

Year: _____

Term: _____

Learning
Challenge
question

How different was my grandparents' childhood to mine?

MTP

| | Maths | English | | | Science | | | |
|------------------------|---|---------|---|----------------------|---|--|--|----------|
| | | | | | Working Scientifically | | | |
| | | Reading | Writing | Speaking & Listening | Observing over time | Pattern seeking/ Fair testing | Classification and identification | Research |
| Prior Learning | odd and even number knowledge, number bond to 5 and 10 knowledge from Reception, addition from HT1 in Year 1. | | Story maps - 5 parts of a story. Children have been exposed to a capital letter and a full stop within a sentence. | | I can use my senses to explore the world I know what an observation is. | I know how different materials are more suitable for different jobs | I can describe similarities and differences. I am able to select the most appropriate materials for toy making. | |
| Pre & post assessments | pre assessment subtraction shape pre assessment Numbers to 20 and place value assessment pre assessment days of the week time | | Week 1 Cold Task: Write about your favourite toy? week 3 Pre-assessment Write down the capital letter that represents each lower case (choose key capital letters) | | Pre Task - Look at different objects on their table - What materials are these objects made from? | Prediction - What is the best material to make my toy waterproof? | | |

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| | post assessment addition post assessment subtraction shape post assessment | | Hot Task: What is your lost and found story? (innovated story) week 7- matching capital letters to lowercase letters | | Post Assessment - I can name an objects material | Evaluation - I know what is the best material to make my toy waterproof | | |
| Unit assessment | | | | | | | | |
| 1 | addition by counting on using a number line odd and even numbers, pairs consolidation understanding of equals = commutative addition calculations counting in 2s | Hook - teacher to pretend to have lost something and to find it in the classroom. Follow clues to the lost toy. Introduce the story of Dogger by Shirley Hughes. | LQ: What toy is important to you? Cold task LQ: What are the main events in the story of Dogger? LQ: What do I know about a character from the story? | Ask relevant questions and speculate what the old toys may be like, share ideas and listen to the ideas of peers. Verbally retelling Dogger, hot seating characters. LQ: How do the characters in the story feel? LQ: What story can I tell using story prompts? | LQ: How do materials differ from each other? Observing and classifying different materials through investigation . | | | |
| 2 | odd and even numbers completing addition calculations- missing numbers | Reading tricky words in a text and applying phonics to new words. | Create a story map for Dogger story Putting the sequence | Children to be able to join in with the story telling. Children to discuss and orally rehearse | | LQ: What are materials used for? Observing how materials differ | | |

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| | <p>addition stories and picture problems</p> <p>Subtraction pre-assessment</p> | <p>Ordering sentences - using reading strategies.</p> <p>Reread new innovated version of the story.</p> | <p>of events into order.</p> <p>LQ: What has changed in my story?</p> <p>LQ: What innovations will I make for my lost and found story?</p> <p>Teacher to model story map for innovated story</p> | <p>their ideas for writing.</p> <p>Retell the shortened version of Dogger with actions in kagan groups.</p> <p>Discuss innovations for new story</p> | | <p>and why certain materials are more suited to different objects and uses.</p> | | |
| 3 | <p>Maths Week- active maths odd and even numbers.</p> <p>Subtraction pre assessment</p> <p>LQ: How can I use crossing out to subtract?</p> <p>LQ: How can I use number bonds to subtract?</p> | <p>Reading tricky words in a text and applying phonics to new words.</p> <p>Applying phonics to read new words</p> <p>Looking at reading strategies and how these support reading</p> <p>LQ: What strategies can you use to read a text?</p> | <p>Create a story map for new innovated story</p> <p>Teacher modelling writing, shared writing and guided writing.</p> <p>Write a sentence dictated by the teacher.</p> <p>Children to write the opening of their new innovated story with support.</p> | <p>Orally rehearsing sentences to write.</p> <p>Listening to a shared write of a lost and found story.</p> <p>Sharing ideas for shared writing.</p> <p>Children orally rehearsing their sequence of sentences for narrative writing.</p> | | <p>LQ: What materials are old toys made of?</p> <p>Observing which materials Victorian toys are made from and why these materials were used.</p> | | |

