|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Holywell C of E Primary School – Spring Term 2021** | | | **Hedgehogs – Year 1 & 2** | |
| **2. What will the children know? History – Knights, kings and queens of the past**  **Kings and Queens:**  Children will:  **1. The Role of a Monarch**  Develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life  in different periods in the context of finding out about the role of monarchs in British history and understanding their connection with present-day society.  **2. Significant British Monarchs**  Develop an awareness of the past, knowing where people and events studied fit within a chronological framework and a knowledge of the lives of significant individuals in  the past who have contributed to national and international achievements in the context of learning about, and placing onto a timeline, some significant British monarchs since  1066.  **3. Family Trees**  To develop an awareness of the past, knowing where people and events studied fit within a chronological framework in the context of learning about how the history of a royal  family and their own family history can be represented in a family tree.  **4. The Secrets of Richard III**  To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in  the past in the context of learning about the life and death of Richard III and the ways in which historians know about it.  **5. A Medieval Banquet**  To develop an awareness of the past and identify similarities and differences between ways of life in different periods in the context of learning about what medieval kings and  queens ate at banquets and comparing this to present day habits.  **6. Comparing Elizabeth I and Queen Victoria**  To find out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of  life in different periods in the context of learning about and comparing the lives of Elizabeth I and Queen Victoria.  **Royal Houses of Residents in the UK – Where are they?**  **Buckingham Palace, Windsor Castle, Palace of Holyrood House, Hillsborough Castle, Sandringham House,, Balmoral Castle, Tower of London** –  Where is it in the UK?  Who was the architect?  When was it built?  Who built it?  What materials is it made from?  What Royalty has lived there?  Who resides there today? | | | **4. What will the children wonder about?**  Plants  1. Observing Plants  To observe closely using simple equipment by recording observations of a variety of plants in the local environment.  2. Seeds and Bulbs  To observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs. To perform simple tests by setting up a comparative test to understand what plants need to germinate and grow.  3. Life Cycles  To observe and describe how seeds and bulbs grow into mature plants by understanding the life cycle of plants. To use their observations and ideas to suggest answers to questions by giving ways we can tell that plants are living things.  4. What Do Plants Need?  To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by comparing the growth of seedlings under different conditions. To gather and record data to help in answering questions by measuring the results of a comparative test.  5. Plants We Eat  To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by explaining what conditions plants need to grow well. To use observations and ideas to suggest answers to questions by using the results of tests to suggest good conditions for growing plants for food.  6. How Different Plants Grow  To observe and describe how seeds and bulbs grow into mature plants by comparing the growth of seeds and bulbs. To observe closely using simple equipment by measuring and recording the growth of seeds and bulbs.  **Self Portraits:**  1. Drawing Self-Portraits  To develop a wide range of art and design techniques, such as using drawing to create a self-portrait. To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at portraits created by Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol.  2. Using Colours in Portraits  To know about the work of a range of artists, looking at the work of a Pablo Picasso. To develop a wide range of art and design techniques in using colour, when creating portraits.  3. Making a Collage Portrait  To know about the work of a range of artists, looking at the work of Pablo Picasso. To develop a wide range of art and design techniques, such as making a collage.  4. Watercolour Backgrounds  To know about the work of a range of artists, looking at portraits by Paul Klee.  To develop a wide range of art and design techniques in using colour and pattern, using watercolours to create a background.  5. Line Drawings  To know about the work of a range of artists, looking at work by Paul Klee.  To develop a wide range of art and design techniques, such as line drawing.  6. Pop Art Portraits  To know about the work of a range of artists, looking at portraits by Pop Artist, Andy Warhol. To develop a wide range of art and design techniques in using colour and pattern, when making a Pop Art portrait.  **Fabric Bunting:** End product personal coats of arms on their own bunting as if Royalty!  1. Evaluating Bunting  Explore and evaluate a range of existing products in the context of evaluating bunting designs.  2. Designing Our Bunting  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology in the context of using a basic graphics program to design a bunting flag.  3. Templates  Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and finishing) in the context of cutting a template and using it to shape a piece of fabric.  4. Running Stitch  Select from and use a range of tools and equipment to perform practical tasks (for example joining) in the context of using running stitch to join fabric.  5. Selecting Fabrics  Select from and use a wide range of materials and components, including textiles, according to their characteristics in the context of selecting materials to join to fabric bunting.  6. Joining Fabrics  Select from and use a wide range of tools and equipment to perform practical tasks (for example joining and finishing) in the context of joining fabrics using different techniques. Evaluate their ideas and products against a design criteria in the context of evaluating the bunting flag.  **Musical Sequences**  Pupils will create sequences of colours to make music. In doing so they will learn about algorithms as sequences of instructions, and that the order of the instructions is important. Groups of children to make their own bands!  Make homemade instruments, e.g. banging glue sticks on the table, elastic bands on tissue boxes, straws with slits in, etc. Compose and write an algorithm for a song using the instruments. Perform the song to the class. | |
| **9. Skills**  **(see curriculum coverage map)** |  | 5. **Lord of the Forest – Caroline Pitcher**  To write a story using the pattern of the text. Linking to being the king/queen of an imaginative land  **Knights – Annabelle Leach**  To write an information book about a role/job – linking into the royals, soldiers, Beefeaters, Guards, King, Queen etc  **Dear Mother Goose – Michael Rosen**  To write a ‘Mother Goose’ letter – writing a letter to a Royal King or Queen, real or fictitious  **National Oak Academy – How to make a crown.** Children to write instructions (imaginative ingredients) to make a magical royal crown. | | **3.What will every learner experience?**  WOW dress up day around knights, kings and queens theme.  Opportunities to plant seeds and grow things of their own – take responsibility  Cook and create dishes from regal menus from the past |

|  |  |  |
| --- | --- | --- |
| **8. Global to local**  Do other countries have a queen/king?  What is a sovereign and how is this different to having a king/queen for your country?  Do all kings and queens around the world have the same responsibilities to their countries? | **7. Wow products**  **Wow start –**  Children to dress up as a knight, king, queen, maiden etc for the day. A day of craft: making crowns, shields, drama based on the book: Knights and Dragons unite  **Wow ending** –  To be planned inline with COVID guidelines at the time – an opportunity to share with parents. Have a feast from the past! | **6. Christian/Spiritual Focus**  **God**  **What do Christians believe God is like?**  Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.  Give clear, simple accounts of what the story means to Christians.  Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.  Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.  **Christian Values**  **•** January – Truthfulness, Honesty and Wisdom  • February – Love & Compassion  • March – Hope & Aspirations  • April – Hope  **PSHE – RSE:**  Growing and Changing  Covers the expected statutory content for SRE. Within this module, children will have the opportunity to look at how we change and grow, including how we grow at different rates. Following on from our 5-8 module Relationships, students will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. This module also includes informative animations on puberty and conception.  **Being Responsible**  Children will be able to identify what things they have learnt to do for themselves, what duties they are responsible for daily, and how this will change as they grow. The topics offer children the opportunities to learn how they can help those around them and the importance of taking responsibility for their own actions. Children will also look at how they can set goals to improve their skills in an area of their choice.  **Feelings and Emotions**  Supports teachers to explore mindfulness. Children have the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable. Students will acquire a range of strategies for managing unpleasant/uncomfortable emotions and be able to apply these in real-world scenarios. This module also offers a range of relaxation recordings that can be used to help children manage their feelings. |