience (Harvest festival)</p>
Science (Covered through Forest school)	<p>Y1 Plants - Understand what makes a plant a plant. Sorting pictures – plants / not plants. Identify similar features/parts (Use a big range e.g. sea, mountains, desert) ... compare Plant beans / previously grown examples or time-lapse photograph cards to show growth to flowering (order; identify parts; describe). Pretend to be a plant growing (what do my arms, legs, body represent?)</p> <p>Y2 Plants - Know that plants grow from seeds Examine different types of seed, showing plants growing from a seed. Show living plants (grass, cress, crocus, potato, etc) growing at different stages.</p>	<p>Y1 Plants - Identify different types of plant. Sort pictures into trees & 'other' plants. Generate identification cards (picture; parts) using information, pictures & specimens (e.g. leaves, bark) ... encourage recall. Walk around school grounds. Identify trees using identification cards (matched features) ... use picture cards.</p> <p>Y2 Plants - What conditions do plants need to grow? Observe plants growing in different conditions. Teach principles of a fair test. Fair test – effect of light on germination/growth of cress (categoric or continuous using light sensor). Set up. Determine</p>	<p>Y1 Plants - Describe how trees survive the winter. Time-lapse pictures of familiar trees over the seasons. Compare similarities & differences between deciduous and evergreen. Draw cartoon strip for both. Label Sort pictures of trees into deciduous / evergreen.</p> <p>Y2 Plants - What conditions do plants need to grow? Observe results. Count seeds germinated. Record. Plot as bar chart / graph. Discuss etiolation – light is needed for growth, not germination Fair test – effect of water/temperature on germination/growth of cress (categoric or continuous). Set up.</p>	<p>Y1 Plants - Identify where different plants live. Watch gardening programme to see the use of plants in the garden (note features). Compare to programme about a wild area (note features). Plant hunt comparing two areas (garden, wild) around school. Name plants using picture cards.</p> <p>Y2 Plants - What conditions do plants need to grow? Observe / count results. Record. Plot as block/bar chart Discuss effect of variables on germination/growth. Compare provided chart/graphical data on plant growth (e.g. effect of nutrients) Observe been seeds. Photo/draw/written record</p>	<p>Y1 Plants - Know that plants can live in most places. Compare plants from previous lesson to those in the desert, rainforest, etc Use non-fiction books. What lives where? Display Why are there no plants are found in the arctic, caves, bottom of the ocean, etc.</p> <p>Y2 Plants - What conditions do plants need to grow? Observe / count results. Record. Plot as block/bar chart Discuss effect of variables on germination/growth. Compare provided chart/graphical data on plant growth (e.g. effect of nutrients) Observe been seeds. Photo/draw/written record</p>	<p>Y1 Plants - Know that plants can live in most places. Compare plants from previous lesson to those in the desert, rainforest, etc Use non-fiction books. What lives where? Display Why are there no plants are found in the arctic, caves, bottom of the ocean, etc.</p> <p>Y2 Plants - What conditions do plants need to grow? Observe / count results. Record. Plot as block/bar chart Discuss effect of variables on germination/growth. Compare provided chart/graphical data on plant growth (e.g. effect of nutrients) Observe been seeds.</p>

	Discuss similarities & differences. Set up bean seeds in clear jars. Provide written instructions / demo.	range? Discuss the effect of controlled variables & why keep them the same? Observe bean seeds. Photo/draw/written record	Determine range? Observe bean seeds. Photo/draw/written record			Photo/draw/written record	
Computing	<p>Y1 - Programming Can I understand what algorithms are?</p> <p>-Understand algorithms as sequences of instructions in everyday contexts. -Take real-world problems and then plan a sequence of steps to solve these. E.g.moving a Bee Bot from one point to another, or making some simple food items like a sandwich, smoothie or pizza.</p> <p>Y2 Programming Can I understand what algorithms are?</p> <p>-Recognise that common sequences of instructions or sets of rules can be thought of as algorithms. Examples could include recipes, but might also be procedures or rules in class, spelling rules, simple arithmetic operations or number patterns. - Give instructions to my friend (using forwards, backwards) and physically follow their instructions</p>	<p>Y1 - Programming Can I understand what algorithms are?