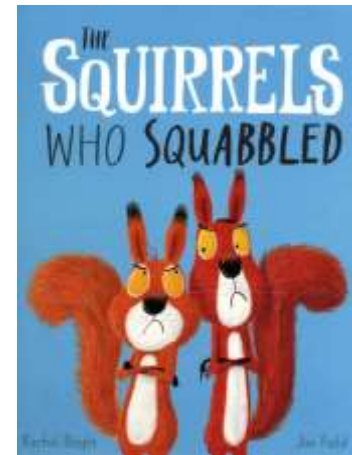
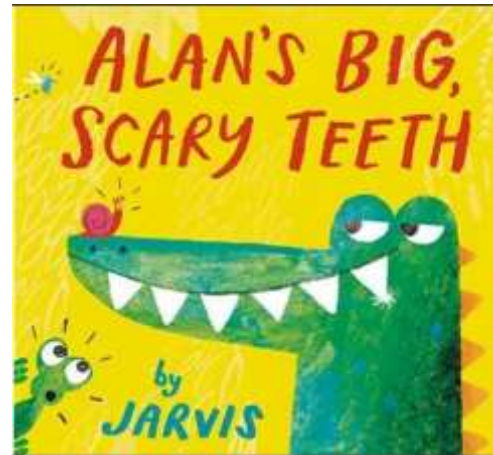




The Victorians



Class 2 Year 1/2

Mrs Hayes (Class Teacher)

Mrs Barron (TLA), Mrs Chopra & Mrs Morello (SENTAs)

KS1 Half-Term Medium Term English Planning



WOW Stimulus –

- Texts, Film clips,
- Visit to Abbeydale Industrial Hamlet in Victorian dress
- Music/songs linked with trip,
- Outdoor Autumn walk

Purpose and Audience:

- Mary Seacole fact-files to share with class 1 (topic planning)
- Autumn Poems for Classroom and opportunity to share with another class
- Performance of poetry learnt by heart

Rich Text/s:

- Fiction: Alan's Big Scary Teeth by Jarvis, The Squirrels who Squabbled by Rachel Bright,
- Non-fiction: A range of information books and texts about The Victorians
- Poetry: Poems about Autumn,

Guided/Reciprocal Reading:

- Introduce VIPERS to explore whole class reading.
- Little Wandle group reading
- Explore a range of rich texts as a class inc wordless and simple picture books

Speaking/listening/performing:

- To work as part of a group suggesting ideas about the stories and making comparisons.
- Share information sheets and posters.
- Performance of poetry

<u>Wk.</u>	<u>Genre</u>	<u>Little Wandle Phonics/Spelling</u>	<u>Learning Intentions</u>	<u>Activities</u>	<u>SEND</u>	<u>Handwriting</u>
1	Postcards / recount – Baseline for Writing Journey Books	<u>Phonics</u> - Baseline Assessments	Y1. To use capital letters to start sentences and full stops to end them. Y1. To write simple sentences. Y2. To make consistent use of capital letters and full stops.	<u>Main Activity –</u> To complete writing baseline. Chn to write a postcard to Class 2 from somewhere they went during the holiday. (Could be anything eg a trip to the zoo, the seaside, playing at the park or their garden, visiting a grandparent, going for a walk, going to the shops or going to a summer club) <u>Reading Comp</u> Introduction to VIPERS reading skills when reading as a class.	Baseline assess mark making/interest in books/verbally recounting summer activities <u>Reading</u> Action words	A a C c
2	Fiction Wanted Poster	<u>Phonics</u> - Y1 – Phase 3 GPCs review Y2 – Phase 5 review	Sentence Construction Describing a character Expanded noun phrases Vocabulary	<u>Main Activity –</u> Read – Alan’s Big Scary Teeth by Jarvis – predict what will happen next at various parts of the story. Children create a ‘Wanted’ poster to describe Alan the alligator. <u>Reading Comp</u> Y1 and 2 Little Wandle reading groups	Colourful Semantics work Have an image of Alan and paint and scribe comments of what he looks like <u>Reading</u> Action words	D d E e
3	Fiction Retelling	<u>Phonics</u> - Y1 – air er /z/ s -es words with two or more digraphs Y2 – Phase 5 review	Variety of punctuation Narrative Editing to check and improve writing	<u>Main Activity –</u> Children investigate using full stops, exclamation marks and questions marks to end sentences linked to the ‘Alan’s Big, Scary Teeth’ story. Children re-enact the story in small groups to prepare for writing the story. Children retell the story of ‘Alan’s Scary, Big Teeth’.	Colourful Semantics work Listen to the story and re-enact using giant alligator. Scribe comments of photograph actions <u>Reading</u> Action words	F f Q q

