

**Class texts- whole class reading, extracts, thematic books**

* ***After the Fall – Dan Sanat***
* ***Covid around the world***
* ***Through my window***
* ***You are my hero***

**Killer Questions- those asked to measure understanding of pupils at key milestone points during the term**

* ***What important events in History can you list?***
* ***How can we prevent germs from spreading?***
* ***How did the world react?***
* ***Why are symbols important and who uses them?***

**Hooks or memorable experiences**

***Welcome back***

***Well being***

***Mindfulness***

***Daily/weekly journaling***

***Multiple opportunities for outdoor activities***

***Lower KS2 Learning Challenge***

***Year 3 and 4***

**Public Product *– what will the outcome look like to demonstrate learning?***

***Creative project- Art***

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**Cognitive skills / meta-learning – specific teaching examples to use in learning**

* ***CAF- initial idea/ prior knowledge***
* ***PMI- Evaluate subjects/ experiences***
* ***APC-***
* ***Collaboration/ planning- learning challenge***
* ***Listening***
* ***Absorption-***
* ***Questioning***
* ***Imitation-***

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| **Year Group** | **LKS2** | **Term** | **Autumn** | **Challenge pack** | **History in the Making** |
| **SUBJECT**  | Children will learn about/ will know WHAT? **(Declarative knowledge)** | Children will know HOW To…? **(Procedural knowledge)** | Prior learning **(Schemata)** | Vocabulary |
| **History** | **The Role of the school****How have schools reacted in past pandemics?****Historical Pandemics****Timeline of the pandemic world****Timeline of pandemic UK – personal** **Add Spanish Flu****What caused the pandemic and what was the impact on society?** **What is the ongoing impact of the pandemic?****When was the NHS formed? Who founded the NHS? What is the advantages of having the NHS especially during this pandemic?****BLM****How do we embrace people of different race, religion, culture, gender and age?****What is BLM? Why did it become more prominent recently? How has the world responded? Which communities has it effected and why?****How has past HISTORY influenced how they are treated now? (slavery)****What is slavery? And how has it impacted on people of the world?****SEN: Words of feelings such as ill, matching pictures to the appropriate word. Discussion about what good hygiene looks like.**  **SEN: Pictures which relate to lockdown routine and a routine for school.**  | **H2.3c Make connections and contrasts over different periods of time****H2.2c Identify and give reasons for historical changes and events****H2.2a Question why some significant features of historical societies still exist today****H2.1d Use understanding of specific time periods to create an identified timeline****H2.2b Use different sources of information to build up specific pictures of the past****PSHE:** **I can identify what makes me unique****PSHE: I can recognise that all people are equal, countless of gender, race and life choices****PSHE: I can consider the different pathways that people might take in life****SL: I can label a picture appropriately using symbols and words.**  **SL: I can sequence 2 given events from a story using pictures** | **H1.3c Identify how significant events or individuals have had impact nationally or globally****H1.2c Start to ask how and why things might have happened in the past****H1.2a Ask questions about what has happened in my own lifetime****H1.1d Sequence key events within a specific time period.****H1.2b Ask questions about what has happened in a time period beyond our lifetime** | **Source****Flu****Virus****Pandemic****Epidemic****Mental Health****Racism****Timeline** |
| **Art/R.E.** | **What signs and symbols give us hope?****Discuss religious symbols, doves, others?****How did the world react through art?****Explore the reaction of the world through street art.****SEN: Can I match pictures of two different countries in to the correct group recognising similar shapes in the pictures?**  | **A2.1a Record and explore ideas from first hand observation or from experience and imagination****Collage A2.4c Combine and explore texture to create an effect****Drawing A2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen****Printing A2.3d Know that images can be repeat printed using a variety of block and mono printing techniques to make patterns and pictures****Painting A2.3c Know which brushes and tools to choose to work at different scales** **PSHE: I can recognise that different people have different beliefs, choices or preferences and that this makes us all individually great****SL: I can match the same pictures together.**  | **A1.1a Themes, observation, artefacts, the world around them****A1.2a Mark making using different drawing materials.** | **Shading****gradient****Mixed media****Collage** |
| **Technology** | **How did technology help during the pandemic?****The enhanced usage of information technology – calls, videos, face time.****How was information shared and was it always reliable? News headlines, news papers.** **What is Zoom? Can we arrange a zoom?** | **C2.1a Understand the opportunities computer networks offer for communication****C2.4c Identify a range of ways to report concerns about online content****PSHE: I can recognise the dangers of speaking to people online when we don’t know who they definitely are** | **C1.1a Recognise common uses of information technology beyond school** | **Browser****Search engine****URL****Cross check****Verify** |
| **Geography** | **Different countries and experiences and responses****Do you have friends and family who live in different countries? How were their experiences similar or different that yours?****Explore stories from around the world with the common thread of kindness/altruism.** **How can we plot the rise of Covid? Use maps and timeline to record the spread.****What examples of great leadership were displayed in countries around the world? New Zeeland, U.K, America, Italy****SEN: Can I match pictures of two different countries in to the correct group recognising similar shapes in the pictures?**  | **G2.3b Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water****G2.4a Use maps, atlases, globes to locate countries and describe features studied****PSHE: I can recognise the importance of working together and what this looks like when done well****SL: I can match the same objects/pictures together**  | **G2.1b Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns****G2.4b Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world** | **Countries****Border****National****International****Global****Population****Poverty****Economy** |
| **Relationships to core subjects (Maths, English, Science)****PSHE /Citizenship** | **Personal experiences and consequences of 2020****What are the high and lows of being in lockdown?****How long did lockdown last, and what impact has it had on you and your family?****How did it make you focus on relationships, especially those you missed?****How did effect your feelings and emotions and physical well-being?****Has this experience changed you?****SEN: What you did in lockdown in images****The Positive changes****What new skills have you learnt or things have you tried?****What have we become grateful for?****What has changed for the better?****Is there anything you will keep doing differently?****What is the importance of health and exercise?** **What positive effect has this experience had on you?****SEN: Which parts of the body are being exercised when shown a picture of an activity.** **SEN: How you felt during lockdown.** **People Who have helped us****Who are key workers and how did they help us?*** **Clap for carers/NHS /Unsung heroes**