</p> <p>-Understand algorithms as sequences of instructions in everyday contexts. -Take real-world problems and then plan a sequence of steps to solve these. E.g.moving a Bee Bot from one point to another, or making some simple food items like a sandwich, smoothie or pizza.</p> <p>Y2 Programming Can I understand how algorithms are implemented?</p> <p>-The child can understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. - Create programs as sequences of instructions when programming on screen. Their program could be written using simple programming apps using Blue Bot</p>	<p>Y1 - Programming Can I understand how algorithms are implemented?</p> <p>-Give a sequence of instructions to a floor turtle. -Developing an understanding of a programming language as a way in which people can give commands to digital devices</p> <p>Y2 Programming Can I understand how algorithms are implemented?</p> <p>-The child can understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. - Create programs as sequences of instructions when programming on screen. Their program could be written using simple programming apps using scratch</p>	<p>Y1 - Programming Can I understand how algorithms are implemented?</p> <p>-Give a sequence of instructions to a floor turtle. -Developing an understanding of a programming language as a way in which people can give commands to digital devices</p> <p>Y2 Programming Can I understand that algorithms can be implemented in more than one programme?</p> <p>-Recognise that an algorithm can be implemented in more than one programming language, e.g. taking an algorithm written for the Bee Bot and running it on the Blue Bot app, in ScratchJr and in Scratch. The child should be able to explain some of the differences between these languages.</p>	<p>Y1 - Programming Can I understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>-Give a sequence of instructions to a floor turtle.</p> <p>Y2 Programming Can I create a simple algorithm with a particular goal?</p> <p>-Create a simple program on screen (e.g. using the Blue Bot app, ScratchJr or with prepared sprites and blocks in Scratch) with a particular goal or purpose in mind (e.g. drawing a shape or moving a sprite from one place to another).</p>	<p>Y1 - Programming Can I understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>-Give a sequence of instructions to a floor turtle.</p> <p>Y2 Programming Can I create a simple algorithm with a particular goal?</p> <p>- Building on from that (e.g. drawing compound shapes, making a simple scripted animation or modifying someone else's program).</p>	
PSHCE	<p>Y1 Anti bullying Describe examples of bullying (focus on physical and verbal) and to recognise that it is wrong.</p> <p>Y2 Anti-bullying Recognise different types of teasing and bullying (focus on physical, verbal and cyber) and to understand that these are wrong and unacceptable.</p>	<p>Y1 Anti bullying Understand that people's bodies and feelings can be hurt.</p> <p>Y2 Anti-bullying Recognise that there are often prejudicial reasons for bullying - focus on age, gender, disability, ethnicity and race)</p>	<p>Y1 Anti bullying Recognise what makes me feel comfortable and uncomfortable.</p> <p>Y2 Anti-bullying Make a kindness pledge. Identify strategies to resist teasing or bullying, if I see it or experience it.</p>	<p>Y1 Anti bullying Recognise when people are being unkind to me or others, how to respond, who to tell and what to say. Recognise the importance of 'speaking out'.</p> <p>Y2 Anti-bullying Recognise who I go to to get help. Identify why it is necessary to speak out.</p>	<p>Y1 E-safety Recognise that I need to follow certain rules to keep myself safe on the internet. Keep my password private.</p> <p>Y2 E-safety Explain why I need to keep my password and personal information private.</p>	<p>Y1 E-safety Tell an adult when I see something unexpected or worrying online.</p> <p>Y2 E-safety Describe the things that happen online that I must tell an adult about.</p>	
RE	<p>Y1 Christianity: God I can understand how important parents and friends can be. I know that Christians think of God as a loving parent or friend.</p> <p>Y2 Christianity I can understand how important parents and friends can be.</p>	<p>Y1 Christianity: God I know that Christians have much to thank God for and thank him in many ways.</p> <p>Y2 Christianity I know that Christians have much</p>	<p>Y1 Christianity: God I know that for Christians the Bible is the main source of information about God.</p> <p>Christianity: Jesus I know something about the life of Jesus as revealed through the bible.</p> <p>Y2 Christianity I know that for Christians the</p>	<p>Y1 Christianity: Jesus I understand that Jesus can be seen in many different but complementary ways.</p> <p>Y2 Christianity I understand that Jesus can be</p>	<p>Y1 Christianity: Jesus I appreciate that, for Christians, the life and teaching of Jesus lies at the heart of their faith.</p> <p>Y2 Christianity I appreciate that, for Christians,</p>	<p>Y1 Christianity: Jesus I understand that a lot of Christian worship centres on Jesus.</p> <p>Y2 Christianity I understand that a lot of</p>	