				<u>Reading Comp</u> Y1 and 2 Little Wandle reading groups		
4	Autumn Poetry	<u>Phonics-</u> Y1 – Phase 4 Y2 – Phase 5 review	To write for different purposes. To write poetry. To evaluate their writing with the teacher and other pupils. To read and discuss different types of poems. To recognise repeated patterns / repetition. To choose interesting vocabulary (Y2 – Begin to up-level word choices)	<u>Main Activity –</u> Autumn walk to notice changes. To look at a variety of Autumn Poems. Children are to discuss vocabulary, patterns and punctuation used. They are to collect ideas, drawings, list words and create their own Autumn Poem. The Works – chosen by Paul Cookson. Children to learn an autumn poem by heart. <u>Reading Comp</u> Y1 and 2 Little Wandle reading groups	Colourful Semantics work Autumn objects to see/touch/smell and explore. Model describing them and scribe any comments. Take photos for book. <u>Reading</u> Action words	O o + recap
5	fiction	<u>Phonics-</u> Y1 – Phase 5 Y2 – Phase 5 review	Vocabulary Describing and identifying Inference	<u>Main Activity –</u> Read Squirrels Who Squabbled by Rachel Bright – Children look at the front cover, title and blurb to make predictions about what the story might be about. Read the beginning of the story and build on their predictions based on what has been read so far. Read the rest of the story and identify unfamiliar words and their meanings. Children explore and locate the rhyming words in the story. Children create thought bubbles to show the character's thoughts and feelings at different parts of the story. <u>Reading Comp</u> Y1 and 2 Little Wandle reading groups	Colourful Semantics work Read class story and model identifying emotions <u>Reading</u> Action words	mixed curly caterpillar letters
6	Fiction Diary entry	<u>Phonics-</u> Y1 – review longer words Y2 – Phase 5 review	Features of a diary Writing in first person Planning and writing a diary entry	<u>Main Activity –</u> Children explore diary entries and the features of these. Children practise writing in the first person and change sentences from the third person to the first person. Children use plans to write their own diary entry in the role of Cyril.	Colourful Semantics work Re-act class story with images from the book. Can the story be sequenced by child with support?	mixed curly caterpillar letters

				<u>Reading Comp</u> Y1 and 2 Little Wandle reading groups	<u>Reading</u> Action words	
7	Non-fiction Assessments	<u>Phonics-</u> Y1 – assessments Y2 – Phase 5 review assessments	Fact-file	<u>Main Activity –</u> Produce a fact-file of things learnt in Victorian topic after visiting museum. <u>Reading Comp</u> Y1 and 2 Little Wandle reading groups	Colourful Semantics work Use pictures of trip and scribe child's comments. <u>Reading</u> Action words	Check accurate formation of all lower- case letters and digits 1-10

Year 1 Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) FREE TRIAL VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation

Year 2 Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW				Number Addition and subtraction VIEW					Geometry Shape VIEW		

Science Medium Term Plan

Overview Year 2

(Year1 taught by Mrs Whitfield)

