

# Chase Lane



## Primary School and Nursery

### Half Termly Curriculum Plan Autumn 2 2024

| Year 2  |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                             |        |                                              |
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|         | Prior knowledge                                                                                                                                                                                                                           | Key Vocabulary                                                                                                                                                                                                                       | Week 1                                                                                                                                                                                                                                                                                                                      | Week 2                                                                                                                                                                                                                                                                                                                                              | Week 3                                                                                                                                                                                                                                                                                | Week 4                                                                                                                                                                                                                                                                                                         | Week 5                                                                                                                                                                                                                                                                                                                                      | Week 6                                                                                                                                                                                                                                                                                                      | Week 7 | Assessment                                   |
| Science | Y1<br>Identify and name types of animals<br>Decided whether an animal is a herbivore omnivore or carnivore                                                                                                                                | Habitats<br>Microhabitats<br>Organism<br>Rainforest<br>Endangered<br>Biodiversity<br>Deforestation<br>Ocean<br>Ecosystem<br>Desert<br>Arctic                                                                                         | <b>LI: I can explain how different living organisms may be suited to live in one or more habitats</b><br><br>Children to identify animals and plants that can survive in different habitats reviewing how they have adapted. The children will then create their own creature that could survive in two different habitats. | <b>LI: I can understand how changing environments can impact upon habitats.</b><br><br>Children to identify ways in which the impact humans have on their environment can be reduced or managed. They will then complete a litter walk of the school.                                                                                               | <b>LI: I can plan a campaign to help protect a rainforest</b><br><br>Children to learn about the impact of deforestation on the habitats of animals in the rainforest. Children to create campaign posters to protect the rainforest.                                                 | <b>LI: I can explore the ocean as a habitat and ecosystem.</b><br><br>Link to Topic<br><br>Children to learn about the ocean as the habitat. Researching different oceans and presenting information about the animals and plants within them to their peers.                                                  | <b>LI: I can identify the differences between the Arctic and Antarctic habitats</b><br><br>Children to learn about the different animals that live in the Arctic versus those animals which live in the Antarctic and discuss how they have adapted to environment. Children to create a Venn diagram of animals that live in each habitat. | <b>Assessment week</b>                                                                                                                                                                                                                                                                                      |        | Developing Experts<br>End of Unit Assessment |
| History | Y1<br><br>Sequence events in chronological order<br><br>Think about the differences between then and now<br><br>Understand that some things have changed over time but others are similar<br><br>Begin to understand that during 9another | Expedition<br>Explorer<br>Polar<br>Significant Achievement<br>Mountaineer<br>Equipment, Summit<br>Transport<br>Education<br>Leadership<br>Diet<br>Materials<br>Dehydration<br>Hyperthermia<br>Climbers Cough<br>Frost bite<br>Corset | <b>LI: I am knowledgeable about the life and achievements of a significant individual (Robert Falcon Scott)</b><br><br>Understand how to order events in time order on a time line. Learn about RFS's expedition.<br><br><a href="https://www.bbc.co.uk/teach/class-clips-">https://www.bbc.co.uk/teach/class-clips-</a>    | <b>LI: I can begin to identify old and new things across periods of time through pictures, photographs and objects</b><br><br>Watch with the children and discuss pictures from the actual expedition at relevant points<br><br><a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-">https://www.bbc.co.uk/teach/class-clips-video/ks2-</a> | <b>LI: I can recognise some similarities and differences between the past and the present and that some things change and some things nearly stay the same</b><br><br>Focus on Starter – sort the below into old and modern Ven diagrams:<br><br><b>Transportation</b><br><b>Diet</b> | <b>LI: I can start to understand that during the same period of time, life was different for people in the past (such as rich and poor, male and female)</b><br><br><b>Education</b> – no formal, learned from her brother<br><b>Clothes</b> corsets/ long dresses/ long hair<br><b>Leadership</b> (married at | <b>LI: I can identify similarities and differences between ways of life in different periods</b><br><br>Read “Everest” and bullet point Edmund Hillary's background and the details of his expedition<br><br>Learn key words Dehydration Hyperthermia Climbers Cough Frost bite                                                             | <b>LI: I can identify that some things within living memory (80 years) are similar and somethings are different</b><br><br>Ask children to split their page into two parts (or double spread) and label the sections Then and Now. Give children scrap book style information including: Names of explorers |        | Hot Task (Hexagon)                           |