**SEN: Matching pictures of keyworkers to the correct name e.g. picture of nurse next to the word Nurse.** **The role of the school****What did you miss about being at school?****How did you want to come back or not? Why?****SEN: Matching pictures to the days of the week- e.g. ‘M’ next to Monday.** **SEN: Ipad selecting images then selecting writing in correct groups.**  | **PSHE3.3e I can discuss the importance of role models in the community****SMSC1.c Can talk and write about my opinions.****SMSC1.f Can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.****PSHE** **I can practice some more sustained mindfulness in a focused way****I can identify choices that I might make when there is change in my life****I can plan things that I can do to help me feel better if I am finding life hard****I can describe the importance of expressing emotions****I can explain that my mental wellbeing is as important as my physical health** **SL: I can say/sign an appropriate word to finish a spoken sentence e.g. I woke up in the …....... Then I had my ….............** **SL: I can form a caption using a bank of given symbols/words e.g. My legs work when I ride a bike.** **SL: I can try to write a short phrase/caption correctly using the initial sounds/prominent sounds of the words.** **SL: I can show you pictures/photos of familiar things.** **SL: I am beginning to show that marks and symbols have meaning e.g. scribble writing next to a picture, a pretend shopping list.**  **SL: I can tell you the difference between letters and pictures**  | **I can identify ways that I could get help if I was in need****I can list a normal range of emotions (happiness, sadness, anger, fear, surprise)** **I can show or express my emotions****PSHE2.3e I can consider the different pathways that people might take in life** | **Emotions****Mindfulness****High/lows****Feelings****Positive****Negative****Rest****Benefits****Healthy****unhealthy** |
| **science** | **What is a virus (germs)? – Germ dispersal experiment.****Why is the covid virus dangerous?****How is it transmitted? The importance of washing hands – investigate the growth of mould on bread.****What measures can be put into place to prevent it?****What is a vaccine and how does work?** | **S2.1a Ask relevant questions and use different types of scientific enquiries to answer them****S.2.1b Set up simple practical enquiries, comparative and fair tests****S2.1c Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers****I recognise how viruses, bacteria and germs can be spread amongst people and why vaccination is important****PSHE: I practice daily good hygiene (dental and body) and understand how germs can be spread** | **The importance of hygiene****S1.1a Ask simple questions and recognise that they can be answered in different ways****S2.1c Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers** | **Bacteria Bug Cell Disease Fungi Germ Microbe Micro-organism Microscope****Pathogen Probiotic****Viruses** |
| **Music**  | **Q: What impact has colonialism had on music today?** **A: Polyrhythmic textures and improvisation changed the way music is performed.****A: Traditional folk songs from the slave trade had an impact on the development of the jazz and blues era** **A: Music was one of the only ways slaves could communicate freely and was adopted as a way of expressing oneself.**  | **M2.4a I listen to a wide variety of musical genres for longer periods.****M2.4d I listen to a wide variety of musical genres and deliberate the composer or genre of the piece.****M2.4e I can comment on music using the interrelated dimensions of music vocabulary** | **Listening to and appreciating a range of music by classical, jazz and film composers****M1.4a I can listen to a variety of music and describe it in simple terms e.g. fast, slow, loud, and soft.****M1.4d I can identify the pulse of a piece of music** | **Folk** **Blues****Jazz****Swing****Rap****Pop****Rnb** **Rock and Roll** |