



Autumn 2 Overview 2023

Cycle A KS1

Week	1	2	3	4	5	6	7
	30.10.23	06.11.23	13.11.23	20.11.23	27.11.23	04.12.23	11.12.23
History My Family History What was life like when our grandparents were children?	<p>WALT: be able to identify and describe similarities and differences between my own childhood and a grandparent's childhood.</p> <p>WILF: I can describe what life was like when a grandparent was my age; I understand that life was not the same for all children in the past; I can explain some of the similarities and differences between my childhood and the grandparents' childhood.</p> <p>Resources: Teaching slides; Sticky notes; Visitor/s (grandparents) to talk about their experiences as a child.</p>	<p>WALT: be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s.</p> <p>WILF: I can describe features of a home in the 1950s/1960s; I understand that every home was not the same; I can explain some of the similarities and differences between my home and those in the past.</p> <p>Resources: Teaching slides; PowerPoint – What is it?; Pupil resource – Object recording template; Mystery object/s – if possible, a genuine object rather than a replica or an image. If you are using objects, include a modern-day equivalent.</p>	<p>WALT: be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s.</p> <p>WILF: I can classify old toys and new toys; I can identify toys I play with that are similar to toys my grandparents played with, and describe how they have changed; I understand that some toys I play with had not been invented when my grandparents were children.</p> <p>Resources: Teaching slides; Pupil resource – Toy images; Pupil resource – Object recording template'; Collection of old and new toys (optional)</p>	<p>WALT: be able to identify and describe similarities and differences between shops today and those when our grandparents were children.</p> <p>WILF: Identify similarities and differences between ways of life in different periods; Use a wide vocabulary of everyday historical terms; Ask and answer questions, choosing parts of sources to show that they know and understand key features; Understand some of the ways in which we find out about the past.</p> <p>Resources: Teaching slides; Pupil resource – 1950s corner shop image; Pupil resource – Grandma's visit to the local shops; Two identical maps of the local area; Recording of visitor from week 1 talking about shops (if relevant); Maps, photographs of shops in the locality in the 1950s and 1960s</p>	<p>WALT: be able to identify and describe similarities and differences between our own experience of school and our grandparents' experience.</p> <p>WILF: I can describe what Grandad's school was like; I can explain some of the similarities and differences between my school and Grandad's school; I can explain why Grandad's school may or may not have been more enjoyable than school today.</p> <p>Resources: Teaching slides; Pupil resource – 1950s school song (optional); Pupil resource – Drawings template</p>	<p>WALT: be able to use my knowledge of Grandad's school to take part in a role play.</p> <p>WILF: I can take part in a role play about Grandad's school; I can use my knowledge of Grandad's school to act appropriately in a role play; I understand that this is a role play, and some things will be different from Grandad's school.</p> <p>Resources: Teaching slides; Key assessment opportunity; Unit quiz; Handbell to signify the start and finish of lessons, a chalk board, dip pen and ink, tables in rows; Music from the 1950s/1960s; Playground game equipment: skipping ropes, hoops, balls, etc; News clip of a famous event.</p>	
Science Who am I? (animals including humans)	<p>WALT: Identify, name, draw and label the basic parts of the human body.</p> <p>WILF: Be able to name a wide range of parts of the body, e.g. ankle, wrist; Be able to use, e.g. a word mat, to find correct words to label parts of the body.</p> <p>Resources: whiteboard pens, straws, paper plates, play dough, lollipop sticks, body part word mats, funnybones book</p>	<p>WALT: Identify, name, draw and label the basic parts of the human body; observe closely, using simple equipment; gather and record data to help answer questions.</p> <p>WILF: Be able to name a wide range of parts of the body, e.g. ankle, wrist; Be able to use, e.g. a word mat, to find correct words to label parts of the body.</p>	<p>1) WALT: say which part of the body is associated with each sense; identify and classify.</p> <p>WILF: use descriptive language to describe the smells and can say that they use their nose to smell; identify items by smell alone; classify into food and non-food groups using smell.</p> <p>Resources: 2 sets of a variety of items to smell (food and non-food), blindfolds.</p>	<p>1)WALT: say which part of the body is associated with each sense.</p> <p>WILF: can say that the sense of sight is linked to their eyes.</p> <p>Resources: blindfolds, things to see/touch (pine cone, tissue, instrument, cup, lego, book, crayon)</p> <p>Some pupils are blindfolded, some are not. Pupils are given objects and have to identify the</p>	<p>1)WALT: say which part of the body is associated with each sense.</p> <p>WILF: use their ears to hear and identify the direction of the sound; understand they use their ears to hear.</p> <p>Resources: bunch of keys, one chair</p> <p>Play the keys chair game.</p>	<p>Assessment</p>	