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| | | | <p>LQ: What will the opening to your story be?</p> <p>LQ: How do we represent these lower case letters as capital letters?</p> | | | | | |
| 4 | <p>LQ: How can I subtract by counting back on a number line?</p> <p>subtraction stories</p> <p>addition and subtraction post assessment</p> | <p>Read aloud my writing for my teachers/ peers</p> <p>Re-read my sentences to check what I have written makes sense and to edit and improve.</p> | <p>Shared write - continue the class story, adding the problem.</p> <p>Children continue to write opening and build up of their new innovated story.</p> <p>LQ: What will the opening to your story be?</p> <p>LQ: What will the build up to your story be?</p> <p>Hot Task LQ: What is your lost and found story?</p> | Retell their new innovated story | | <p>LQ: How can we test materials?</p> <p>Observing objects and learning the properties of materials. Children to test materials and compare their properties..</p> | | |

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| 5 | <p>numbers 10-20 and place value, pre assessment and introduction.</p> <p>Reading, writing and exploring numbers 10-20</p> <p>Comparing and ordering numbers to 20.</p> <p>shape pre assessment</p> | <p>Non - Fiction Family Life (tell me what you remember) by Sarah Ridley</p> <p>Reading the book and Discussing new vocabulary in the book. Recapping on what fact and fiction books are.</p> <p>Apply phonics knowledge and skills, using reading strategies to read words and sentences from the book.</p> | <p>Hook - Children to find a range of photographs around the room showing different special moment and celebrations</p> <p>What has changed and what has stayed the same?</p> <p>LQ: What is History?</p> <p>Children to write about their favourite memory. LQ: What is your favourite holiday memory?</p> <p>Teacher to read out a memory from a grandparent.</p> <p>LQ: What has changed and what has stayed the same?</p> | <p>Children to discuss the pictures in the book. What are their thoughts and feelings on the book? What does the book prompt them to think about?</p> <p>Children to share their ideas on What is important to them?/ what celebrations do they have (links to PSHE/RE)</p> | | <p>LQ: How can we test materials?</p> <p>Devising a fair and simple test to investigate the properties of everyday materials.</p> | | |
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| 6 | <p>LQ: To be able to recognise four basic 3D solid shapes: spheres, cubes, cuboids and pyramids.</p> <p>LQ: To be able to recognise 2D shapes in the everyday environment.</p> <p>LQ: To be able to group shapes using different criteria.</p> <p>Shape post assessment</p> | <p>Apply phonics knowledge and skills, using reading strategies to read words and sentences from the book.</p> | <p>LQ: What are the features of a letter?</p> <p>LQ: How can I persuade the king that childhood now is better than long ago?</p> <p>LQ: How can I make a piece of writing better?</p> <p>Children write a letter to the King to persuade him that childhood now is better than it was for our grandparents.</p> <p>Information/ persuasion</p> <p>To know that we can use our writing to persuade and share facts and opinions.</p> | <p>Discuss opinions on whose childhood is the best?</p> <p>how and why we should look after the sea.</p> <p>Whose childhood would you prefer?</p> <p>Children to debate which is better- childhood long ago or childhood now?</p> <p>Explore difference between now and then? What has changed?</p> <p>Differences- toys, school, food, monarchy, transport.</p> | | | | <p>LQ: What do we now know about materials and their properties?</p> <p>Children complete a post learning assessment demonstrating knowledge of materials, their properties and relevant vocab.</p> |
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| 7 | pre assessment days of the week time LQ: What are the days of week? | Read the Christmas story and put the events in order. | Children to write about their favourite part of the school pantomime. (12th Dec) Write the insert for a festive card, linking to DT moving card. | Retell what happened in the pantomime. Act out your favourite scene. | | | | LQ: What materials will you use to make a Christmas card? Children apply knowledge to design and make a festive card, making moving parts if able to. Children explain why they have chosen certain materials. *THIS IS DONE THROUGH DESIGN & TECHNOLOGY* |
| End of unit assessment | End of half term addition, subtraction and place value quiz. | | Children to write a letter to the king explaining whose childhood is best. Children to use capital letters, fingers spaces, phonics etc | | | | | What do we know about materials and their properties? |