Living Things and Their Habitats	1	2	3	4	5	6	7
	Is it Alive?	Habitats near me	Microhabitats and minibeasts	Comparing microhabitat	World Habitats	Food Chain	Assessment
Unit Key Vocabulary Tier 1 (everyday words) <i>living, alive, used to be alive, water, air, move, rocks, feed, bird, fish, shelter, safety, space, air</i> Tier 2 (words that are important in different science topics) <i>metal, glass, plastic, group, grow, never alive, healthy, mammal, reptile, amphibian, protection, suitable, suited, conditions, environment, survive, depend, world, desert, ocean, polar, rainforest, grasslands, carnivore, herbivore, omnivore</i> Tier 3 (words that are specific to this science topic) habitat, basic needs, microhabitat, woodland, coastal, urban, local, minibeast, food sources	Learning Objective To identify and compare the differences between things that are living, used to be alive and have never been alive. Success Criteria I can group living and non-living things. I can identify things that are alive, used to be alive or have never been alive. I can explain how I know something is alive, used to be alive or has never been alive.	Learning Objective To identify some plants and animals and explain how they depend on each other. Success Criteria I can explain what a habitat is. I can identify and record some plants and animals in a local habitat. I can explain how one living thing depends on another living thing within a habitat.	Learning Objective To identify some plants and animals and describe why they are suited to living in their microhabitat. Success Criteria I can explain what a microhabitat is. I can identify and record some minibeasts in a microhabitat. I can record what I find in a pictogram. I can begin to explain how a microhabitat meets the basic needs of a minibeast.	Learning Objective To identify some plants and animals and describe why they are suited to living in their microhabitat. Success Criteria I can explain what a microhabitat is. I can identify and record some minibeasts in a microhabitat. I can compare my findings to help answer an enquiry question. I can give examples of how living things are suited to different habitats.	Learning Objective To identify some animals and plants in world habitats and describe how they depend on each other. Success Criteria I can use sources such as eBooks and videos to research answers to questions. I can identify some plants and animals in a world habitat. I can describe how animals depend on each other for food. I can describe how some animals shelter in a world habitat.	Learning Objective To use a food chain to show how animals get their food. Success Criteria I can name some sources of food for carnivores, herbivores and omnivores. I can order living things in a food chain.	Assessment

Geography/History Medium Term Plan

Overview Year 2

(Year 1 taught by Mrs Whitfield)

	Topic - The Victorians Big Questions: What is the past? Why is it important? What was life like in Victorian times?		
Week	Learning Intention/Key questions	Activities and Resources	SEND adaptations
1	What is the past? When was the Victorian era? To learn about the term 'past' and position key events on a timeline.	Create a visual/ practical timeline as a class ordering events using the key vocabulary of past, present and future. Children create their own timeline ordering key events. Activity – Complete topic page for Topic book.	With support sequence a timeline. Adult to reinforce vocab of past, present and future. Colour topic page.
W	Who was Queen Victoria?	Questions they want to ask and to find out about the Victorians – https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhbk Discuss Power point (Twinkl). Activity - Complete a KWL grid, what do we know about the Victorians and what do we want to find out? Revisit at end of the topic. Activity - Create a fact-file about Queen Victoria.	Watch video and colour or paint portrait of queen Victoria Have toy crown and other objects available to play with an explore
3	Why were the Victorians important? What did the Victorians introduce	Discuss things that were introduced during Victorian times. Create a class mind-map of ideas. Activity – Complete a cut and stick activity with examples of things introduced during Victorian times (Christmas Trees).	Stick images of Victorian items in book
4	Who was Mary Seacole and what was she famous for?	Watch the video about Mary Seacole. Read information in groups and share findings. Activity – Create a mini fact book about Mary Seacole. Share completed books with the Class 1 Tigers. https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjxcqg https://www.youtube.com/watch?v=FZDfibPtBI	Watch video and colour or paint portrait of Mary Seacole Have toy nurse kit to play with and explore
5	What were Victorian houses like? How were Victorian houses similar and different to homes built today?	Trip to Abbeydale Industrial Hamlet – 8th Oct Activity on return - Look at examples of Victorian houses (Refer to comparison from trip). Which house do you think a rich Victorian would live in? Why? How are the houses different?	Join trip and explore the buildings. Stick photos of trip in book and scribe comments from child of what they remember