	<p>1) Large body outlines drawn onto table tops for the children to label body parts they already know. Use word mats to try and add other body parts.</p> <p>2) Children try to make human skeletons in groups using a range of resources (straws, paper plates, play dough, lollipop sticks) and name bones, body parts etc.</p>	<p>Resources: label parts of the body worksheet; height measurer, metre ruler; ruler, tape measure.</p> <p>1) Recap body part names and children label body parts.</p> <p>2) Investigation: Do the tallest children have the longest feet?</p>	<p>2) WALT: Identify and classify.; say which part of the body is associated with each sense.</p> <p>WILF: Identify and classify. Say which part of the body is associated with each sense; identify the taste, e.g. type of food.</p> <p>Resources: breadsticks, raisins, radishes, cherries, celery</p>	<p>objects. Who is quicker and more accurate? Why? Which senses are they using? Which part of their body?</p> <p>2) WALT: say which part of the body is associated with each sense; identify and classify.</p> <p>WILF: talk about what they can hear with their ears; identify sounds.</p> <p>Resources: school premises and grounds.</p> <p>Children go on a listening walk. What can they hear?</p>	<p>2) WALT: say which part of the body is associated with each sense.</p> <p>WILF: name the five senses; identify which part of the body we use for each of the senses</p> <p>Resources: senses worksheet</p>		
<p>Art and design skills (sketchbooks, colour mixing and printing)</p>	<p>WALT: understand that sketchbooks are for developing ideas and trying things out.</p> <p>WILF: I can use a variety of materials to try out ideas; I can identify which of my ideas I like best and why</p> <p>Resources: tissue paper circles, coloured paper shapes, newspaper, felt tips, scissors, glue sticks, pastels, crayons, pencils</p>	<p>WALT: explore colour when printing.</p> <p>WILF: I can use the right amount of paint; I can use a variety of colours in my printing; I can create new colours by overlapping prints; I can work carefully and accurately when making my patterns</p> <p>Resources: lego, duplo, cotton reels, ready mixed paint, lego base plates, paper plates</p> <p>Practise in sketch books before final piece</p>	<p>WALT: experiment with paint mixing to make a range of secondary colours.</p> <p>WILF: I can mix two primary colours to make shades of a secondary colour; I can mix at least five different shades of my chosen secondary colour; I can use my five mixed colours to create patterns</p> <p>Resources: green objects, natural or man-made (leaves, fruit, vegetables, plastics, packaging), pencils, paint brushes, ready mixed paint (primary colours), pots with water, paper towels, hand outline template</p>	<p>WALT: make a print.</p> <p>WILF: I can make a print of a Tudor house in the Great Fire of London; I can use two different printing techniques to make my print</p> <p>Resources: shaving foam, thick card, foam sheets, printing trays, drawing ink (red, yellow and orange), black printing ink, rollers, scissors, PVA glue, paintbrushes, plastic cups, paper</p>	<p>WALT: draw with different media.</p> <p>WILF: I can draw around a variety of shapes; I know that my shapes can overlap; I can experiment variety of different media in this piece; I can say which medium I prefer and why</p> <p>Resources: 2D shapes to draw around, a variety of drawing media (pencils, crayons, felt pens, pastels, charcoal...)</p> <p>Complete straight into sketch books</p>	<p>WALT: understand that artists can tell stories with their work.</p> <p>WILF: I can compare two images by the same artist and say how they are similar or different; I can look carefully at an image and describe details I notice; I can describe what a picture makes me imagine</p> <p>Resources: copies of art for sketchbooks (pupils to note thoughts around)</p>	