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| | Geography | History | DT | Art | Computing | PSHE |
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| Prior Learning | | <p>We know about family history and how the past is different to now. We know that our toys are different from the toys from the past. We know that the past is something that has already happened.</p> | | | <p>The children will have had the opportunity to explore Beebots in EYFS</p> | <p>We know about our emotions and how they affect others. We know how to have a healthy body and healthy mind. We know we are all different and it is okay for everyone to have their own views.</p> |
| Pre & post assessments | | <p>Topic Graffiti Wall</p> <p>What do you already know about Victorian toys?</p> | | | <p>Do the children know how to programme the Beebot to reach a pre planned destination?</p> | |
| | | <p>Post Assessment</p> <p>Can you name a Victorian toy?</p> <p>I can say what is the difference between a Victorian toy and the toys I play with</p> | | | <p>Unit Title: We are Treasure Hunters</p> <p>Can the children programme the toy to reach a pre planned destination? Are they able to understand the taught vocabulary from this unit of work?</p> <p>Are they able to predict problems and debug where necessary?</p> | |
| Unit assessment | | | | | | |

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| 1 | | <p>Topic WOW! Children receive a letter to their class, from Elizabeth and Peter in the Victorian times, asking about toys in the year 2022.</p> <p>LQ: What will be different about the toys that Elizabeth and Peter played with? Thought bubble based on the letter children write about their toys.</p> <p>LQ: What do you know about Victorian toys? <i>Pre assessment-</i> What do the children already know about old toys? What do they want to know about old toys? Read another letter from Elizabeth & Paul and explore victorian era and victorian toys</p> | <p>Prior to lesson 1 the children will be asked to bring in a pop up greetings card or pop up story book to share and explore with their peers.</p> <p>Lesson 1 : Children will share their books and cards, discussing how the pop ups work.</p> <p>They will decide upon a pop up product they think might be suitable for this time of the year.</p> | | <p>Introduction to new ICT Vocab</p> <p>LQ: How can I programme a Beebot to reach a required destination?</p> <p>Children to explore the Beebots. Teacher to assess children's ability to programme the toy prior to teaching and learning</p> | <p>Emotions and feelings linked to character emotions in the story of dogger. Expression using body language and link to zones of regulation.</p> |
| 2 | | <p>LQ: How would I describe a Victorian toy? Children recap old Victorian toys then choose an old Victorian toy to</p> | <p>LQ: How will you evaluate a pop up card?</p> <p>The children will</p> | | <p>LQ: How will I input a sequence of instructions for a programmable toy to reach a desired destination?</p> | <p>Mental health & wellbeing. Feelings experienced over time especially those associated with change/grief/loss.</p> |

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| | | <p>draw and label. They might want to research this toy first to understand how Elizabeth and Peter used to play with it. Children write a sentence about the toy, describing it and how you use it.</p> <p>LQ: How would you group your own toys into categories? Look at toys that we play with that are the same as toys played with children in Victorian times. Discuss our toys and then put them into groups according to their materials.</p> | <p>again look at different examples of pop ups and will learn how to evaluate a product.</p> | | | |
| 3 | | <p>LQ: What does a timeline show us? Children to put a timeline together of children in the Victorian times, moving all the way to them as little children now so they have an understanding that Victorian times were a very long time ago.</p> | <p>LQ: Can I explain how different pop up or moving cards work? The children will be introduced to the terms mechanisms and sliders. They will learn how to create moving parts which move up and down, side to side or rotate.</p> | | <p>LQ: How will I develop and record sequences of instructions as an algorithm?</p> | <p>Keeping safe. Understand the need to stay safe whilst playing at home or at school. Stranger Danger Anti-Bullying Week</p> |

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LQ: What toys did your family play with?

How have toys changed over time? Why do you think they have changed? What toys did your parents play with?