		Activity – Label the key features of a Victorian house. Activity - Complete sorting activity Victorian kitchen and modern kitchen (Twinkl)	
6	What did Victorian children play with?	Look at a variety of Victorian toys. Compare and contrast with toys that children play with today. Kapow Unit – How have toys changed? Year 2	Have a range of Victorian toys available to play with. Stick images in book and record comments
7	How have schools changed	Compare schools from the past with modern day. Kapow Unit – How have schools changed? Year 2	Share images of schools and reinforce past and present. Use chalk on a chalk board to make marks/draw Photograph and stick in book

PSHE Medium Term Plan

Overview Year 2

(Y1 taught by Mrs Whitfield)

Topic - **Connecting with others: How can I build safe, kind and caring relationships with others?**

Unit outcomes - Pupils who are **secure** will be able to:

- Identify similarities and differences between themselves and others.
- Recognise that everyone has unique qualities which make them special.
- Explain why kindness towards people who are different is important.
- Comment or answer questions about families with respect for others.
- Ask for help with a falling-out if they need it.
- Say when something feels okay or not okay.
- Know it is never their fault if they feel unsafe.
- Identify and name trusted adults at home and at school.
- Use clear phrases to ask for help when something feels wrong or not okay.
- Recognise when they or someone else is being bullied.

Key vocabulary

belong (Y1/2)

bullying (Y1/2)

Unit specific links

[Vocabulary display – RSE & PSHE Y2: How can I build safe, kind and caring relationships with others?](#)

calm (Y1/2) care (Y1/2) carer (Y1/2) fair (Y1/2) family (Y1/2) share (Y1/2) trust (Y1/2) trusted adult (Y1/2)					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Lesson 1: How are we all different and the same?</u>	<u>Lesson 2: How are families different and the same?</u>	<u>Lesson 3: How can I show my feelings kindly and calmly?</u>	<u>Lesson 4: How can I let others know what is okay or not okay for me?</u>	<u>Lesson 5: Who can I talk to if something does not feel right?</u>	<u>Lesson 6: What should I do if someone is being unkind again and again?</u>
To recognise and celebrate how people are different.	To recognise that all families are different and all are special.	To solve a falling-out kindly.	To practise telling others when something feels okay or not okay to me.	To name who I can talk to and what I can say if something feels unsafe or wrong.	To recognise bullying behaviour and know what to do if it happens.

RE Medium Term Plan

Overview Year 2

(Y1 taught by Mrs Whitfield)

Class 2	Subject	Topic	Prior Knowledge/Skills	
Y1/2	RE	Who do Christians say made the world?	Year start	
Within this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.			Key Vocabulary • Creation • World • Belief • Thank • Harvest • God • believe • Bible • Genesis • praise	
Week	Learning Intention	Activity	SEND adaptation (if needed)	resources
1	What is prayer?	What is prayer? Chn to share their thoughts and reflect on why people pray. Class Prayer of what we are thankful for in school to be written collaboratively as a class and used at the end of the day.	To have a quiet reflective moment and explain this is like prayer. Adult could use calm sensory objects to create the reflective mood. Child to select from images of what we might be thankful for to stick on sheet to build own prayer.	Prayer worksheet Candle Images
2	Who do Christians say made the world?	STEP 1: Show pupils a range of man-made items (e.g a teddy bear, a mobile phone, and a cake). Ask pupils to talk about what they think the creator of these things might be like. Discuss what skills pupils think the creator would need to make these items. STEP 2: Take pupils outside into the playground (or outside area if you have one) encourage them to look at various parts of the natural creation e.g plants, trees, grass etc. Discuss what pupils think the creator of these things is like. Do they think that these things got there by chance, or do they think that a higher being or God would have had to of made them?	Match numbered days of creation story with numbered images. Adult to reinforce telling the story as each picture is matched.	Human-made objects Post-it notes Bible story SEND – twinkl sequencing worksheet