<p>Music Fairy tales (dynamics through untuned percussion instruments and create rhythmic patterns to tell a fairy tale)</p>	<p>WALT: use voices expressively to speak and chant.</p> <p>WILF: I can join in with repeated phrases and patterns; I can change my voice to represent different characters; I can understand what timbre means</p> <p>Resources: A copy of the story 'The Three Little Pigs' A large space for children to perform their plays Four individual whiteboards, each with a name of one of the four characters from 'The Three Little Pigs' written on them: Wolf, Straw Pig, Sticks Pig and Bricks Pig</p>	<p>WALT: select suitable instrumental sounds to represent a character.</p> <p>WILF: To respond to hand signals</p> <ul style="list-style-type: none"> To use one instrument to create different sounds To choose one sound for a character from the 'Three Little Pigs' To explain why I have chosen that sound <p>Resources: The same copy of 'The Three Little Pigs' story as used in Lesson 1 A sizeable space where children can move freely</p>	<p>WALT: compose and play a rhythm.</p> <p>WILF: • I can clap syllables in words</p> <ul style="list-style-type: none"> I can clap the rhythmic patterns of spoken phrases I can think of my own phrases and clap the rhythm of these I can work as a group to come up with a phrase for part of the story of 'The Three Little Pigs' I can perform my rhythm whilst the story is being told using my voice and instruments 	<p>WALT: recognise how timbre is used to represent characters in a piece of music.</p> <p>WILF: I can listen with concentration to a piece of music</p> <ul style="list-style-type: none"> I can notice when different timbres are used <p>Resources: Link: 'London Mozart Players, in lockdown: Peter and the Wolf' on VideoLink (27.30 minutes) A book telling the story of 'Peter and the Wolf' (optional)</p>	<p>WALT: keep the pulse using untuned instruments.</p> <p>WILF: Listening and responding to other performers</p> <ul style="list-style-type: none"> Using my voice expressively to join in with repeated phrases Using my instrument to represent a character from the story Clapping/playing untuned percussion to the rhythm of the story <p>Resources: A sizeable space where children can move freely Prepare percussion instruments as your resources allow, ideally</p>		



		A set of untuned percussion instruments.	Resources: A copy of 'The Three Little Pigs' storybook as used in Lessons 1 and 2 A sizeable space where children can move freely Presentation: Building materials (see Main event) A set of untuned percussion instruments. Set of whiteboards and pens		one per pupil or one between two pupils A copy of 'The Three Little Pigs' story, as used in the other lessons in this unit Ideally, a way of videoing the performance		
RE Who is a Christian and what do they believe?	Who is a Christian and what do they believe? WILF: describe what they think about what Christians believe and think is important; consider questions such as what Christians might believe and think is important; talk about some simple ideas about Christian beliefs about God and Jesus. Resources: Christian artefacts such as a children's bible, a cross or crucifix, a picture of a church, a nativity tableau, a picture of a priest or vicar, a picture of some Christians (make sure they are young, old and of various nationalities), a picture of a font, a picture of a person praying.	What do Christians believe about God? WILF: Talk about their own ideas about God; talk about some ways that Christians describe God and Jesus; talk about why God is important for Christian people; talk about some simple ideas about Christian beliefs about God and Jesus Resources: pictures from the Spirited arts gallery www.natre.org.uk/about-natre/projects/spiritedarts/introduction/	What does the Bible teach us about God? WILF: talk about some simple ideas about Christian beliefs about God and Jesus; re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means; ask some questions about believing in God and offer some ideas of their own. Resources: child friendly versions of the Jonah story and the lost son story; a range of different bibles.	Why is Jesus important to Christians? WILF: talk about some simple ideas about Christian beliefs about God and Jesus; talk about issues of good and bad, right and wrong arising from the stories. Resources: ten pictures of different heroes; Good Samaritan story, Nick Butterworth and Mick Inkpen's the lost sheep story, paintings or stained glass images of the story.	What do the miracles of Jesus teach us about what is important to Christians? WILF: talk about some simple ideas about Christian beliefs about God and Jesus; talk about issues of good and bad, right and wrong arising from the stories. Resources: Jesus and the ten Lepers story, feeding of the five thousand story	Why do Christians pray? WILF: talk about some simple ideas about Christian beliefs about God and Jesus; talk about issues of good and bad, right and wrong arising from the stories. Resources: the site www.request.org.uk ; the Lord's Prayer at: www.youtube.com/watch?v=biQL2CHwfJA	Who is a Christian? WILF: talk about some simple ideas about Christian beliefs about God and Jesus; re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means; talk about issues of good and bad, right and wrong arising from the stories. Resources: artefact bag from week 1, materials for pupils to make their own bag