	I know that Christians think of God as a loving parent or friend	to thank God for and thank him in many ways	Bible is the main source of information about God I know something about the life of Jesus as revealed through the bible	seen in many different but complementary ways	the life and teaching of Jesus lies at the heart of their faith	Christian worship centres on Jesus	
PE	Y1 Dance Can I... Copy and repeat actions. Vary the speed of my actions. Use simple choreographic devices such as unison, canon and mirroring. Y2 Dance Change the speed and level of my actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of my actions.	Y1 Dance Can I... Copy and repeat actions. Vary the speed of my actions. Use simple choreographic devices such as unison, canon and mirroring. Y2 Dance Change the speed and level of my actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of my actions.	Y1 Dance Can I... Copy and repeat actions. Vary the speed of my actions. Use simple choreographic devices such as unison, canon and mirroring. Y2 Dance Change the speed and level of my actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of my actions.	Y1 Dance Can I... Copy and repeat actions. Vary the speed of my actions. Use simple choreographic devices such as unison, canon and mirroring. Y2 Dance Change the speed and level of my actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of my actions.	Y1 Dance Can I... Copy and repeat actions. Put a sequence of actions together to create a motif. Y2 Dance Copy, remember and repeat actions. Create a short motif inspired by a stimulus.	Y1 Dance Can I... Begin to improvise independently to create a simple dance. Vary the speed of my actions. Use simple choreographic devices such as unison, canon and mirroring. Y2 Dance Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	
Forest school (Geography included within Our World Badge)	Y1 Nature badge Y2 Nature badge	Y1 Nature badge Y2 Nature badge	Y1 Nature badge Y2 Nature badge	Y1 Nature badge Y2 Nature badge	Y1 Nature badge Y2 Nature badge	Y1 Nature badge Y2 Nature badge	

Y1/2 Planning Autumn 2							
	Week 1 Can we respond to the world around us? In the style of...	Week 2 Can we respond to the world around us? In the style of...	Week 3 Can we respond to the world around us? In the style of...	Week 4 Can we respond to the world around us? In the style of...	Week 5 Can we respond to the world around us? In the style of...	Week 6 Can we respond to the world around us? In the style of...	Week 7 Can we respond to the world around us? In the style of...
Maths	Y1 Addition and subtraction (within 10) Y2 Addition and subtraction	Y1 Addition and subtraction (within 10) Y2 Addition and subtraction	Y1 Geometry (shape) Y2 Addition and subtraction	Y1 Place value (within 20) Y2 Shape	Y1 Place value (within 20) Y2 Shape	Y1 Place value (within 20) Y2 Multiplication and division	Y1 Addition and subtraction (within 20) Y2 Multiplication and division
English Y1 T4W based on model letter to the artist. Y2 - Key texts: Matisse's garden	Y1 Invitations to exhibition Children write invitations to parents inviting them to our gallery. Y2 Invitations Children write invitations to parents inviting them to our gallery.	Y1 Invitations to exhibition Redraft Children redraft invitations to parents focusing on letter formation and simple sentence structure. Y2 Invitations Children write invitations to parents inviting them to our gallery - redraft and write neat copy	Y1 Letters to Warhol T4W - Write a letter to Andy Warhol Cold write Learn T4W text Key vocabulary Y2 Matisse's garden T4W - Instructions on how to create Matisse's garden Cold write	Y1 Letters to Warhol T4W Writing bursts Y2 Matisse's garden T4W - Instructions Include lists Short bursts of writing	Y1 Letters to Warhol T4W Innovate Change aspects of the model text. Y2 Matisse's garden T4W - Instructions Innovate Change aspects of the key text	Y1 Letters to Warhol T4W Invent Create a letter to Santa. Y2 Matisse's garden T4W - Instructions Invent Create Christmas craft	Y1 Lists Y2 Responding and recount Review their art work they have created (oracy sentence stems) To create my piece of art work I...

	Structure/features invitation		Learn T4W text Key vocabulary Book talk grid Key features of a diary entry	Contractions Adverbs Sentence openers Time conjunctions		instructions. How to make Reindeer dust.	I enjoyed.... I found this part difficult because.. My work is similar to Matisse because... Next time I could...