		STEP 3: Explain that Christians believe that God made the world. Ask what pupils think the creator of the world might be like? Give pupils slips of paper to write one adjective to describe the creator on. Collect the pupils' responses together and stick onto a large sheet of sugar paper to create a class wordle. STEP 4: Take pupils back into the classroom and ask them what they can remember about the Christian creation story. When pupils have shared their ideas, read a high-quality version of the story from the children's bible to pupils (a good version can be found in The Beginners Bible). Talk through the key events and discuss what Christians believe was made on each day of creation.		
3	What happens in Genesis?	STEP 1: Recap the last lesson with pupils. Ask which of the main events from the story they can remember. Use the text from last time and show pupils the images from the story; encourage pupils to use these to retell the story. Explain that today we are going to be looking at the text from the New International Version (NIV) of the Bible. Tell pupils that this is a translation that many adult Christians use. Use Bible Gateway (website) to download the text from Genesis 1:1-2:3. Read the text to the pupils and encourage them to note similarities and differences between the two texts (the one used today and the one used last time). Write pupils' responses on a similarities and differences table. STEP 2: Ask pupils if they can remember what the texts say was made on each day of creation. Next to the name of each day, add a picture to represent what was made on that day (this will be used later in the lesson as a scaffold for pupils). STEP 3: Show pupils the first part of the Big Frieze timeline that accompanies Understanding Christianity. Note that everything created is represented by a paint pot. Can the pupils look at the pots and identify things created on each of the days that they heard about in the story? Ask pupils: What might go inside the paint pot for day number four? Would you need more than one thing inside a paint pot for day number six? STEP 4: Give pupils a paint pot outline and encourage them to fill their paint pot with items that were created on one of the days of creation (ensure all the days are covered throughout the class). At the end of the lesson, bring the class back together and create a paint pot creation timeline with all the different days of creation. See whether pupils can identify where their paint pot should go.	Allow child to choose a day from last weeks worksheet and then model painting in a paint pot outline. Child to have a go doing a painting of that day in the paint pot outline.	Bible story from last week Genesis text Paint pot outlines Understanding Christianity Big Frieze understandingchristianity.org.uk/the-project/the-big-frieze-emma-varlett/
4	Why do Christians look after the world?	STEP 1: Recap the creation story with pupils, encouraging them to share which key events they can remember. Ask pupils to share what they know was made on each day of creation in the Biblical account of it. Watch a video account of the creation story*. Discuss the film with pupils, touching upon: Are there clear links with the original text? Was anything left out? Why might we have to be careful when using video resources? Why do many Christians think it is always a clever idea to go back to the original text? STEP 2: Talk about Christians believing that God made the world. Explain that some Christians believe slightly different things about how the world was made but that most Christians agree that God is responsible in some way for creating everything. Explain that in the Bible, after the world was made, God put people in charge of his creation. Ask: Do you think that this was an easy job? Why might it have felt like a big responsibility? Explain that many Christians today still feel that they should care for the world. Discuss why pupils think this is. STEP 3: Ask: 'What do you think Christians who believe God really did make the world and everything in it might say to God'? Give pupils sentence starters to support writing what a Christian might say such as 'Creator God, we praise you for...' or 'Thank you God for...' etc.	Watch the film Have a variety of different natural objects to explore that we might be thankful for and allow child to choose one. Allow child to print with the object or take a rubbing. Create a sentence starter that the child can verbally finish and adult scribe.	Natural objects/paint/wax crayons Sentence starters Exercise books

