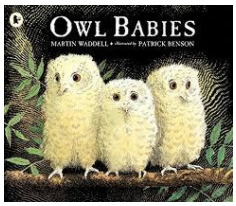
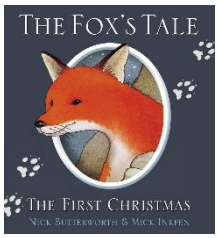
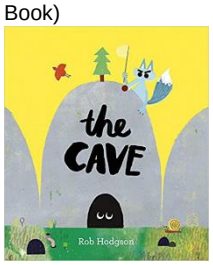
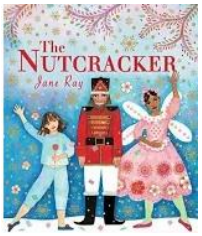
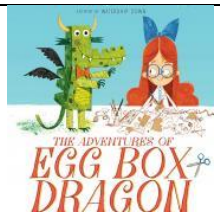
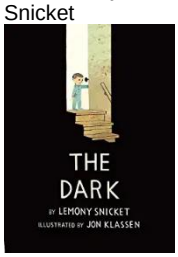
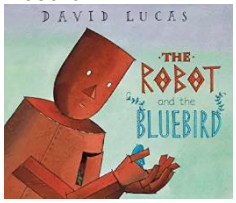
Welholme Academy

Autumn 2 - Bonfire night, Remembrance Day and 'Making Christmas Magical'

	Bonfire Night (29th - 5th) Poppy day (6th - 15th)	**Focus areas for topic**	Curriculum Implementation All –Wreaths with Grimsby Image Song – A soldier through time	Other Planned links
FS1	Maths -Number place value -Addition and subtraction – sorting -Measurement - time English Power of Reading -Owl Babies  -The Fox's Tale  **Poetry** **Nursery Rhymes**	Understanding the World **People and communities** **22-36mnths** In pretend play, imitates everyday actions and events from own family and cultural background **30-50mnth** Remembers and talks about significant events in their own experiences Recognises and describes special times or events for family or friends **40-60mnth** Enjoys joining in with family customs and routines.	**Bonfire Night** Colours, light and dark – night and day, nocturnal animals, firework paintings, craft. **Poppy Day** Nursery rhymes Grand old duke of York Humpty Dumpty **Christmas** Decorating Christmas Tree (DT making ornaments)	Expressive art and design - colours PD - PSED - Jigsaw CLD - Music – use voices expressively, singing nursery rhymes, Listening skills. Christmas concert
FS2	Maths -Number and Place Value – comparing groups -Addition and subtraction (change within 5) -Measurement (time) - revisit daily English Power of Reading -The Cave (Book Trust Book)  -Stick Man (Christmas)	Understanding the World **People and communities** **30-50mnth** Remembers and talks about significant events in their own experiences Recognises and describes special times or events for family or friends **40-60mnth** Enjoys joining in with family customs and routines. **ELG** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	**Bonfire Night** Art - Light and dark, festival of light, firework artwork. Safety - Make a cave (linked to book) and make a creature (linked to book) **Poppy Day** Nursery rhymes Grand old duke of York Humpty Dumpty **Christmas** Stained glass windows Stick Man (POR) Decorating Christmas Tree (DT making ornaments)	Expressive art and design - colours PD - PSED - Jigsaw CLD - IT - stranger danger, keeping personal information to yourself. Music – use voices expressively, singing nursery rhymes, Listening skills. Christmas concert

	 **Poetry** **Nursery Rhymes**			
Year 1 **Links to previous knowledge** ELG The world Knows about similarities and differences between materials	Maths -shape -Place Value (20) English Power of Reading The Night before Christmas **Poetry** **Acrostics** 	**History** To learn about significant historical events, people and places in their own locality **Science** **Materials** -distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties. Design and Technology **Design** -design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria **Technical knowledge** -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	**Bonfire Night** Poetry, food, safety **Poppy Day** Poetry, Response to an image/video - acrostics **Christmas** Name a variety of everyday materials and their properties. Compare and classify materials. Using knowledge of different materials to complete a D&T project -To make a Victorian Toy -compare Victorian toys to modern toys- look at materials chosen for each toy and their properties. -compare Victorian ornaments to modern ornaments. Why materials were chosen and their properties.	RE – Worship and festivals PSHE - Jigsaw IT - keeping passwords to yourself, recognising a range of everyday technology Victorian toy LINK to D&T PE – Indoor athletics Music - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Christmas Concert Music - play untuned instrument use voices expressively, listen and move to music, listen to different pitches Art - Christmas Concert
Year 2 **Links to previous knowledge** Y1 – names a variety of materials and their physical properties	Maths -Money -Multipication & Division English Power of Reading The Adventures of the Egg Box Dragon	**History** To learn about significant historical events, people and places in their own locality **Science** **Materials** -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Design and Technology **Design** -design purposeful, functional, appealing products for themselves and other users based on design criteria	**Bonfire Night** History - story **Poppy Day** Poetry, Response to an image/video_- diamantes **Christmas** Investigating different materials Using knowledge of different materials to complete a D&T project Children to make their own eggbox dragon. What materials would be suitable? Can we change the shape of our	RE - What does it mean to belong? PSHE - Jigsaw IT - online stranger danger, use of technology at home PE – Indoor athletics Music - sing together in unison, understand basic notation,