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|                     | time in history) life was different for different people                      |                                                                                   | video/articles/zdhdgwx<br><br>Mind map based on what they re-call from Scott's expedition | robert-falcon-scott/zdhdgwx<br><br>use Venn Diagram with images for SL) transportation/ equipment/ used in old and new                                                                           | <b>Materials Equipment</b><br><br>Introduce the names of each bit of equipment<br>Model on two children old vs. modern equipment where possible?<br><br>expeditions<br><br>SL to create clothing to show differences between the two expeditions<br><br>MA clothing and equipment<br>HA Clothing, Equipment, transportation and diet for a historical and modern explorer | 26/husband also biologist so allowed her to travel etc./could have chosen for her not to)/never had children which would have also stopped her research<br><br>Compare these orally to RFS so that children can practice this skill ready for the next lesson.<br><br><a href="https://en.wikipedia.org/wiki/Florence_Merriam_Bailey">https://en.wikipedia.org/wiki/Florence_Merriam_Bailey</a><br><br>Diary entry as Florence detailing what makes it difficult for her to be an explorer | Create a mountaineer vs general explorer Survival Guide                                                                                                                                                                        | Facts about their lives<br>Year/Expedition completed<br>Transportation<br>Diet<br>Materials<br>Equipment<br><br>Differentiated hot task Children to independently complete this task to evidence their level of knowledge and confidence. Include the success criteria so that children can use this to help them |                                                                                                                                                                          |                                                      |
| Religious Education | Yr 1 – Christmas nativity<br>Christian creation story<br>Christianity symbols | Jesus<br>Christmas<br>Nativity<br>Tradition<br>Advent<br>Salvation<br>Incarnation |                                                                                           | <b>LI: To can compare bible verses and identify similarities and differences</b><br><br>Children to compare the nativity stories of Matthew and Luke sorting pictures into similar or different. | <b>LI: I know why Jesus is special to Christians and how they show it</b><br><br>Children to explore items/ events associated with Jesus. They will create a scrapbook of pictures associated with Jesus using what they know of him.                                                                                                                                     | <b>LI: I can recall about Christian traditions and how they are linked to the story of The Nativity</b><br><br>Children to sort pictures of Christmas traditions associated with Christianity and not.                                                                                                                                                                                                                                                                                     | <b>LI: I understand why Christians are charitable to others and can suggest ways to be charitable.</b><br><br>Children to create an advent calendar of kindness and charity. Giving to people, family and friends at Christmas | <b>Assessment:</b><br><br>Providing children with the question – why do people come together at Christmas and why is it so important?<br><br>Children will create a mind map of ideas recapping and reflecting on their learning this term.                                                                       |                                                                                                                                                                          | Mind map                                             |
| Computing           | Yr 1 – We are Lego Builders                                                   | Algorithm<br>Predict<br>Rules<br>Scratch<br>Test                                  |                                                                                           | <u>We are Games Testers</u><br><br><b>L.I. – To think about what happens in a computer game</b><br><br>• I can talk about what happens in a computer game                                        | <u>We are Games Testers</u><br><br><b>L.I. – To understand that creating games involves animating characters, composing music, sound effects and testing the game</b>                                                                                                                                                                                                     | <u>We are Games Testers</u><br><br><b>L.I. – To think critically about the use of computer games</b><br><br>• I can find and understand the code for a                                                                                                                                                                                                                                                                                                                                     | <u>We are Games Testers</u><br><br><b>L.I. – To be aware of age restrictions and suitability of games</b><br><br>• I understand that games have age restrictions and that not all games are                                    | <u>We are Games Testers</u><br><br><b>L.I. – To think about how algorithms work in more complex games</b><br><br>• I can use logical reasoning to test and make                                                                                                                                                   | <u>We are Games Testers</u><br><br><b>L.I. – To understand that computer games can be addictive</b><br><br>• I can see why it can be hard to stop playing computer games | Assessment based on recorded explanations in MS Word |