		Encourage them to create some statements that a Christian might say to thank and praise God for the world. Once they have finished writing, encourage pupils to illustrate their comments appropriately and create a class book. *may use https://youtu.be/yZ1Fd_SPC18		
5	What happens at Harvest and why?	STEP 1: Recap with pupils the key events in the creation story from the book of Genesis in the Bible; can they remember what was created on each day? Reread the story together and talk about what Christians today might like to say thank you for. Ask pupils how Christians say thank you to God for things. Focus together on prayer and sung worship. Ask: When might this happen? Explain that Christians believe that they can thank, pray to and worship God anywhere. STEP 2: Show pupils a church set up for a Harvest celebration. Explain that Harvest is a time when Christians say thank you to God for all that they have been given and all that God has made. Explain that many Christians also share some of what they have with other people at Harvest time as a way of sharing God's gifts with others. STEP 3: Share a Christian song with the pupils that might be sung at Harvest time*. Talk about the different foods that Christians might thank God for at harvest time. Give pupils some outlines of fruits, vegetables, and other produce. Encourage them to write a thank you that a Christian might say to God inside the outline at harvest time. Bring the class back together and create a harvest gift basket by sticking together the pupils' creations. Tell pupils that when the foods are brought into church, a vicar might pray for the gifts and bless them before they are given to people who need them. STEP 4: Read Matthew 10:8 to the pupils (using a version that pupils will understand well from Bible Gateway website). Talk about the last part of this verse, 'freely you receive.' What do pupils think it means? Link to the idea that Christians believe they have received a lot from God and should generously give too. Create a list of things that pupils think Christians might like to share at harvest time. *A suitable song might be found at: https://youtu.be/Cwri-YWb8hU Alternatively, or as a more traditional comparison you could use, we plough the fields and scatter (this one has trickier language) www.youtube.com/watch?v=ccVEiKfAV4	Have mini squash and some bread rolls available to explore. Cut squash to make prints. Adult to talk about harvest and have images available of crops being harvested – maybe a video. Listen to the song. Scribe any comments made by child.	Selection of veg and bread Paint Videos Exercise books
6	How do artists show the Creation?	STEP 1: Recap with the main events in the Christian creation story by showing pupils the key events in picture form and tasking them to order and retell the story. Ask pupils how they know the story so well. Explain that in the past, not everyone could read or write so stories from the Bible were often shared through stained-glass windows, these were often found in churches. Tell pupils that these windows helped people to find out about stories and teachings from the Bible. Show pupils some examples of the creation story depicted in stained glass windows. STEP 2: Show pupils some pictures that different artists have created to show the different days of creation. Can pupils identify which days of creation these pictures are trying to depict? STEP 3: Explain that today we are going to be designing stained-glass windows for a new church to show each of the days of creation. Which images might pupils want to use within their windows? Give pupils a window outline and a day of the creation story to show within it. STEP 4: Bring the class back together and encourage them to create a timeline of windows to tell the creation story. Ask and discuss: What might someone who has never heard the story learn from looking at these windows? How might looking at these windows help a Christian to focus on praising God for creation?	Window outline and use coloured tissue to place on sheet for laminating. Have cut out symbols that represent a day from the creation story ready and allow child to choose and use in the window.	Stained glass window frame Coloured tissue Cut outs from the story Laminating pouches

7	Who do Christians say made the world?	STEP 1: Recap with pupils the days of creation. Ask: what did God do on the seventh day? Discuss why pupils think God rested on the seventh day. Explain that many Christians try to follow God's example. Ask: What might they do on the seventh day of their week? Talk about rest and relaxation and how historically shops and other businesses would be closed on a Sunday, why do pupils think this is? STEP 2: Recap pupils' knowledge by using the sticky knowledge quiz slides. STEP 3: Pupils to complete the cloze assessment sheet.	Using cut outs or objects retell the story and encourage the child to join in. Perhaps assess with matching days to the numbers like in week one but not essential.	Assessment sheet
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Art/DT Medium Term Plan