<p>Art including history</p> <p>Y1 Artists inspired by nature Warhol Skills: printing and textiles/collage</p> <p>Y2 Artists that are inspired by nature Textiles/collage and Printing Post Impressionism and the Arts and Crafts movement.</p>	<p>Y1 - Printing Warhol</p> <p>Who was Andy Warhol? What did he create? What is pop art?</p> <p>Can I express my thoughts/feelings about his work? Based on a selection of Warhol's nature pieces.</p> <p>Printing techniques Print simple pictures with a range of hard and soft materials and objects e.g. cork, pen barrels, sponge - developing ideas in sketch books.</p> <p>Y2 William Morris Who was William Morris? Why was he a craftsman? Children to write a biography.</p> <p>Selection of images - express my thoughts/feelings about it, how has he used pattern/colour/shape in his art? Oracy sentence stems.</p> <p>Printing techniques Can I print simple pictures with a range of hard and soft materials e.g cork, pen, sponge - sketch book to develop ideas</p>	<p>Y1 - Printing Warhol</p> <p>Printing techniques Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card - sketch book.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics and in the environment.</p> <p>Y2 William Morris</p> <p>Printing techniques Make simple prints - create a design using a polystyrene tile - focus on the theme of nature and repeating patterns</p> <p>Create a complex repeating pattern by mono-printing (paint and layering paint for effect)</p> <p>Experiment with overprinting motifs and colour (make notes in sketch book as to how I have changed my work) Responding Review my work and my friends work and say what I think and feel about it.</p>	<p>Y1 - Printing Warhol</p> <p>Printing techniques Use printmaking to create a repeating pattern.</p> <p>Begin to use printing techniques on fabrics.</p> <p>Y2 William Morris</p> <p>Textiles and Collage Experiment with printing on fabrics.</p> <p>Create and use dyes (tea/coffee) and gain experience in applying colour with dipping/fabric crayons.</p>	<p>Y1- Textiles and collage Begin to identify different types and textures of fabric and materials for collage.</p> <p>Developing ideas: which fabrics may be suitable for my work? Recordings in sketch books.</p> <p>Y2 Henri Matisse As Matisse became older, he began to work with brightly coloured paper and would 'paint with scissors' to cut out shapes, animals, leaves and flowers and then arrange them.</p> <p>Textiles and collage Begin to identify a range of textiles. Match and sort fabrics (thread, colour, texture, length, shape) Create a textured collage in sketch books - what fabrics might I use in my work?</p>	<p>Y1 - Textiles and collage Explain how to thread a needle and have a go.</p> <p>Y2 Henri Matisse</p> <p>Textiles and collage Explain how to thread a needle and have a go.</p>	<p>Y1 - Textiles and collage Cut, glue and trim material.</p> <p>Colour different textiles by printing or using fabric crayons.</p> <p>Responding I like / dislike because... I feel that.....next time.</p> <p>Y2 Henri Matisse</p> <p>Textiles and collage Stitch 2 pieces of fabric together. Add embroidery.</p> <p>Create a textile square with shapes in the style of Matisse.</p> <p>Responding Make comparisons with Matisse's designs - similarities and differences, comparing it to their own work</p>	<p>Y1 - Textiles and collage Create a textile square with decoration in the style of Warhol.</p> <p>Create images from imagination, experiences or observations.</p> <p>Responding They are the same because... They are different because... They are alike because they are both.....</p> <p>Y2 Henri Matisse</p> <p>Textiles and collage Stitch 2 pieces of fabric together. Add embroidery.</p> <p>Create a textile square with shapes in the style of Matisse - Christmas decorations?</p> <p>Responding Make comparisons with Matisse's designs - similarities and differences, comparing it to their own work</p>
<p>Music</p>	<p>Y1 Creating and developing musical ideas Clap longer rhythms with help..</p> <p>Y2 Responding and reviewing Choose a stimulus, eg rain. Choose a song related to the chosen stimulus, eg Rain, rain, go away, I hear thunder or Dr Foster. Ask the class to sing this song in different ways and discuss the effect, eg singing the song angrily, sadly, happily, hopefully. • Play pieces of music that describe different types of weather to the children. What kind of weather do you think it is and why?</p>	<p>Y1 Creating and developing musical ideas Create a sequence of long and short sounds with help (duration).</p> <p>Y2 Responding and reviewing • Talk about the different kinds of weather that make a sound, eg heavy downpour, thunder, howling wind. Find words to describe them and say them in a way that reflects their meaning, eg rumbling thunder in a low voice, howling wind in a howling voice. Also, explore words that describe how they might feel, eg cold, shivering</p>	<p>Y1 Creating and developing musical ideas Make different sounds (high and low- pitch; loud and quiet- dynamics; fast and slow-tempo).