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|                    |                                                                                                                                                             |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• I can see that a computer game works by following Instructions</li> <li>• I can see how computer games are similar</li> </ul>                                                                                           | <b>as well as algorithms and programming</b> <ul style="list-style-type: none"> <li>• I can test a computer game</li> <li>• I can predict what will happen in a computer game</li> <li>• I can see how computer games are made up of a range of media as well as algorithms</li> </ul>                                   | computer game in Scratch <ul style="list-style-type: none"> <li>• I can explain how the different elements of a game work</li> <li>• I can record my explanation of how a game works using MS Word</li> </ul>                                                                                                                                           | suitable for me to play at this age <ul style="list-style-type: none"> <li>• I know to tell someone if I am worried about a computer game</li> <li>• I know how to report any concerns when playing online games</li> </ul>                                                              | predictions about more complex games <ul style="list-style-type: none"> <li>• I can see how many games include an element of progression</li> <li>• I can think about ways that a game could be improved.</li> </ul> | <ul style="list-style-type: none"> <li>• I know I need to limit my time playing computer games.</li> <li>• I understand that I should balance gameplay with other activities like reading and exercise</li> </ul>       |                                                                                                |
| Art and Technology | <b>Year 1</b><br>Running stitch<br>Design<br>Make                                                                                                           | Design<br>Make<br>Template<br>Construct<br>Textiles<br>Assemble<br>Join<br>Decorate                                                                                                                                                                     | <b>L.I. – I can design and draw a template for a Christmas stocking</b> <ul style="list-style-type: none"> <li>• Children are to explore stocking designs.</li> <li>• Children are to use what they have learned to design and draw a template of a stocking</li> </ul> | <b>L.I. – I can mark out and cut materials</b> <ul style="list-style-type: none"> <li>• Children are to mark out and then cut out, onto felt, their planned stoking template design</li> </ul>                                                                   | <b>L.I. – I can assemble and join fabrics</b> <ul style="list-style-type: none"> <li>• Children are to line up and join the two halves of their stockings together using a running stitch.</li> <li>• Children are to follow the instructions, modelling how to carry out a running stitch to join materials.</li> </ul> | <b>L.I. – I can decorate fabrics with finishing techniques</b> <ul style="list-style-type: none"> <li>• Children are to decorate their stockings with a trim along the top, joining the additional fabric with fabric glue.</li> <li>• Children are to use fabric pens to add detailed designs to their stockings, including personalisation</li> </ul> |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                      |                                                                                                                                                                                                                         | Children are to be assessed against the outcome of their stocking against the design criteria. |
| Music              | <b>Nursery:</b><br>Christmas Sing-a-long.<br><br><b>EYFS:</b> Traditional Christmas Nativity,<br><br><b>KS1:</b> Christmas Nativity Production as Year 1's. | Pulse<br>Rhythm<br>Tempo<br><i>(fast &amp; slow)</i><br>Pitch<br><i>(high &amp; low)</i><br>Dynamics<br><i>(loud &amp; quiet)</i><br>Performance<br><i>(acting &amp; dancing)</i><br>Solo<br>Ensemble<br>Unison<br>Harmony<br>Technology<br>Microphones | <b>LI: I understand the meaning of the word 'Christmas'</b><br><br>Revisit & discuss the story of 'The First Christmas'.<br><br>Introduce & discuss the outline story of this year's KS1 Christmas Nativity production.                                                 | <b>LI: I understand how the songs fit into the story of the 'First Christmas'.</b><br><br>Work through songs in the Christmas Nativity production & how they fit in to the 'First Christmas' story.<br><br>Discuss the acting, singing & dancing parts required. | <b>LI: I understand the 'First Christmas' story &amp; why we have Christmas celebrations every year.</b><br><br>Revisit & improve previously learned additional production songs.<br><br>Introduce & work through the remaining production songs as time allows.                                                         | <b>LI: I understand that rehearsal is very important in preparing for a live performance.</b><br><br>Children to rehearse the production as a whole Key Stage for the first time using the staging.<br><br>Introduce the sound technology required for a live performance.                                                                              | <b>LI: I can rehearse &amp; perform as part of my cohort with increasing confidence.</b><br><br>Children to improve their stage presence & performance levels by further rehearsing as a whole Key Stage using staging & props.<br><br>Introduce the scenery, visual effects & lighting. | <b>LI: I can perform to a live audience with confidence.</b><br><br>Christmas Nativity production:<br><br>Final rehearsals.<br>Dress rehearsal to school.<br>Live performances to families.                          | <b>LI: I understand how to improve future live performances.</b><br><br>Assess & discuss as a class the previous weeks Christmas Nativity production performances.<br><br>Fun musical activities to conclude this unit. | Class discussion relating to the live performances of the Christmas Nativity production.       |