Overview Y1/2

Class 2	Subject	Topic	Prior Knowledge/Skills	
Y1/2	Art & DT	Drawing: Exploring line and shape The Victorians	Year start	
Pupils who are secure in art will be able to: - Experiment with a range of materials to create marks and tones. - Use different pressures and control to make different marks. - Describe the texture of objects. - Identify how artists use tone. - Control shading to show tone. - Sketch simple shapes lightly so that changes can be made. - Refine a drawing by building up the outline of an object.			Key Vocabulary art: grip mark making materials refine shading sketch texture tone	Key vocabulary DT: (Project next half-term – Fairground Wheel)
Week	Learning Intention	Teaching activity	SEND adaptation (if needed)	Resources
1.	Baseline assessment	Cube starter and draw peppers – have chn assess their work	Ask child to draw a cube And pepper. Have objects ready and model drawing	Slides Cube Peppers cut in half Sketchbooks/assessment sheets

2.	What is Hold to This Earth?	To explore the Indigenous North American artwork in art corridor and respond by making own mini clay sculpture of a natural form.	Clay form	Clay and tools
3.	Exploring drawing materials	To explore drawing techniques using a range of materials.	Range of materials to explore and make marks	Sketchbooks artwork images Range of materials Sketchbooks
4.	Understanding and creating texture	To explore and describe texture through touch and rubbings.	Rubbings	Leaves/bark/wood etc Crayons/pencils Variety of paper Glue and sketchbooks
5.	Exploring tonal shading	To develop tonal shading skills using control and pressure.	Large scale mark making	Rolls of paper (SEND) and variety of materials Sketching pencils/sketchbooks
6.	Create an observational drawing	To use tone and texture to create an observational drawing.	Large scale mark making	Rolls of paper (SEND) and variety of materials Objects for drawing Sketching pencils/sketchbooks
7.	Drawing cont. and artist focus pre-Raphaelites Key vocab. self portrait pre-Raphaelites symbols	Class teach – Discuss the Victorian era artist movement of the pre-Raphaelites. show that they painted symbols to represent things - demo drawing self-portrait with images around Activity – Children to draw own portrait	Have a go at drawing self-portrait. Or Black and white image of child and cut-outs of things they like. Child to stick images around photo and can colour	sketchbooks Drawing pencils

			image with a watercolour wash.	
8	Who was Turner? Key vocab. Turner prize modern art	Artist focus: Turner Activity – outside with sketchbooks and have a go at painting the sky ‘en plain air’ Class teach – Show chn artworks and discuss what the Turner prize is and that it is in memory of Turner Activity – Look through winning artworks and discuss as a class. Choose a couple of favourites to stick in sketchbook and annotate.	Stick image of turner’s work in sketchbook. Go outside to paint	Turner artworks images of Turner prize winning art works sketchbooks watercolours

Computing Medium Term Plan

Overview Y1/2

Topic – What is a Computer?	
Unit outcomes - Pupils who are secure will be able to: • Name some computer peripherals and their functions. • Recognise that buttons cause effects. • Explain that technology follows instructions. • Recognise different forms of technology. • Design an invention which includes inputs and outputs. • Explain the role of computers in the world around them.	
Key vocabulary	Unit specific links
battery buttons computer desktop electricity input invention keyboard	Vocabulary display - Computing Y2: What is a computer?

laptop mouse output robot screen (monitor) tablet technology wire				
Week 1 and week 7 planning to cover online safety sessions				
Week 2	Week 3	Week 4	Week 5	Week 6
Lesson 1: Computer parts	Lesson 2: Inputs	Lesson 3: Technology safari	Lesson 4: Invention	Lesson 5: Real-world role play