</p> <p>Y2 Responding and reviewing • Using these words, explore different ways of saying them to create an effect, eg getting louder to reflect thunder getting nearer, slowing down to reflect rain stopping.</p>	<p>Y1 Creating and developing musical ideas Make different sounds (quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.- timbre).</p> <p>Y2 Listening and applying knowledge and understanding For each type of weather, ask the children to suggest instruments that make sounds like those described by the selected words. Take each of the weather words in turn and ask the children to think of instrumental sounds to match them, eg a drum roll for the word 'thunder', rapid taps on a woodblock for the words 'pitter patter'. Discuss ways of improving the instrumental sounds.</p>	<p>Y1 Controlling sounds through singing Copy and create patterns with their own voices.</p> <p>Y2 Creating and developing Musical ideas Encourage the children to try putting sounds together using words/voices and instruments. Ask the children to work in pairs: one child is responsible for a vocal sound, the other for an instrumental sound. The children combine voices and instruments to describe a chosen kind of weather. Discuss the effect. Can the rest of the class guess the kind of weather that is being described? • Explore the effect of silence.</p>	<p>Y1 Controlling sounds through singing Create patterns with their own voices (high, low to investigate pitch, quiet, loud for dynamics, long short for duration).</p> <p>Y2 Creating and developing Musical ideas • Talk about a typical weather sequence, eg thunder, lightning, rain. Discuss with the children how musical ideas can be organised, eg using structure of beginning, middle and end. • Plan a sequence of weather, eg light rain – heavier – thunder and lightning – light rain stopping. • Give the composition a title. Plan the vocal and instrumental</p>	<p>Y1 Controlling sounds through singing Perform with an awareness of others.</p> <p>Take part in a group singing performance. (Christmas carols)</p> <p>Y2 Creating and developing Musical ideas Children choose instruments and experiment to improve the intended effect. Are there any instances where vocal sounds would be more effective than instrumental ones? What other sound sources could we use, eg a large card wobbled to create the sound of thunder? Should there be any periods of silence? Ask the children to practise their</p>

				Experiment with different beaters, with dynamics, tempos and duration.	• Ask the children to decide on combinations that relate to the words describing the weather.	sounds that can be used. Talk about timbre, tempo, dynamics. How could sounds overlap to create more descriptive sounds?	own sounds, then rehearse as a class. Record the rehearsals and discuss to improve the work. Try different sequences. Picture cards could be used to help children remember the different sections, eg picture of drops, heavy rain, lightning.
Science	<p>Y1 - Animals Name the parts of the body. Label diagram / each other for each body part. Draw around pupils/colour in, label parts. Make models in playdough.</p> <p>Y2 - Animals What happens to our bodies as we grow? Develop terms offspring, baby, toddler, child, teenager and adult. Create timeline.</p>	<p>Y1 - Animals Name our senses. Play games about senses (e.g. 'Grandmother's footsteps', 'feely bag', taste testing, smell herbs & spices, coloured foods (e.g. Purple potatoes), sound / colour walks, etc).</p> <p>Y2 - Animals What happens to our bodies as we grow? Describe changes over time & variation in class What grows as we get older? Explore any body feature across school e.g. head span, arm length, etc; measure height over year.</p>	<p>Y1 - Animals Name our senses. Write a story about using senses to describe. Learn songs / rhymes about senses.</p> <p>Y2 - Animals Do other animals grow in the same way as us? Match animals to offspring. Study key animals in detail (living or virtual) such as chicken, rabbit, butterfly, frog, sheep, etc. Short term and/or ongoing work over the year. Consider similarities & differences. Describe changes using photographs, drawings, stories, poems, etc. Could collect ongoing data.</p>	<p>Y1 - Animals Identify and compare the five types of vertebrate animal. Discuss / sort pictures to show the features of each (obvious visual similarities & differences) vertebrate. 'feely box' with examples of feathers, skin, fur or real animals to identify.