	 Poetry **Diamantes**	-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	materials to improve their suitability for the object. -To design, make and evaluate a Christmas decoration	crochets, clap and play note B on recorder Art
Year 3 **Links to previous knowledge**	Maths -Addition and subtraction -Multipication & division English Power of Reading The Dark by Lemony Snicket  Poetry **Clerihews**	**History** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, Science **Forces and Magnets** -compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing. **Light** -recognise that they need light in order to see things and that dark is the absence of light *notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change. Design and Technology **Design** -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	**Bonfire Night** Should fireworks be banned? **Poppy Day** Poetry, Response to an image/video - Clerihews **Christmas** **Magnets –** Chn to explore magnets through a range of experiments – 1 week project – create their own fridge magnets using model magic. **Light** Y3 intervention room to be made into a dark room. Light, dark and shadow experiments using the ideas in the POR text The Dark **Design and Technology –** design, make and evaluate Lanterns	RE – Why remember? PSHE – Jigsaw SMSC- enable students to distinguish right from wrong and to respect the civil and criminal law of England -encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. IT - keeping safe online, basic word processing, basic powerpoint skills PE – Indoor athletics Music - Big Sing at the Auditorium, Perform songs for the Parents Music - listen with concentration and understanding, play recorder and use and understand staff, and other musical notation Art

		-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products		
Year 4 **Links to previous knowledge** Year 2 - Can compare suitability of materials. Changing shape of solid materials	Maths -length & perimeter -Multipication & Division English Power of Reading The Robot and the Bluebird  **Poetry** **Kennings**	**History.** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, Science **Electricity** -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors. **State of matter** -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Design and Technology **Design** -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make**	**Bonfire Night** Debate – Was Guy Fawkes a good guy or bad guy? **Poppy Day** Poetry, Response to an image/video - Kennings Visit – Children's service at the gate (x15 plus staff) **Christmas** **Design , make and evaluate** – Make a board game using skills of electricity to make Santa's eyes light up. **State of matter –** How can Santa dry his hat quickly? Make a new hat for Santa – pros & cons for each material.	RE- What does it mean to belong to a faith? PSHE – Jigsaw SMSC- enable students to distinguish right from wrong and to respect the civil and criminal law of England -encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. IT - reliability of information, powerpoint skills PE – Indoor athletics Music - learn 'Do they know it's Christmas' LINK to draughts and floods, water cycle. Music - Cello learning to play a tuned instrument, Art

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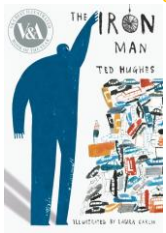
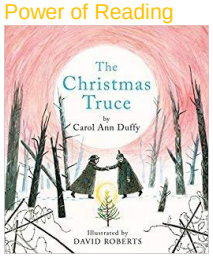
Year 5 **Links to previous knowledge** Year 4 – State of materials Link transparency to year 4 Light	Maths -Multipication & Division -Perimeter & Area English Power of Reading  **Poetry** **Senyru**	**History** -Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, -Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present Science **Properties and changes of materials** -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate that dissolving, mixing and changes of state are reversible changes -explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Design and Technology **Design** -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded	**Bonfire Night** Was the punishment that Guy Fawkes received fair? **Poppy Day** Poetry, Response to an image/video - Senyru Visit service at the Cenotaph **Christmas** Teach skills discretely linked to: -Conductivity (electrical and thermal) -Magnets -Soluble and insoluble materials. -Separating materials via filtering, sieving and evaporating -Reversible and irreversible changes. -All the above activities will have a Christmas theme to them or will link to The Iron Man if this fits better and, where possible, fair testing will occur. -Consider different Christmas themed products, for the children to suggest the best materials to use for the different parts (drawing upon knowledge of properties of materials) and	RE – How do people express their faith? PSHE - Jigsaw SMSC- enable students to distinguish right from wrong and to respect the civil and criminal law of England -encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. IT - creating a strong password, customising privacy settings, basic Excel skills PE – Indoor athletics Music - continue cello. Music theory Art Christmas Concert

		diagrams, prototypes, pattern pieces and computer-aided design **Make** -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products	explain why they think this. Eg A sleigh : Runners made from polished, smooth metal as less friction so moves easily plus more quickly. **Design** Santa's elves designing and making products which will make people's Christmas a 'magical' one - utilising the Science knowledge and skills learnt . Children will be both inventive and creative They could make a toy, game, drink/food item and so forth utilising an aspect/aspects of the science learnt. (No set product as we want to promote creativity). Test and evaluate with other Year 5 classes. Make improvements from constructive feedback and re test.	
Year 6 **Links to previous knowledge** Year 3 – Light Year 4 - Electricty	Maths -Fractions -Position & Direction English Power of Reading  **Poetry** **Ode**	**History** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, Science **Light** -recognise that light appears to travel in straight lines -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity** -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram Design and Technology **Design** -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	**Bonfire Night** Terrorist or activist? **Poppy Day** Poetry, Response to an image/video - Ode Visit War graves **Christmas** Teach light and electricity discreetly in class Follwed by a round robin of activities applying electricity skills **D&T** create sew and evaluate a wall hanging (with lighting and circuit) for Christmas.	RE – Is it fair? PSHE – Jigsaw SMSC- enable students to distinguish right from wrong and to respect the civil and criminal law of England -encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. IT - t's cool to be kind (google documents), Excel skills PE – Indoor athletics Music - continue cello. Music theory Art

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