LQ: What would your toy timeline look like?

What is a timeline? What will it show us? Gather real life pictures, online images or draw pictures of toys through time and create your own timeline with images to show when children played with the different toys.

LQ: How can I make a moving part for a greetings card?

The children will be given the opportunity to practise making moving parts building upon the knowledge they gained in last week's lesson.

LQ: How will I programme the Beebot to follow an algorithm?

Family, wellbeing, relationships - Understand about family networks

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| 5 | | <p>LQ: What were TV and Radio like when our grandparents were children?</p> <p>How has radio and television changed? Why do you think they have changed? Do you think it is good that they have changed?</p> | <p>LQ: How will I design a pop up/moving Christmas card?</p> <p>The children will research traditional and contemporary designs for Christmas cards.</p> <p>They will design their own card and explain which parts of their card will move and how. .</p> | | <p>LQ: How will I debug a program?</p> | <p>Keeping safe. Understand the need to stay safe whilst playing at home or at school. Road Safety Rail, water & fire Safety</p> |
| 6 | | <p>LQ: What was family time like when our grandparents were children?</p> <p>Relating to their own family and seesaw post. What did their grandparents do as a child? What would they do to entertain them? How is this different to family time now?</p> | <p>LQ: How can I demonstrate my ability to make a moving Christmas card?</p> <p>This week the children will make their Christmas card following their design selecting the appropriate tools and media required.</p> | | <p>LQ: How will I predict how a program will work?</p> | <p>Relationships and Sex Education. What are the similarities between boys and girls?</p> |

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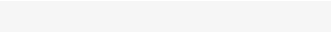
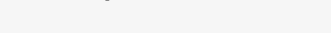
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| 7 | | <p>Topic evaluation and answering the topic question.</p> <p><i>LQ: How was my grandparents' childhood different from mine?</i></p> <p>Discuss the differences between your childhood and grandparents' childhood. Children draw and label pictures of their childhood & their grandparents' childhood.</p> <p>When would you prefer to be a child, now or then? Children draw a picture to show when they would like to be a child. Write a sentence explaining why.</p> <p>*Lesson to be covered in English*</p> | <p>LQ: How will I evaluate my completed product?</p> <p>The children will finish their Christmas cards. They will peer assess and then evaluate their own work against the design criteria.</p> | | <p>Post Learning assessment.</p> | <p>Healthy Lifestyles</p> <p>What is a healthy lifestyle?</p> <p>How can I be responsible for my own health and wellbeing?</p> <p>What helps to keep me physically healthy?</p> <p>How can I look after my teeth?</p> <p>What foods should I eat?</p> |
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| End of Unit assessment | | How was my grandparents' childhood different from mine? | <p>To design and make a pop up/moving Christmas card / greetings card.</p> <p>To understand how simple mechanisms and sliders work</p> <p>To select appropriate media and tools in order to complete a given task.</p> <p>To be able to improve upon work where needed.</p> <p>To evaluate their own and other people's work against design criteria.</p> | | <p>Are the children able to :</p> <p>Give and follow instructions on how to move around a large space?</p> <p>Understand input, program and output in the context of a robotic toy?</p> <p>Create a program to move a toy to a particular destination?</p> <p>Debug a program?</p> <p>predict where a toy will end up from a set of instructions?</p> <p>Understand the following vocab- input, output, program, algorithm, debug.</p> | |
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| | Music | RE | PE | | Languages |
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| Prior Learning | Timbre and rhythmic patterns Fairy Tales | | Introduction to Hockey in reception. | | |
| Pre & post assessments | Do the children understand the concepts of timbre and rhythm? | | Children play a game of Hockey to see what prior learning they have of the sport. | | |
| | Can they use their voices expressively, and use instruments to create interesting rhythms and timbre? | | Children play the same game. Teachers will review their performance in comparison with week 1. | | |
| Unit assessment | Composing and playing a rhythm | | | | |
| 1 | Character voices: Use voices expressively to speak and chant | Our Wonderful World LQ: What makes the world special? | Hockey - Introduction into the game of Hockey. The children will familiarise themselves with a stick. Learning on how to hold and travel around with it. Moving onto working with the ball. LQ: How many hands do we use on the Hockey stick and where are they positioned? | PE Passport Lesson 1 Balancing on body patches. Balancing on Body points Transitioning from a point balance to patch balance. Performing a routine consisting of 3 point balances and 3 patch balances. | |