</p> <p>Y2 - Animals What do we need to live and be healthy? Introduce balanced diet (emphasise foods which are good, 'bad' for us). Water challenge. Measure volume of own water bottle. Drink amount needed each day. Convert food diary into data eg. How many biscuits have I eaten this week? Which foods do I eat the most? How many days this week have I eaten my five-a-day? Tabulate & chart Classify foods into groups; healthy/unhealthy Which drink contains the most sugar? Chart</p>	<p>Y1 - Animals Identify and compare the five types of vertebrate animal. Group plastic animal models. Use picture keys to name. Play '20 questions' / 'odd-one-out' /match sound to the animal / animal 'top-trumps'.</p> <p>Y2 - Animals Why is it important to exercise? Explore types of exercise. Measure heart rate in different places on body. Measure resting. Measure with exercise. Which exercise is the most fun? Why? What happens to our body when we exercise? Classify exercises into those that make us strong, fit and flexible Step challenge. Measure steps to a daily goal</p>	<p>Y1 - Animals Know that animals have different ways of feeding. Look at DVD clips / pictures of animals eating. Discuss. Identify carnivores, herbivores & omnivores. Sorting activity.</p> <p>Y2 - Animals Why is it important to keep clean? Talk about ways we keep clean (e.g. brushing teeth, washing, etc). Importance of washing hands. Practice technique. Take swabs from various parts of the body. Grow microbes (care!) on agarose gel/Petri dishes. Glitter hands. Try to wash off glitter.</p>	<p>Y1 - Animals Know that animals have different ways of feeding. Compare plastic skulls of carnivore (dog) & herbivore (sheep) & omnivore (human). Note teeth differences (introduce words), muscle strength and eye placement. From the teeth guess what food they eat.</p> <p>Y2 - Animals Why is it important to keep clean? Interpret findings from experiment.</p>
Computing	<p>Y1 - Programming Can I create and debug simple programs?</p> <p>-Create a Bee Bot program using a sequence of instructions before running it using the Go button. The length of the child's programs might be expected to increase over the course of the year.</p> <p>Y2 Programming Can I explain what a programme will do?</p> <p>-Give logical explanations of what a program will do under given circumstances, including some attempt at explaining why it does what it does (The program could be one they themselves have written or it could be a computer game or a familiar piece of software).</p>	<p>Y1 - Programming Can I create and debug simple programs?</p> <p>-Create a Bee Bot program using a sequence of instructions before running it using the Go button. The length of the child's programs might be expected to increase over the course of the year.</p> <p>Y2 Programming - problem solving Can I create and debug simple programs?</p> <p>- Children to complete unplugged activity (making a sandwich) - Follow an algorithm - problem - how can we fix it?</p>	<p>Y1 - Programming Can I create and debug simple programs?</p> <p>-Create a Bee Bot program using a sequence of instructions before running it using the Go button. The length of the child's programs might be expected to increase over the course of the year.</p> <p>Y2 Programming - problem solving Can I create and debug simple programs?</p> <p>- Children to complete plugged activity - Watch a programme, execute and spot where it goes wrong</p>	<p>Y1 - Programming Can I create and debug simple programs?</p> <p>- Work out where bugs are in their program, reset the Bee Bot and enter corrected code. Typically, the child will need to have some way to record their programs before entering them, such as a whiteboard, Bee Bot instruction cards or the Blue Bot app.</p> <p>Y2 Programming - problem solving Can I use logical reasoning to predict the behaviour of simple programs.?</p> <p>- Unplugged - Children are given an algorithm. Can they predict where the child will move to? I predict...</p>	<p>Y1 - Programming Can I create and debug simple programs?</p> <p>- Work out where bugs are in their program, reset the Bee Bot and enter corrected code. Typically, the child will need to have some way to record their programs before entering them, such as a whiteboard, Bee Bot instruction cards or the Blue Bot app.</p> <p>Y2 Programming - problem solving Can I use logical reasoning to predict the behaviour of simple programs.?</p> <p>- Plugged - Children are given an algorithm. Can they predict where the sprite will move to? I predict...</p>	<p>Y1 - Programming Can I create and debug simple programs?</p> <p>-Explain to the teacher, and to peers, what they think a program will do. This could be a program they have written, or be a familiar piece of software (including computer games).</p> <p>Y2 Programming - problem solving Can I create a simple algorithm with a particular goal?</p> <p>- Using Scratch can the children create a piece of artwork inspired by matisse? (Shape picture)</p>	<p>Y1 - Programming Use logical reasoning to predict the behaviour of simple programs.</p> <p>Y2 Programming - problem solving Can I create a simple algorithm with a particular goal?</p> <p>- Using Scratch can the children create a piece of artwork inspired by matisse? (Shape picture)</p>