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|           |                                                                                                                                                                                            |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Children to have an initial opportunity to sing solo or as part of an ensemble in front of their peers using one of the Christmas Nativity production songs.                                                                                                                                                                                                                                                               | Finalise parts for the Christmas Nativity production.                                                                                                                                                                                                                                                                                                                                                                                                                                                | Solo & ensemble singers / dancers to have the opportunity of additional assistance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Improve continuity of the overall performance.                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                 |                                               |
| PSHE      | <p>Y1 Identify similarities and difference s between people in the class</p> <p>Say what bullying is</p> <p>Know who to talk to if feeling unhappy</p> <p>Know how to make new friends</p> | <p>Friends Special Unique Similarities Differences Value Stereotypes Special Assumptions Bullying On purpose</p>                                                           | <p><b>LI: I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</b></p> <p>Read out statements that are based on stereotypes about boys and girls. Ask the class to stand next to Agree/Disagree and Not sure visuals. Discuss each statement and challenge them with examples. Read "Dulcie Dando Soccer Star". In boy/ girl pairs, create a shield to find 4 similarities between them and their partner (appearance/family structure)</p> | <p><b>LI: I am understand that sometimes people make assumptions about boys and girls (stereotypes).</b></p> <p>Read the book "Bills New Frock". Read the description cards of bed covers out to the class and ask them to decide if they belong to a boy or a girl. Highlight misconceptions/ stereotypes. Chn to create a Celebrating Differences shield that includes 4 differences between them and their partner.</p> | <p><b>LI: I understand that bullying is sometimes about difference.</b></p> <p>Read scenarios out to the class. Ask them to discuss in pairs and agree whether it's bullying. Help the children or remind them of the key features of bullying:</p> <ol style="list-style-type: none"> <li>1. It doesn't just happen once</li> <li>2. It is deliberate: hurting someone on purpose, not accidentally</li> <li>3. It is unfair</li> </ol> <p>Children to make a leaf for a class friendship tree.</p> | <p><b>LI: I can contribute my own ideas about rewards and consequences.</b></p> <p>Tell the class about the most important reward you received at school. Why did you receive it? How did it make you feel? Ask the chn. To work in pairs to remember which rewards they've received at school and why. Show the class images of poor choices and ask them to agree a consequence on post it notes in pairs. Feed these back to the class and remodel so that they are appropriate. Create an anti bullying paper chain with what they would do if they saw bullying.</p> | <p><b>LI: I know some ways to make new friends.</b></p> <p>Read the book "Willy and Hugh". Discuss how chn have made friends since Reception (share interests/ joining an existing game/ taking turns). Give the children friendship tokens which they can decorate and keep in their tray. Rehearse the language of how to ask another child to play and how chn can respond. Finish the sentence stem "a good friend is someone who..."</p> | <p><b>LI: I can tell you some ways I am different from my friends.</b></p> <p>Chn to play the pairs game with a partner.. Remind chn that even if we're different form others, we can still be friends. Chnto draw one of their friends on abody outline. Record 2 ways my friend is similar and 2 ways they are different to me.</p> |                                                                                                                 | PSHE Folders and chn's individual reflections |
| Languages | <p>Numbers to 10</p> <p>Je m'appelle + name</p>                                                                                                                                            | <p>Onze = 11</p> <p>Douze = 12</p> <p>Treize = 13</p> <p>J'ai ... ans + age</p> <p>Un cheval = horse</p> <p>Un cochon = pig</p> <p>Un chien = dog</p> <p>Un chat = cat</p> | <p>I can identify and name farm animals in French</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>I can listen to and join in a rhyme in French.</p>                                                                                                                                                                                                                                                                                                                                                                      | <p>I can name some farm animals when they are "more than one".</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>I can listen to, repeat and recognise some sounds in French. I can join in with a song</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>I can listen to and understand a story in French</p>                                                                                                                                                                                                                                                                                                                                                                                       | <p>I can join in with a Christmas song in French</p>                                                                                                                                                                                                                                                                                  | <p>I can recognise Il fait froid and il fait chaud</p> <p>I can use context to help me understand new words</p> | Teacher observation                           |

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|  |  | Un canard = duck<br>Un mouton = sheep<br>Une poule = chicken<br>Une vache = cow |  |  |  |  |  |  |  |  |
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