P.E. Sending and receiving	WALT: develop rolling and throwing a ball towards a target. WILF: bend down low, opposite foot to the arm you release with steps forward; finish with your hand where you want the ball to go. Resources: 5 buckets, 30 cones, 30 small sponge balls, hoops (optional)	WALT: develop receiving a rolling ball and tracking skills. WILF: check the receiver is looking at you before passing; move from the ready position to track the ball; watch the ball and get your body behind it by moving your feet as it comes towards you. Resources: 30 cones, 7 hoops, 15 small sponge balls	WALT: be able to send and receive a ball with your feet. WILF: place your foot behind the ball to cushion it; watch the ball as it comes towards you. Resources: 30 cones, 15 playground balls.	WALT: develop throwing and catching skills over a short distance. WILF: check the receiver is looking at you before passing; use two hands and wide fingers to catch the ball; watch the ball as it comes towards you. Resources: 30 base stations, 15 playground balls, 15 tennis balls, beanbags (optional)	WALT: develop throwing and catching over a longer distance. WILF: let go of the ball when your hand is pointing at the target; use two hands and wide fingers to catch the ball. Resources: 60 cones, 15 tennis balls, beanbags (optional)	WALT: apply sending and receiving skills to small games. WILF: after you have passed the ball move to a new space; send the ball into space away from fielders. Resources: 30 cones, 15 playground balls, 7 small sponge balls, 7 tennis rackets	
P.E. Gymnastics	WALT: explore travelling movements. WILF: Use different body parts to travel on. Use high and low levels to travel. Resources: 12 cones	WALT: develop quality when performing and linking shapes. WILF: Squeeze your muscles to make them feel hard and tense when in a shape. Resources: 15 mats, basic shapes pdf	WALT: develop stability and control when performing balances. WILF: Be as still as a statue in your balance.; hold your balances for 5 seconds; squeeze your muscles so that they feel hard. Resources: Beanbags x 30 , Cones - blue x 3 , Cones - yellow x 2 , Mats x 15	WALT: develop technique and control when performing shape jumps. WILF: Bend your knees when landing; keep looking straight ahead when landing. Resources: Beanbags x 16 , Cones x 12 , Hoops x 8 , Hurdles x 6 , Basic Shapes (PDF) , Star Jump (Video) , Straight Jump (Video)	WALT: develop technique in the barrel, straight and forward roll. WILF: Keep in the same shape throughout the roll. Resources: Beanbags x 4 , Hoops x 3 , Mats x 15 , Relay batons , Barrel Roll (Video) , Forward Roll (Video) , Rolls(PDF) , Straight Roll (Video) , Foam wedge	WALT: link gymnastic actions to create a sequence. WILF: Use a starting and finishing position; use rolls, jumps, balances and travelling movements in your sequence. Resources: Apparatus Set Ups KS1 (PDF) , Basic Shapes (PDF) , Ways to Travel (PDF) , Agility table , Agilitytrestle , Benches , Hoops , Mats	



<p>Computing Algorithms unplugged</p>	<p>WALT: understand what an algorithm is.</p> <p>WILF: I can explain that an algorithm is a set of instructions; I know that these instructions sometimes need to be carried out in order; I know there can be more than one way to solve a problem.</p> <p>Resources: Presentation: What is an algorithm? Dressing up clothes and accessories, for example, scarves and hats. Whiteboards and pens. The doll and clothes pre-cut for the Activity: Doll and clothes for pupils needing extra support.</p>	<p>WALT: follow instructions precisely to carry out an action.</p> <p>WILF: I can explain why an algorithm must be clear and precise. I can explain the problems a robot can have following our instructions.</p> <p>Resources: Presentation: Algorithm pictures. Dice (one per pair of children). Whiteboards and pens or paper and pencils. Link: "Program your teacher to make a jam sandwich" on Video Link. Link: "BBC Bitesize KS1 - What are computer bugs?"</p>	<p>WALT: understand that computers and devices around us use inputs and outputs.</p> <p>WILF: I can identify some input devices; I can identify some output devices; I can identify some devices that are both input and output devices.</p> <p>Resources: Presentation: Virtual assistants. Link: 'BBC bitesize KS2 - What are input and output devices?'</p>	<p>WALT: understand and be able to explain what decomposition is.</p> <p>WILF: I can explain what decomposition is; I understand how decomposition allows you to solve a problem more easily; I can explain how we use decomposition in our everyday lives.</p> <p>Resources: Presentation: Step by step. Link: 'BBC Bitesize Second level - What is decomposition?'. Link: 'Nintendo - Super Mario Bros. announcement trailer'. Selection of reading books for sorting. 2D shapes for drawing around.</p>	<p>WALT: know how to debug an algorithm.</p> <p>WILF: I can spot bugs in algorithms; I can fix the error (debug it) and explain the problem it caused.</p> <p>Resources: Presentation: Debugging directions; Link: "BBC Bitesize Second Level - What is debugging?"</p>		
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