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| 2 | Starting with instruments: Select suitable instrument sounds to represent a character | LQ: What is the Jewish, Islamic and Christian creation story? | Hockey - Working individually the children are going to travel slowly around the astro-turf keeping the ball close. Looking into changing direction, keeping head up looking for space. LQ: When travelling with the ball what must we do? | PE Passport Lesson 2 Be able to perform asymmetrical spins on side, front, back and bottom. Demonstrate quality work on the floor and apparatus. Balance asymmetrically. Show understanding of what success looks like in self and others. | |
| 3 | Rhythms: Compose and play a rhythm | LQ: What is the Hindu creation story? | Hockey - Working with a partner can children begin to travel around the astro-turf (passing and moving). Can the children then move towards goals and shoot into an empty net. LQ: When you pass the ball what should you do next? | Maths week- active maths activities in halls  | |
| 4 | Rhythms: Compose and play a rhythm (continuation from last week - make videos) | LQ: What do people believe about the sky and heaven? | Hockey - Children will gain the knowledge of how to defend. Introducing tackling. LQ: What do we need to do in order to gain possession of the ball from the opposition? | PE Passport Lesson 3  Work with a partner to perform routines in different formations. Perform a combination of symmetrical and asymmetrical spins on patches. Be physically confident. | |

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| 5 | Responding to Music: Recognise how timbre is used to represent characters in a piece of music. | LQ: What do people believe about the creation of plants? | Hockey - Children will be introduced to dribbling/shooting. Can the children travel around the pitch effectively negotiating space and shooting using both dribbling and passing? LQ: What must we do in order to move with the ball? | PE Passport Lesson 4 . Spin at different levels on points. Perform a sequence of spins on points with a mixture of symmetrical and asymmetrical shapes. Hold balances on different parts of the body. Demonstrate agility, balance and coordination. | |
| 6 | Keeping the pulse: Keep the pulse using untuned instruments. | LQ: What do people believe about the creation of humans and animals? | Hockey - Children will be introduced to the technique of shooting. Paring children up standing in a goal each, one person will shoot and the other will stop the ball. LQ: How do we gain more power when shooting? | PE Passport Lesson 5 Hold balances at different levels. Spin out of balances to form a sequence. Recognise what success looks like in self and others. | |

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| 7 | Revisit any areas of the unit that children need reinforcement with | LQ: How and why do Christians celebrate Christmas? | 7 v 7 game... Children will play a game and try to link in all prior learning. LQ: What are the rules of the game of Hockey? | PE Passport Lesson 6 Perform spins and balances in different formations as part of a wider routine. Perform in different formations, adjacent, front and back, mirroring. Performing well with a partner. Demonstrate their understanding of changing level and direction within their work . Demonstrate physical confidence. | |
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| End of Unit Assessment | Compose and play a rhythm. Demonstrate an understanding of the concepts “rhythm” and “timbre”. Use voice expressively to depict a particular character. | <p>To be able to explain what makes the world special.</p> <p>To know a creation story.</p> <p>To understand that people have different beliefs about how the world was created.</p> <p>To understand why Christians celebrate Christmas.</p> | Hockey - All children should have a good understanding of how to play the game and be able to demonstrate. In addition, they should be able to list basic rules when attacking and defending. | <p>The children should have a thorough understanding of patches and points, symmetrical and asymmetrical spins and balances.</p> <p>They should be able to perform a routine with a partner incorporating all their learning from this term demonstrating spins and balances and changes of levels and direction.</p> <p>They should be able to demonstrate success at working with a partner. collaboratively, showing confidence and agility.</p> <p>They should be able to recognise success in themselves and others.</p> | |
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